School Year: **2024-25**

# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Chino High School | 36676783632502 | May 17th, 2024 | July 20,2023 |

## 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
Chino High School serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Chino High School have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes and attain growth in the following identified priority areas: A-G, ELA/Math CAASPP, and PBIS.

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.

Chino High School works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council (SSC) and English Learners Advisory Council (ELAC), and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)
LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5 and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

# Table of Contents

# Centralized Services

| | |
|---|---|
| **Centralized Services Amount** | Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298. |

# 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).

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings.  During this meeting we share data points and metrics that are available for the district and the school site.  We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate.  Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point.  Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs.  The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-24 School Quality Survey for parents, students and staff was administered during in winter of 2024. At our school, we had the following numbers of participants for each participating groups:
Parents  -- 159
Students- 659
Staff – 59


Here are three data points that we can celebrate:
1. 86% of parents rated the overall quality of their child's education as excellent or good.
2. 90% of parents surveyed stated that the school has high learning standards for all students.
3. 84% of students said that they are challenged academically.

Here are three data points that show our opportunities:
1. 53% of students said that teachers relate the subject material to their daily lives.
2. 64% of students stated that they receive support that addresses their social emotional needs.
3. 76% of campus based staff stated that they receive support that addresses their social emotional needs.


The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of April of 2024, an External TFI completed at Chino reflected 98% implementation for school-wide PBIS implementation of Tier I.  The PBIS team the following area(s) of focus for the 23-24 school year:


An LCAP site engagement meeting was held and the following themes emerged from the feedback received through the survey that was provided to parents.
Goal 1: Attendance focused interventions to curb tardies and absenteeism. Help students get to school on time.
Goal 2: Provide more opportunities for family communication.  Change meeting times, offer parent meeting and workshops after school, and have the community liaison in a central location.

Goal 3: Offer more CTE course options and/or courses that offer hands on classes, and pathways for students who do not want to attend college.
Goal 4: Offer more informational opportunities geared toward college in the classroom. Increase the number of college fairs and workshops.

## Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:
A District Collaborative Learning Round (CLR) made up of a team of District Administrators walked through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This occurred twice this school year in October and February.
In addition to formal teacher observations and evaluations, informal classroom walk-throughs occur on a daily basis at Chino High School. Administration and Intervention Specialists ensure to informally observe teachers and students on a daily basis to ensure the Common Core State Standards are being taught from bell to bell and that students are working towards mastery of these standards.
CHS held two site CLR's or Collaborative Learning Rounds. Teachers, Assistant Principals and instructional coaches participated and provided positive feedback for teachers observed. Once a month Wrangler Wednesday, our focused observations were to examine student observables in the areas of collaboration, Math SMP's and ELA Literacy Shifts. Trends observed included, Think-Pair-Share, random selection techniques (pull cards, etc..), use of Google Docs and Chromebooks to support engagement.

## 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)

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data, and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 22-23 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.
SMART Goal 1: On the 2023 CAASPP, the combined percent of students scoring "Met" and "Exceeded" in ELA will increase from 45% to 60% and in Math will increase from 16 % to 40%.
SMART Goal 2: The percentage of D/F Rates in mark 3 and mark 6 in each of the A-G subject areas will decrease.
SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2022 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.
Baseline ESA Data for August 2023
Essential Standards Baseline Data Math /August 2023
Grade/ Percent Exceeded or Met standard
IM1/ 15.5%%
IM2/ 22.2%
IM3/ 20.2%
Essential Standards Baseline Data ELA /August 2023
Grade/ Percent Exceeded or Met standard
9/ 47.4%
10/ 39.8%
11/ 50.6%
12/ 46.7%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction.  Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:
Essential Standards Final Benchmark Data Math /Spring 2024
Grade/ Percent Exceeded or Met standard
IM1/  28.1%
IM2/  38.8%
IM3/  48.3%

Essential Standards Final Benchmark Data ELA /Spring 2024
Grade/ Percent Exceeded or Met standard
9/  60.2%
10/  50.3%
11/  79.5%%
12/  50.8%%

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned.  We have successfully hired and filled every class with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:
1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.
The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.
The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2023-2024 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Instructional Technology. Support will also be given in ELA/ELD, Math, and Positive School Culture. Our site will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

## Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: Students with disabilities, English Language Learners, and socio-economically disadvantaged students.

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

Our site adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:
K        36,000
1–3      50,400
4–8      54,000
9–12     64,800

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses or blocks of time (Read 180 3 periods and 1 period of Math Intervention in which we used the Math180 curriculum). Intervention courses are funded through our Title I funding and is taught by credentialed teachers in ELA and Math.

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

100% of our students have available to them standards-based instructional materials.

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 materials have been board approved by the CVUSD Board of Education.

## Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable underperforming students to meet standards:
PLC meetings weekly (Friday 50 minutes).
Essential Standards Assessments
Interim Assessment Blocks
Math 180
Study Skills Intervention Classes
Intervention Counselors
First Best Instruction
Common assessments and data driven reflection
Alternate setting for assessment
Instructional Aide support
AVID
Solutions Tree Training for Professional Learning Communities development.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that areas of need are Math, ELA for our Students with Disabilities, suspension rates for EL, Homeless and African-American demographics, and College and Career Readiness for EL and Students with Disabilities.  The three goals within this SPSA plan will monitor the progress of these areas of growth each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place:
Collaborative Teaching practices.
Universally Designed Lesson Planning
First Best Instruction
Professional Learning Communities.
Common Formative Assessments.
Consistent Checking for Understanding.

## Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey.  The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success.  The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings.  Federal funds are used to support the teacher-parent partnership for building a strong community for student success.  We also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student.  The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs.  DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office.  The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.  The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success.  Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable.  The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

Chino High School is committed to meaningful educational partner involvement in developing and gaining input on the development of the SPSA plan.  Students, parents/guardians, staff and community were involved in the process.  All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from educational partner surveys was included as part of the data review.  An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs.  The SPSA was reviewed and shared at the following meetings:
School Site Council

Title I Parent Meeting
CABE Parent Engagement Meetings
Safety Committee
ELAC
Staff Meeting
Other Parent Meetings: CHAPSS (PTA), Booster Club(s), PBIS Meetings (TBD)
Student Advisory Group

# Resource Inequities

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

Chino High School strives for equity in all programs. Currently, there are no inequities of note. To address the equity and resources, our administrative team, counselors and staff work hard to identify and match students with the appropriate course. We use multiple measures, including but not limited to SBAC, grades, AP Potential List, Teacher and parent recommendation and other methods to ensure course placement is challenging and appropriate. Discipline and attendance data are frequently reviewed by CHS Administration to look for inequities and overall performance. One area of note that needs constant consideration is in D/F rates and A-G rates. We use data systems like Illuminate and Data-Quest to support these inquiries. High D/F rates are noted in ELA 9, Biology and Integrated Math 1. These D/F rates cut across the board and are not specific to one subgroup. Increased teacher collaboration, alternate test forms, professional development for co-teach classes and UDL (universal design learning) are working to address these concerns.

# School and Student Performance Data

## Student Enrollment
### Enrollment By Student Group

## Student Enrollment
### Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** |
| **Grade 9** | 514 | 430 | 507 |
| **Grade 10** | 490 | 515 | 436 |
| **Grade 11** | 451 | 455 | 498 |
| **Grade 12** | 441 | 451 | 459 |
| **Total Enrollment** | 1,896 | 1,851 | 1,900 |

**Conclusions based on this data:**

1. Enrollment grew since 21-22

2. We had a significant decline of 10th graders.

3. We had the most growth in 9th grade compared to last year.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 132 | 137 | 166 | 7.00% | 7.4% | 8.7% |
| **Fluent English Proficient (FEP)** | 680 | 639 | 637 | 35.90% | 34.5% | 33.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 11 | | | 8.3% | | |

**Conclusions based on this data:**

1. Overall number of EL students has decreased from 179 in 2017-18 to 131 in 2018-19.

2. CHS's number of "Fluent English Proficient" students has increased from 682 to 705 in 2018-19.

3. Chino High School reclassified 2 students in 2017-18 and 23 in 2018-19.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 439 | 438 | 488 | 0 | 417 | 468 | 0 | 417 | 468 | 0.0 | 95.2 | 95.9 |
| All Grades | 439 | 438 | 488 | 0 | 417 | 468 | 0 | 417 | 468 | 0.0 | 95.2 | 95.9 |

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

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2562. | 2577. | | 17.03 | 16.45 | | 27.58 | 38.89 | | 28.30 | 22.01 | | 27.10 | 22.65 |
| All Grades | N/A | N/A | N/A | | 17.03 | 16.45 | | 27.58 | 38.89 | | 28.30 | 22.01 | | 27.10 | 22.65 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 18.94 | 18.38 | | 58.27 | 63.25 | | 22.78 | 18.38 |
| All Grades | | 18.94 | 18.38 | | 58.27 | 63.25 | | 22.78 | 18.38 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 21.58 | 22.65 | | 47.96 | 54.06 | | 30.46 | 23.29 |
| All Grades | | 21.58 | 22.65 | | 47.96 | 54.06 | | 30.46 | 23.29 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 11.51 | 12.39 | | 72.42 | 72.44 | | 16.07 | 15.17 |
| All Grades | | 11.51 | 12.39 | | 72.42 | 72.44 | | 16.07 | 15.17 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 15.59 | 18.16 | | 65.95 | 68.38 | | 18.47 | 13.46 |
| All Grades | | 15.59 | 18.16 | | 65.95 | 68.38 | | 18.47 | 13.46 |

**Conclusions based on this data:**

1. Baseline data for the Reading component of the ELA/Literacy portion of the CAASPP indicate 18.94% of the student population at Above Standard is down from the prior CAASPP administration in which 22.% of students tested at above Standard. Additionally, we decreased the percentage of students that were below standard from 33% in 18-19 to 22% in 21-22. This showed solid movement from almost 10% of students from "below standard to "near Standard" for the 21-22 CAASPP administration. Formal and informal assessments and IAB results will be utilized to monitor the reading comprehension skills of students.

2. Baseline data for the writing component of the ELA/Literacy portion of the CAASPP indicate 21.5% of the student population at Above Standard and 47.9% at Near Standard.  Professional development for staff focusing on implementing a writing components within daily lessons in all areas. Staff will use PLC time to discuss data and decide when and which intervention techniques will be taught. ERWC,  a focus on writing assessments and IAB results will be utilized to monitor the writing skills of students.

3. Overall participation remained stable since the pandemic. In the 21-22 administration, 95.2% percent of students were tested, and in 22-23, 95.9% of students were tested. This is allows us a great view into the academic supports, progress and needs of our students.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 439 | 438 | 488 | 0 | 412 | 461 | 0 | 412 | 461 | 0.0 | 94.1 | 94.5 |
| All Grades | 439 | 438 | 488 | 0 | 412 | 461 | 0 | 412 | 461 | 0.0 | 94.1 | 94.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2507. | 2508. | | 5.10 | 4.34 | | 11.17 | 11.71 | | 18.69 | 20.82 | | 65.05 | 63.12 |
| All Grades | N/A | N/A | N/A | | 5.10 | 4.34 | | 11.17 | 11.71 | | 18.69 | 20.82 | | 65.05 | 63.12 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 8.50 | 6.72 | | 33.25 | 32.32 | | 58.25 | 60.95 |
| All Grades | | 8.50 | 6.72 | | 33.25 | 32.32 | | 58.25 | 60.95 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 6.80 | 5.21 | | 58.25 | 60.95 | | 34.95 | 33.84 |
| All Grades | | 6.80 | 5.21 | | 58.25 | 60.95 | | 34.95 | 33.84 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 5.58 | 6.29 | | 61.41 | 58.79 | | 33.01 | 34.92 |
| All Grades | | 5.58 | 6.29 | | 61.41 | 58.79 | | 33.01 | 34.92 |

**Conclusions based on this data:**

1. Baseline data for the concepts and procedures portion of the Mathematics component of the CAASPP indicate 15% of the student population at Above Standard and 26% At or Near Standard and above. Professional development

will be provided to staff that focus on SMP skill sets in daily lessons. A focus on alternate assessments, data review and  IAB results will be utilized to measure student success in reaching mathematics goals.

2. Baseline data for the problem solving and modeling/data analysis portion of the Mathematics component of the CAASPP indicate 10% of the student population at Above Standard and 45% At or Near Standard and above. Professional development will be provided to staff that focus on problem solving and modeling/data analysis in daily lessons. A focus on alternate assessments, data review and IAB results will be utilized to measure student success in reaching mathematics goals.

3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened.  This data will not be included in an analysis.  We  utilized ESA data as local measure in lieu of CAASPP for the this school year.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 1555.9 | 1546.8 | 1538.5 | 1555.6 | 1543.5 | 1533.9 | 1555.6 | 1549.8 | 1542.5 | 29 | 43 | 66 |
| 10 | 1543.5 | 1554.9 | 1553.1 | 1536.9 | 1553.1 | 1546.5 | 1549.6 | 1556.0 | 1559.3 | 36 | 31 | 45 |
| 11 | 1539.6 | 1548.1 | 1558.3 | 1528.3 | 1538.6 | 1556.6 | 1550.6 | 1557.0 | 1559.5 | 23 | 30 | 31 |
| 12 | 1508.3 | 1542.0 | 1571.4 | 1500.2 | 1527.4 | 1561.1 | 1516.0 | 1556.1 | 1581.0 | 20 | 27 | 25 |
| All Grades | | | | | | | | | | 108 | 131 | 167 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 17.86 | 6.98 | 12.12 | 42.86 | 53.49 | 42.42 | 25.00 | 23.26 | 24.24 | 14.29 | 16.28 | 21.21 | 28 | 43 | 66 |
| 10 | 2.78 | 19.35 | 22.22 | 61.11 | 48.39 | 40.00 | 22.22 | 12.90 | 15.56 | 13.89 | 19.35 | 22.22 | 36 | 31 | 45 |
| 11 | 22.73 | 13.33 | 19.35 | 4.55 | 40.00 | 41.94 | 50.00 | 23.33 | 16.13 | 22.73 | 23.33 | 22.58 | 22 | 30 | 31 |
| 12 | 11.11 | 14.81 | 20.00 | 16.67 | 25.93 | 56.00 | 38.89 | 37.04 | 8.00 | 33.33 | 22.22 | 16.00 | 18 | 27 | 25 |
| All Grades | 12.50 | 12.98 | 17.37 | 36.54 | 43.51 | 43.71 | 31.73 | 23.66 | 17.96 | 19.23 | 19.85 | 20.96 | 104 | 131 | 167 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 39.29 | 20.93 | 28.79 | 39.29 | 53.49 | 37.88 | 10.71 | 11.63 | 18.18 | 10.71 | 13.95 | 15.15 | 28 | 43 | 66 |
| 10 | 36.11 | 38.71 | 33.33 | 38.89 | 41.94 | 28.89 | 16.67 | 3.23 | 22.22 | 8.33 | 16.13 | 15.56 | 36 | 31 | 45 |
| 11 | 22.73 | 26.67 | 38.71 | 36.36 | 43.33 | 35.48 | 18.18 | 10.00 | 9.68 | 22.73 | 20.00 | 16.13 | 22 | 30 | 31 |
| 12 | 22.22 | 22.22 | 40.00 | 33.33 | 40.74 | 40.00 | 11.11 | 18.52 | 12.00 | 33.33 | 18.52 | 8.00 | 18 | 27 | 25 |
| All Grades | 31.73 | 26.72 | 33.53 | 37.50 | 45.80 | 35.33 | 14.42 | 10.69 | 16.77 | 16.35 | 16.79 | 14.37 | 104 | 131 | 167 |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 3.57 | 4.65 | 4.55 | 35.71 | 30.23 | 21.21 | 28.57 | 44.19 | 40.91 | 32.14 | 20.93 | 33.33 | 28 | 43 | 66 |
| 10 | 0.00 | 6.45 | 11.11 | 30.56 | 38.71 | 28.89 | 44.44 | 29.03 | 33.33 | 25.00 | 25.81 | 26.67 | 36 | 31 | 45 |
| 11 | 13.64 | 6.67 | 3.23 | 9.09 | 20.00 | 19.35 | 31.82 | 46.67 | 51.61 | 45.45 | 26.67 | 25.81 | 22 | 30 | 31 |
| 12 | 0.00 | 0.00 | 8.00 | 11.11 | 25.93 | 40.00 | 44.44 | 40.74 | 32.00 | 44.44 | 33.33 | 20.00 | 18 | 27 | 25 |
| All Grades | 3.85 | 4.58 | 6.59 | 24.04 | 29.01 | 25.75 | 37.50 | 40.46 | 39.52 | 34.62 | 25.95 | 28.14 | 104 | 131 | 167 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 7.14 | 7.14 | 4.55 | 75.00 | 83.33 | 72.73 | 17.86 | 9.52 | 22.73 | 28 | 42 | 66 |
| 10 | 0.00 | 10.00 | 22.22 | 80.56 | 70.00 | 60.00 | 19.44 | 20.00 | 17.78 | 36 | 30 | 45 |
| 11 | 0.00 | 6.67 | 3.23 | 68.18 | 63.33 | 77.42 | 31.82 | 30.00 | 19.35 | 22 | 30 | 31 |
| 12 | 0.00 | 3.70 | 0.00 | 61.11 | 66.67 | 80.00 | 38.89 | 29.63 | 20.00 | 18 | 27 | 25 |
| All Grades | 1.92 | 6.98 | 8.38 | 73.08 | 72.09 | 71.26 | 25.00 | 20.93 | 20.36 | 104 | 129 | 167 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 74.07 | 60.47 | 72.73 | 14.81 | 27.91 | 12.12 | 11.11 | 11.63 | 15.15 | 27 | 43 | 66 |
| 10 | 71.43 | 61.29 | 71.11 | 20.00 | 22.58 | 8.89 | 8.57 | 16.13 | 20.00 | 35 | 31 | 45 |
| 11 | 45.45 | 60.00 | 70.97 | 40.91 | 20.00 | 9.68 | 13.64 | 20.00 | 19.35 | 22 | 30 | 31 |
| 12 | 61.11 | 48.15 | 80.00 | 11.11 | 37.04 | 12.00 | 27.78 | 14.81 | 8.00 | 18 | 27 | 25 |
| All Grades | 64.71 | 58.02 | 73.05 | 21.57 | 26.72 | 10.78 | 13.73 | 15.27 | 16.17 | 102 | 131 | 167 |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 7.14 | 9.30 | 10.61 | 57.14 | 60.47 | 45.45 | 35.71 | 30.23 | 43.94 | 28 | 43 | 66 |
| 10 | 11.11 | 19.35 | 20.00 | 61.11 | 61.29 | 48.89 | 27.78 | 19.35 | 31.11 | 36 | 31 | 45 |
| 11 | 18.18 | 6.67 | 3.23 | 31.82 | 53.33 | 58.06 | 50.00 | 40.00 | 38.71 | 22 | 30 | 31 |
| 12 | 0.00 | 11.11 | 24.00 | 50.00 | 48.15 | 40.00 | 50.00 | 40.74 | 36.00 | 18 | 27 | 25 |
| All Grades | 9.62 | 11.45 | 13.77 | 51.92 | 56.49 | 47.90 | 38.46 | 32.06 | 38.32 | 104 | 131 | 167 |

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **9** | 3.57 | 4.65 | 3.03 | 85.71 | 79.07 | 74.24 | 10.71 | 16.28 | 22.73 | 28 | 43 | 66 |
| **10** | 0.00 | 3.23 | 2.22 | 77.78 | 74.19 | 82.22 | 22.22 | 22.58 | 15.56 | 36 | 31 | 45 |
| **11** | 13.64 | 13.33 | 12.90 | 59.09 | 63.33 | 67.74 | 27.27 | 23.33 | 19.35 | 22 | 30 | 31 |
| **12** | 11.11 | 11.11 | 20.00 | 55.56 | 66.67 | 64.00 | 33.33 | 22.22 | 16.00 | 18 | 27 | 25 |
| **All Grades** | 5.77 | 7.63 | 7.19 | 72.12 | 71.76 | 73.65 | 22.12 | 20.61 | 19.16 | 104 | 131 | 167 |

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


**Conclusions based on this data:**

**1.** Performance levels in the reading domain stayed pretty much the same in the "well developed" category with 11.68% in 17-18 and 11.02% in 18-19. Continuing to provide support for our EL students with instructional aides, Read 180 (with better fidelity) and improvement plans to increase all areas of language acquisition.

**2.** In the writing domain, scores fell in the "well developed" category from 18.25% to 7.63%. Scores grew in the "somewhat and moderately" category from 62% to 72%.

**3.** Scores in the "well developed" category in the speaking domain remained close but dipped slightly from 68% to 67%. Beginning levels in the same domain grew from 12% to 19%.

# School and Student Performance Data

## Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **1900** | **78.9** | **8.7** | **0.3** |
| Total Number of Students enrolled in Chino High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 166 | 8.7 |
| **Foster Youth** | 6 | 0.3 |
| **Homeless** | 72 | 3.8 |
| **Socioeconomically Disadvantaged** | 1500 | 78.9 |
| **Students with Disabilities** | 313 | 16.5 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 47 | 2.5 |
| **American Indian** | 2 | 0.1 |
| **Asian** | 58 | 3.1 |
| **Filipino** | 27 | 1.4 |
| **Hispanic** | 1547 | 81.4 |
| **Two or More Races** | 16 | 0.8 |
| **Pacific Islander** | 2 | 0.1 |
| **White** | 195 | 10.3 |

**Conclusions based on this data:**

**1.**  Our enrollment is at 1851, and this is up from prior years in which CHS's enrollment was in the upper 1700's.

2. Our SWD (Student with Disabilities) population is at 7.9%. From year to year this percentage fluctuates slightly between 7-9%.

3. Our Hispanic population is our largest student group 83% followed by our Socioeconomically Disadvantaged at 56.4%.

# School and Student Performance Data
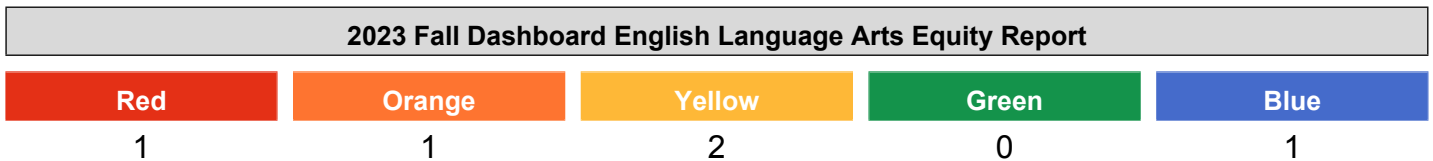
## Overall Performance

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

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

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

### 2023 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

**1.** SBAC scores for from 16-17 to 17-18 fell slightly for ELA and Math. This resulted in an orange level of performance indicator.

**2.** Graduation rate stayed constant in the 94/95% range resulting in a green level indicator.

**3.** Suspension rates dipped for almost all subgroups from 16-17 to 17-18. The decrease in suspensions resulted in a green suspension rate indicator.

# School and Student Performance Data

## Academic Performance
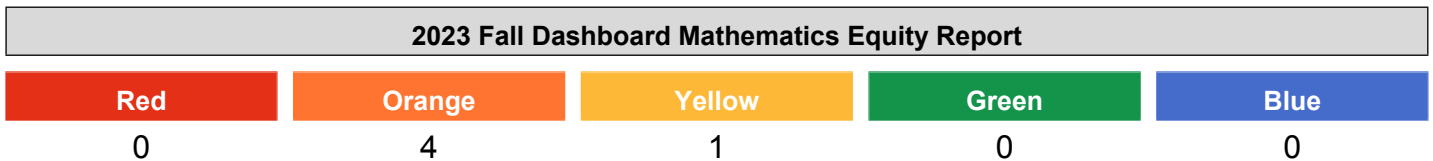## English Language Arts

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

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

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

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

This section provides number of student groups in each level.

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

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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Orange | Less than 11 Students |
| 4 points below standard | 73.6 points below standard | |
| Increased Significantly +15.7 points | Increased Significantly +36 points | 1 Student |
| 448 Students | 38 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 42 points below standard | Yellow | Red |
| Increased Significantly +36.8 points | 12.7 points below standard | 111.8 points below standard |
| 25 Students | Increased Significantly +18.7 points | Decreased -4.8 points |
| | 363 Students | 85 Students |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>9 Students | No Performance Color<br><br>0 Students | 23.1 points above standard<br><br>Increased Significantly +38 points<br><br>11 Students | Less than 11 Students<br><br>5 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br><br>11.2 points below standard<br><br>Increased Significantly +16 points<br><br>383 Students | Less than 11 Students<br><br>3 Students | Less than 11 Students<br><br>0 Students | Blue<br><br>43 points above standard<br><br>Increased Significantly +40.3 points<br><br>38 Students |

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

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 129.3 points below standard<br><br>Increased +8.6 points<br><br>23 Students | 9.9 points below standard<br><br>16 Students | 6 points above standard<br><br>Increased +10.3 points<br><br>268 Students |

**Conclusions based on this data:**

**1.** We have 5 groups that fall into red, orange, and yellow

**2.** We have 1 student group that fell into green

**3.** Our ELs are performing 131.8 points below the standard
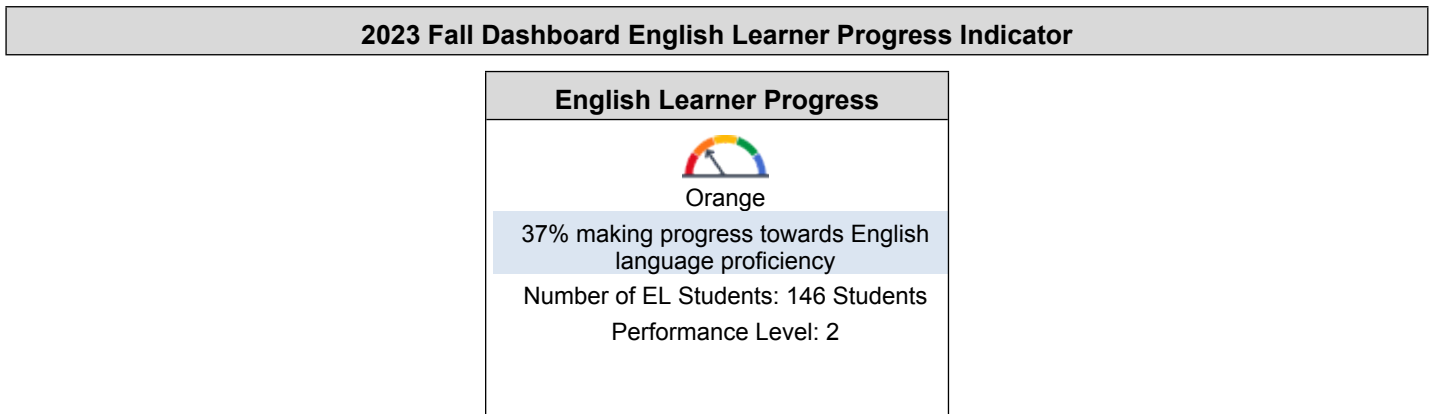
# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

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

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 4 | 1 | 0 | 0 |

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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | Orange | Less than 11 Students |
| 116.8 points below standard | 191.2 points below standard | 1 Student |
| Maintained +2 points | Increased Significantly +20 points | |
| 442 Students | 38 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| 138 points below standard | Orange | Orange |
| Increased Significantly +48.5 points | 129.2 points below standard | 199.3 points below standard |
| 25 Students | Increased +7.5 points | Increased +13.1 points |
| | 361 Students | 85 Students |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students | No Performance Color | 44 points below standard | Less than 11 Students |
| 9 Students | 0 Students | Increased Significantly +29.6 points | 5 Students |
| | | 11 Students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | Less than 11 Students | Less than 11 Students | Yellow |
| 124.9 points below standard | 3 Students | 0 Students | 61.8 points below standard |
| Increased +3.1 points | | | Increased Significantly +43.3 points |
| 377 Students | | | 39 Students |

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

| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners |

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 213.3 points below standard | 169.2 points below standard | 101.3 points below standard |
| Increased Significantly +24.7 points | 16 Students | Maintained +2.2 points |
| 23 Students | | 266 Students |

**Conclusions based on this data:**

**1.** We have 5 groups that fall into red, orange, and yellow

**2.** We have 1 student group that fell into green

**3.** Our ELs are performing 149.4 points below the standard

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

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

| 2023 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| Orange |
| 37% making progress towards English language proficiency |
| Number of EL Students: 146 Students |
| Performance Level: 2 |

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

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 37 | 55 | 4 | 50 |

**Conclusions based on this data:**

**1.** less than half of our ELs are making progress towards proficiency

**2.** one fourth of our EL students decreased

**3.** one fourth of our EL students maintained

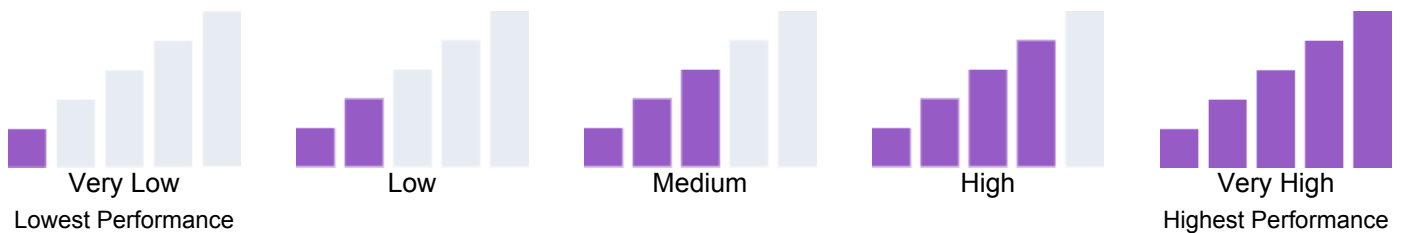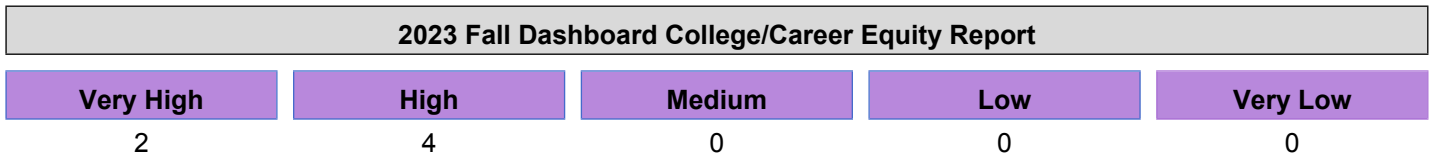# School and Student Performance Data

## Academic Performance
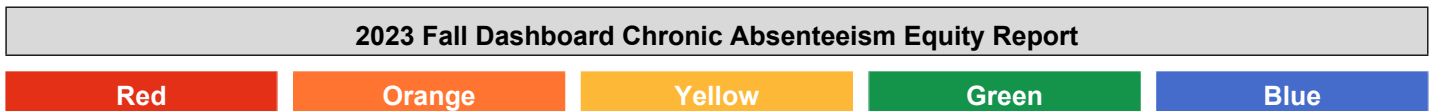## College/Career Report

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

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

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

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 2 | 4 | 0 | 0 | 0 |

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

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

### All Students

33.5 Prepared

472 Students

### English Learners

7.9 Prepared

38 Students

### Foster Youth

Less than 11 Students

3 Students

### Homeless

17.5 Prepared

57 Students

### Socioeconomically Disadvantaged

32.9 Prepared

386 Students

### Students with Disabilities

7.8 Prepared
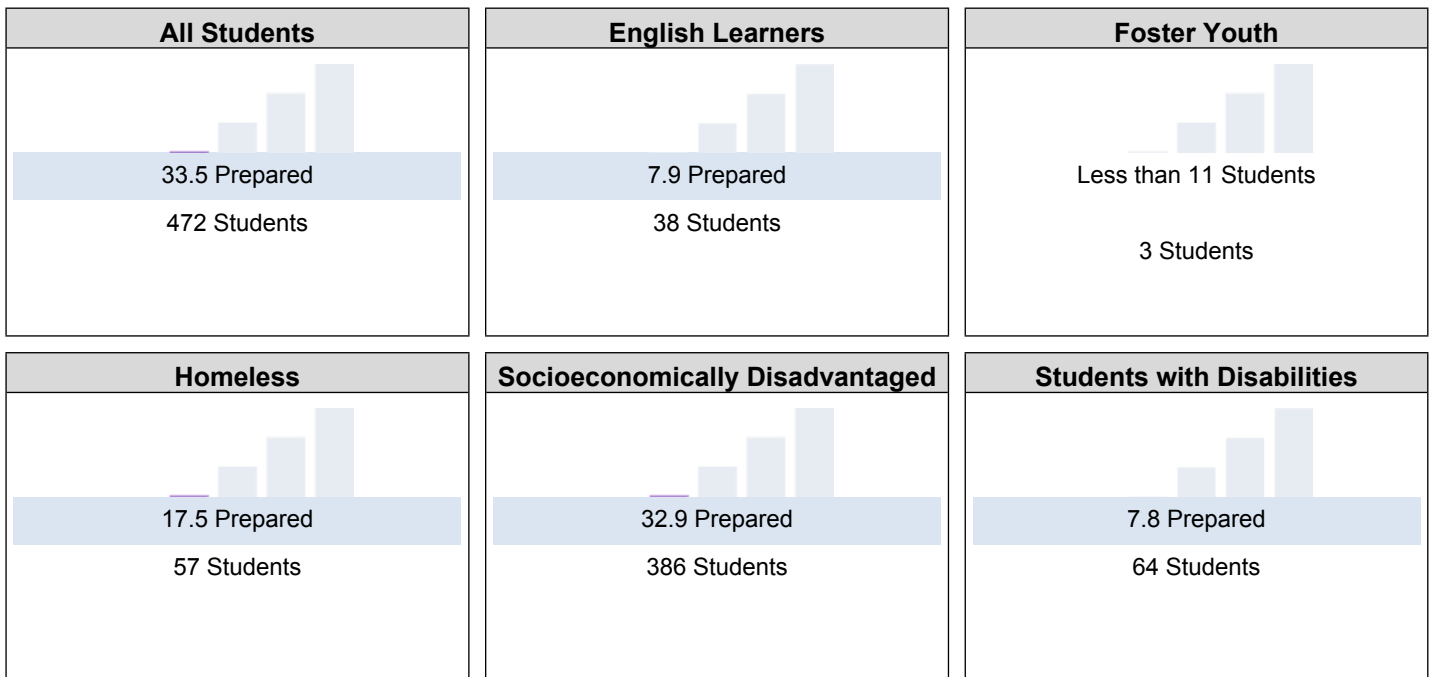
64 Students

## 2023 Fall Dashboard College/Career Reportby Race/Ethnicity

### African American

Less than 11 Students

9 Students

### American Indian

0 Students

### Asian

45.5 Prepared

22 Students

### Filipino

Less than 11 Students

7 Students

### Hispanic

31.7 Prepared

375 Students

### Two or More Races

Less than 11 Students

6 Students

### Pacific Islander

0 Students

### White

34.6 Prepared
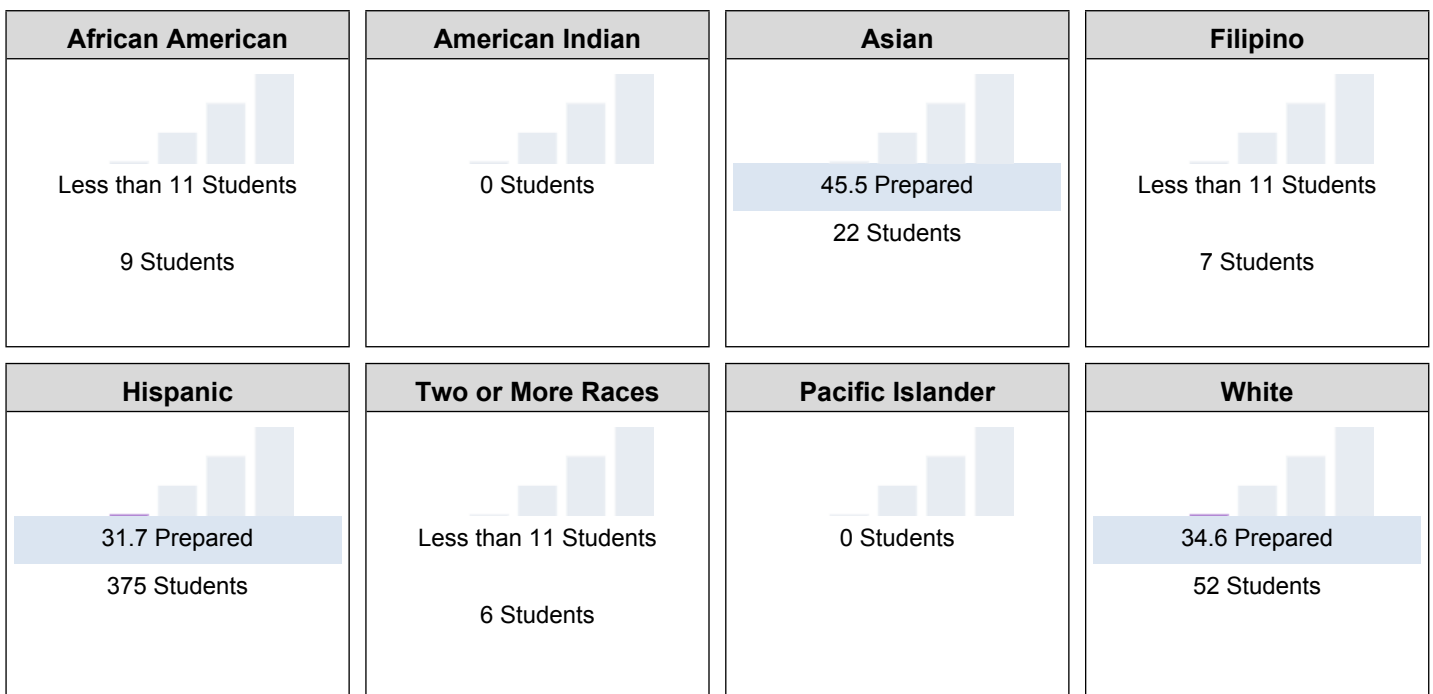
52 Students

**Conclusions based on this data:**

**1.** Asian students demonstrate the highest rate of readiness (64.3%) in comparison to other student groups.

**2.** The largest identified group, Socioeconomically Disadvantaged students, demonstrate a low readiness percentage (34.1%).

**3.** Students with Disabilities (9.6%) and Homeless students (24.7%) demonstrate the lowest percentage of readiness.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

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

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

This section provides number of student groups in each level.

| 2023 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|

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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students |

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
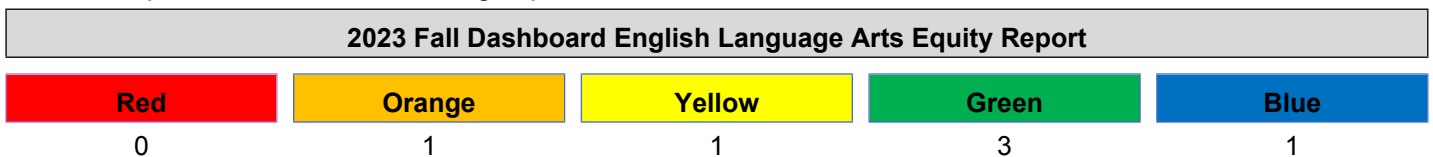## Graduation Rate

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

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

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

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

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report ||||||
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 3 | 1 |

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

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group |||
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Green | Less than 11 Students |
| 92.4% graduated | 87.2% graduated | 3 Students |
| Maintained 0.3 | Increased Significantly 5.6 | |
| 473 Students | 39 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Green | Green | Orange |
| 86.2% graduated | 91.2% graduated | 73.4% graduated |
| Increased Significantly 5 | Maintained 0.4 | Decreased -4.9 |
| 58 Students | 387 Students | 64 Students |

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students | No Performance Color | 95.5% graduated | Less than 11 Students |
| 9 Students | 0 Students | Increased 4.5 | 7 Students |
| | | 22 Students | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | Less than 11 Students | No Performance Color | Blue |
| 91.8% graduated | 6 Students | 0 Students | 96.2% graduated |
| Decreased -1.2 | | | Increased Significantly 9.2 |
| 376 Students | | | 52 Students |

**Conclusions based on this data:**

**1.** Largest graduation percentage increase was noted for Asian and African American students.

**2.** Homeless and White students are identified as having lowest performance levels.

**3.** White students showed an actual decline in graduation rates.

# School and Student Performance Data

## Conditions & Climate
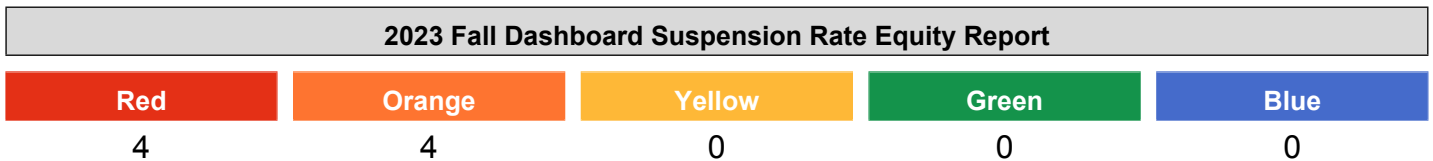## Suspension Rate

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

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

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

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

This section provides number of student groups in each level.

### 2023 Fall Dashboard Suspension Rate Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 4 | 4 | 0 | 0 | 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.

### 2023 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Red | 7.7% suspended at least one day |
| 5.9% suspended at least one day | 10.5% suspended at least one day | Maintained 0 |
| Increased 1.6 | Increased 2.5 | 13 Students |
| 2066 Students | 200 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Red | Orange | Red |
| 12.1% suspended at least one day | 6.2% suspended at least one day | 11.7% suspended at least one day |
| Increased 4.1 | Increased 1.2 | Increased 2.2 |
| 140 Students | 1656 Students | 342 Students |

| **2023 Fall Dashboard Suspension Rate by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | Less than 11 Students<br><br>3 Students | Orange | 0% suspended at least one day |
| 11.5% suspended at least one day | | 4.8% suspended at least one day | Maintained 0 |
| Increased 5.5 | | Increased 1 | 28 Students |
| 52 Students | | 63 Students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | 7.7% suspended at least one day | Less than 11 Students<br><br>4 Students | Orange |
| 5.9% suspended at least one day | Increased 7.7 | | 5.3% suspended at least one day |
| Increased 1.4 | 26 Students | | Increased 2.1 |
| 1684 Students | | | 206 Students |

**Conclusions based on this data:**

**1.** All student groups scored in yellow and orange

**2.** Our Asian population fell into the Blue category.

**3.** Decreasing suspensions overall should be a goal for our school

# 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

High-Quality Teaching and Learning Environment

## LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards *(will improve 15%)
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

# Goal 1

2024-25 Chino High School Feeder Group Collective Commitment Goal.

100% of grade level or department teams will respond with intervention and extension for at least 4 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2024-2025 school year.
100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it.

Chino High School Teachers in all subjects will ensure that daily lesson goals and objectives match standard-based learning targets ("i Can Statements"). Chino High School Teachers in all subject areas will collectively respond with intervention and extension for the learning target(s) with Tier I and Tier 2 instruction strategies for at least three learning targets. This goal is measured by visible "I Can" Statements in classrooms, common and formative assessment data and D/F rates.

To achieve this goal:
All Teachers will participate in professional development for PLC development, writing effective "I Can" statements, responding to interventions needed and creating common formative assessments.

All teachers will be provided professional development that supports effective instructional strategies in ELA/ELD, Math, Social Science, Science and Technology to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

All Collaborative Teachers will be trained in effective Co-Teach Strategies and UDL (Universally Designed Lessons) lessons focused on essential standards and "I Can" statements that match.
by CVUSD Instructional Coaches.

All Teachers will be supported with professional development in PLC implementation to incorporate Common Core State Standards, the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication) and data analysis to drive instruction strategies.

## Identified Need

Currently 100% of teachers completed at least 3 PLC cycle including tiered interventions and extensions which led to:

On the 2024 ELA ESA 3, students scored at Meets/Exceeds standard overall as follows:

Grade 9:  60.2% Meets/Exceeds
Grade 10:  50.3% Meets/Exceeds
Grade 11:  79.5% Meets/Exceeds
Grade 12:  50.8% Meets/Exceeds

On the 2024 Math ESA, students scored a Meets/Exceeds standard overall as follows:

Integrated 1: 28.1%% Meets/Exceeds
Integrated 2: 38.8% Meets/Exceeds
Integrated 3: 48.3% Meets/Exceeds

During the 2024-2025 school year, teachers will complete at least 4 PLC cycles that include tiered interventions and extensions.  Additionally, teachers will continue to clarify the Essential Standards and students will be able to articulate what they are learning and how they will know they have learned it at 100% accuracy rate.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELA ESA | 2023-24 ESA # 3 60.2% | ESA #3 2024-25: 60% |
| Math ESA | 2023-24 ESA # 3 38.4%% | ESA # 3 2024-25: 35% |
| Chino Feeder Walk Through Data Form | 6-week Checkpoint | 100% of Dept.'s have completed 3 CFA's with data analysis and response to Intervention/enrichment. |

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

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

All Students will be served by this Goal.

Strategy/Activity

Teachers will participate in PLCs and Professional Development to help with the implementation of essential standards and research based teaching strategies.

### 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) |
|---|---|
| 8000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>1a. Professional Development for CHS Teachers and Staff to assist with student engagement, rigorous and universally designed lessons (UDL Training) and other standards-based learning activities. |
| 3047.00 | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures<br>1b. Professional Development in use of educational technology; hardware/software to increase CHS's capacity to offer a 21st Century Education and increase students achievement levels on State and CVUSD Assessments. This includes training on Google Classroom, AERIES Gradebook, ViewSonic Viewboards, Microsoft 365 and other technology programs to engage students and increase student achievement as measured by grades, state and local assessments and SBAC scores. |
| 4000.00 | Title II Part A: Improving Teacher Quality<br>1000-1999: Certificated Personnel Salaries<br>1c. Professional Development in use of educational tech A-G requirements; College/Career Readiness. This professional development will assist students and parents in understanding A-G requirements and setting goals for college attendance and career readiness. |
| 6000.00 | Title II Part A: Improving Teacher Quality<br>1000-1999: Certificated Personnel Salaries<br>1d. Substitute teachers provided to support CHS's implementation of PLC's and CLR's. Collaborative Learning Rounds are used by teachers to observe colleagues, synthesize best practices and support PLC implementation and focus on engaging instructional strategies. |
| 22452.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>1.e. Pay for one period of Instructional Coaching for CHS Math Department. Instructional Math Coach will provide support, training and professional development for ESA administration, instructional technology, tier 1 in class supports, PLC implementation, first best |

| | |
|---|---|
| | instruction engagement practices and development of common assessments. |
| 10000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>1.f.Pay for release time for teachers and CVUSD Instructional Coaches to collaborate, plan, PLC, and observe best practices in an effort to provide 21st Century engaging instruction to increase student achievement as measured on formal and informal assessments. |
| 5000.00 | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>1.g. Pay for one administrator to attend the California Educating For Careers Conference to support CTE development, pathway and academy development and career technical education for students, staff and school community. Educating for Career is the premier conference for career technical education resources and state of the art ideas. |
| 290506 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards. |
| 113648 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs. |

## Strategy/Activity 2

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

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

All Students will be served with this goal.

Strategy/Activity

Special Education, General Education Teachers, Paraprofessionals and administrators participating in our Collaborative Classes will receive Co-Teach support and professional development for effective strategies and UDL Lesson planning through common planning release time and PLC meetings.

**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) |
|---|---|
| 4800.00 | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures<br>1.h. Pay for release time for Collaboration, Co-Teach Teachers (both Special Needs and General Education) to plan, collaborate, create common assessments and synthesize best practices . |

## Strategy/Activity 3

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

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

EL Teachers, Teachers of EL Students and all CHS Staff.

Strategy/Activity

Teachers will participate in professional development and PLC to review EL data and discuss implementation of DELD and IELD.

### 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) |
|---|---|
| 1000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>1.j. Provide release time for EL Teachers to work with CVUSD Instructional Coaches to review data, incorporate first best instructional practices and develop and implement effective common formative assessments. |
| 1000.00 | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>1.k. Provide professional development opportunities to CHS ELD Teachers, and all CHS Teachers for DELD and Integrated ELD best practices. This will include conferences, working with EL Coaches, professional development trainings. |
| 200.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>1.l. Purchase computers, books and supplies to support a before school computer/technology |

| | |
|---|---|
| | and applications class designed to support CHS EL students and parents. This course is taught at the CVUSD Adult School and will use the same curriculum. |
| 1000.00 | AMIM / 0000<br>1000-1999: Certificated Personnel Salaries<br>1.m. Provide hourly wage to teacher to implement a before school EL technology course open to all students, but emphasizing participation for our English Learner Students and Parents. |

## Strategy/Activity 4
**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: 2023-24

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

# ANALYSIS

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

The following strategies were fully implemented in Goal 1:
Full implementation and this goal will be used again next year with minor alterations in terms expected outcomes being adjusted for growth. PLC Teams will continue to grow in the areas of common formative assessment, Learning Targets, Success Criteria and analysis of data to guide instruction.

Full implementation. ESA Participation dipped in the ESA #2 administration for ELA 10 and 11, however the ESA participation rates returned to high levels in the 3rd assessment. Math ESA participation remained high and grew to over 95% for all three ESA administrations. This goal will remain next year.

The following strategies were fully implemented in Goal 1

Strategy 1: Teachers will participate in PLCs and Professional Development. Teachers participated in PLCs on a regular basis met with instructional coaches during PLC and planned release times. Next year, this strategy will continue.

The following strategies were partially implemented in Goal 1:
Strategy #2 Staff participating in Collaborative Classes will receive Co-Teach support and professional development. This year the district consulted 2 Teach LLC for diagnostic services, and no professional development was given. Teams were observed in October and baseline goals were established, follow up observations are scheduled for February and April. This strategy will continue.

The following strategies were NOT implemented in Goal 1:
Strategy #3 Teachers will participate in professional development and PLC to review EL data and discuss implementation of DELD and IELD. We have not implemented DELD and IELD professional development this year. This strategy will continue.

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

All strategies were effective and will continue next year.
One CHS Administrator attended this event and brought back excellent information. Additionally, we will continue this goal and are working toward our students possibly presenting at the CTE conference in the future.

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.

Our EL teaching force grew by 1 teacher this year and professional development with CVUSD EL Coaches have been ongoing. Our ESA data reveals that support in core instruction, especially in supporting students in Math and Science is still a need. This goal will continue for next year.
Goal 1 will be revised and re-written as a SMART Goal. Annual outcomes, metrics and strategies/activities will be revised as well to accurately reflect progress monitoring of SMART Goal 1.

The following items will be deleted from this goal.
1. At this time we are not deleting any items from this goal. We are utilizing school business subs affording us opportunities to have professional development in the areas of PLC implementation

Additions to next years goal are:
1. UDL and Co-Teach Co-Plan professional development.
2. Release time for PLC development.

Metrics used to support monitoring the effectiveness of these changes will be ESA's SBAC, ELPAC, D/F Rates, A-G Completion Rates and chapter and unit formative and summative assessments (CFA's).

# 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

Connections to and Engagement at School to Ensure Student Success

## LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

# Goal 2

LCAP Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success.

School Level SMART Goal: Tier 1: STUDENT, FAMILY, COMMUNITY INVOLVEMENT, POSITIVE BEHAVIOR ACKNOWLEDGEMENT:

Tier 1: STUDENT, FAMILY, COMMUNITY INVOLVEMENT

GOAL: By (external TFI Date) we will score a 2 out of 2 on Tier 1 TFI for increased Student, Family, Community Involvement (1.11) and the related Data Evaluation (1.13), also we will score a 2 out of 2 on section 1.9 of the Tier I rubric, which is to increase our school site's PBIS feedback and acknowledgement (Cowboy Cash given out by staff and received by students in connection to CHS positive behavior expectations).

CHECKPOINTS

- Internal TFI #1

- Internal TFI #2

- External TFI #3

Tier 1 and Tier 2: DATA-BASED DECISION MAKING and PROFESSIONAL DEVELOPMENT: GOAL: By (external TFI Date) we will score a 2 out of 2 on Tier 1 TFI points 1.10 and 1.13 to increase our school site PBIS Data-Based Decision Making and Tier II score a 2 out of 2 on Tier 2 TFI feature 2.9, by frequently training all relevant staff in all aspects of intervention delivery.

Additional Goal:

Our goal is to engage and connect all educational partners with Chino High School and ensure student success, our goal is to increase parent involvement in school events/workshops (PIQE, counselor parent meetings, ETS parent meetings, etc.) by 5%, 97.5% or better attendance rate, decrease our suspension rate by 5%. Additionally, to decrease our dropout rate, our goal is to have 100% of students coded appropriately within 30 days of student exit.

Chino High School will provide parents with multiple opportunities to be involved in school decisions and individual and family learning opportunities to assist them and their students be active participants in the educational process.
Opportunities will include PIQE - Virtual Parent Workshop and Engagement Program.
Parent Counseling Night (Virtual)
Community Liaison Parent Workshops
Partnerships for Learning Network Meetings
Educational Talent Search (Cal Poly Pomona)
Principal Conferences/Coffee with the Principal.

Sign in sheets and exit surveys will be used to gauge participation and gain feedback for future training. (online/virtual setting)

MTSS B:
PBIS Tier 1 Implementation.
PBIS Tier II training and implementation.
Link Crew Mentoring Program
Suspension/Expulsion
By end of year, the school staff will have established and implemented a school-wide Tier 1 MTSS-B program.
By end of year, students identified at-risk (meeting criteria for MTSS-B) are offered Tier 2 and 3 interventions

Chronic Absenteeism
By the first Wednesday of October, and on a monthly basis thereafter, sites will have identified students to be monitored as at-risk of chronic absenteeism.

## Identified Need

Currently CHS is has achieved the Gold Level status for PBIS according to our most recent TFI Walk and Observations. These areas include, all staff buy in on a classroom referral process, increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS school-wide professional development in the area of positive behavior intervention strategies . Parent feedback by way of surveys, meetings and suggestions have revealed that parent communication has improved, but still needs growth. Updating the website, informing parents in other ways besides parentsquare messages, emails and text and increasing parent attendance at school events are the top priority. An increased focus and school climate and parent connectedness are necessary and recommended for increased student achievement.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Metric and indicators include: TFI #1, #2, #3. Chronic absenteeism rates. TFI and PBIS Implementation Discipline data, including suspension rate. Attendance rates including SART and SARB data and monthly reports. | Our current realities are: PBIS Tier 1 TFI report Silver designation. 94.7% Attendance Rate. High suspension rates, including sub groups of Latino and African-American. Parent Survey Participation for the 23-24 decreased. | PBIS Implementation. Earn Platinum Award status. TFI Report Maintain Gold and/or achieve Platinum Designation. Decrease suspension rates by 5% from 23-24 school year. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent and Student Survey participation rates increase. | Student Survey Participation for the 23-24 decreased. | Increase Attendance rates by 2.8% by the end of 24-25 school year (to 97.5%). Increase parent survey participation by 100 surveys. Increase student participation from by 100 surveys. |

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

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

All Students will be served with this

Strategy/Activity

In order to provide a safe school climate, the school will provide collaboration opportunities to staff, students, and parents in ways to identify and respond to bullying, cyberbullying, and safe use of the internet.

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

| Amount(s) | Source(s) |
|---|---|
| 2000.00 | Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2a. Release time for Intervention Counselors to collaborate, discuss and support students academic, social and emotional needs. Intervention Counselor PLC Time. |
| 15,000.00 | Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2.o. Purchase use of SMARTPASS site license. Smartpass is a digital pass for students that need to use class time for office visits, restroom, water, nurse or any other on campus facility. Implementing this Smartpass program will increase the students class time by monitoring requests for leaving class, placing a time limit of the students out of class time and monitoring |

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|---|---|
| | students that are trying to link up. Additionally, Smartpass will make our campus more safe in terms of knowing which students are out at any one moment. |
| 3000.00 | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>2b. Site license and professional development conferences to support ROX, SNO Programs and one period of instructional time. These supports all students including "at-risk" academic and behavior students toward higher GPA, lower amounts of discipline infractions, school connectedness and better attendance rate. |
| 14750 | Sports – General Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>2.c Officials to support the sports program and other athletic costs |

## Strategy/Activity 2

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

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

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|---|
| All students will be served through this goal. |

Strategy/Activity

| |
|---|
| PBIS implementation. Provide professional development and release time for CHS's PBIS Implementation Team to train, support and work with CHS Staff to create a positive school atmosphere. An atmosphere in which all educational partners feel valued, supported and connected.<br>Release time for PBIS Team to promote implementation. |

**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) |
|---|---|
| 3000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>2.d PBIS Implementation. Provide common planning release time to support our PBIS Tier I and II implementation. This includes time to develop school-wide expectations, plan our roll-out activities, create/purchase incentives (awards, stickers, pencils, erasers, etc) for success and recognition and other activities to |

| | increase school connectedness, decrease the frequency of behavior infractions and promote a positive school climate. This is measured by a decrease in discipline data and an increase in class time and attendance for all students. |
|---|---|
| 10000.00 | AMIM / 0000<br>5000-5999: Services And Other Operating Expenditures<br>2.m. Professional development for CHS PBIS Team to assist in implementation of PBIS strategies and supports. Trainings, conferences, in-services to continue our growth in creating a positive school climate and student/parent school connectedness. |

## Strategy/Activity 3

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

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

Increasing Parent participation and knowledge of student support systems and programs such as: CABE, PIQE, Parent Stories, ELAC, SSC groups.

Strategy/Activity

CHS will provide support for parents struggling to find a connection with school and how to match their children up with the appropriate supports.

### 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) |
|---|---|
| 17000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>2.e Contract with PIQE Educational Partners (Parent Institute for Quality Education), to promote parent engagement and awareness of academic/social and emotional support programs to increase connectedness. PIQE for parent institutes and classes. |
| 2812.00 | Title I Part A: Parent Involvement<br>5000-5999: Services And Other Operating Expenditures<br>2.f. Provide light snacks and materials for parent involvement in PIQE (Parent Institute for Quality Education) and other parent participation groups like SSC, ELAC and various groups designated to increase parent engagement. . |

| | |
|---|---|
| 40000.00 | Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>2.g. Provide a Bilingual Community Liaison to assist with connecting our parents and community to school events, support structures, parent engagement and academic, social and emotional development programs. |
| 2000.00 | Title I Part A: Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>2.h(1) Provide family engagement services to parents and educational partners for various parent nights including but not limited to Back to School Night, LCAP Meetings, School Site Council, Parent Conferences and others. |
| 1000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>2.i. Provide light snacks, or materials/supplies for Link Crew events, family engagement events, as well as other student-based leadership, academic incentive and development programs. This includes, ASB, Renaissance and other programs to increase student/family engagement, connectedness and achievement. Connectedness is judged by event attendance, increased ESA and CAASPP scores, lower discipline for 9th grade students and increased awareness of campus events. Lower referrals and better classroom attendance. Lower ALC class attendance. |
| 10000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>2.j(1). Provide professional development training for CHS teachers and staff to implement Link Crew student mentorship program. The training is off campus and hosted by the Boomerang organization. Link Crew program targets our incoming 9th grade students, utilizing junior and senior students as mentors. The Link Crew training allows our staff to train our "Link Leaders" in providing good mentorship, guidance and support for our freshman students. This increases school connectedness, social-emotional, and academic support for our students. |
| 2000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures |

| | |
|---|---|
| | 2.k. Purchase site license, materials and implementation costs for All-Pro Dads parent engagement program. All-Pro Dad's meets once a month and increases parent presence with educational process. |
| 8000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>2.l. Purchase training for CHS student-leadership for ASB, Renaissance, AVID, Link Crew, BST Ambassadors and other leadership groups on campus. CADA/CASL (California Association of Student Leadership) trainers will provide leadership training for on-campus leadership groups to increase student engagement and connectedness with CHS. Training will focus on developing student leaders and focus on school connectedness and positive climate. |
| 1000.00 | AMIM / 0000<br>5000-5999: Services And Other Operating Expenditures<br>2.n. Professional development conference, training for Chino High School's Safety Team (Committee) to assist in further developing our safe school environment and increase student and parent awareness. |
| 15000.00 | AMIM / 0000<br>5800: Professional/Consulting Services And Operating Expenditures<br>2.p. Contract with Breaking Barriers United to provide educational, social emotional and mental health workshops for CHS students in November of 2024 and January of 2025. The workshops will be focused on empathy, kindness and anti-bullying. Breaking Barriers United's CEO is Ryan Tillman will come and address students as part of a campaign to instill appropriate behavior, coping skills, empathy, respect and kindness amongst our students. Mr. Tillman will work with our students on developing appropriate strategies to deal with anger, conflict and emotional stress. |

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

# ANALYSIS

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

Strategy 1: Partial Implementation

Strategy 2: Full Implementation

Strategy 3: Full Implementation

Strategy 4: Full Implemented

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

All strategies were effective.
Strategy 1: No significant changes but new staff members attending our ROX trainings as our prior ROX Leader no longer works at CHS.
Strategy 2: No significant changes, CHS earned a Gold Status for PBIS and is targeting a Platinum Status for 2023-23 school year.
Strategy 3: Adding the ALL-PRO Dads program and looking to increase opportunities for EL Parents and technology usage.

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.

The following items will be adjusted from the current goal:
1. No adjustments at this time. .

Additions to next years goal are:
1. SSC will continue to look into ways to support this goal and if new items are brought forward they will be reflected and approved through SSC and listed in this section. Additional funding was re-allocated from items that were deleted toward areas in strategy 1 to support. academic and school climate programs like Link Crew, ROX and and a possible adding of All-Pro Dads Program.

Metrics used to support monitoring the effectiveness of these changes we will continue to focus our resources on our ROX, PIQE, PFLN, PBIS and our staff, including our intervention counselors to support students and staff. These efforts have assisted with creating a positive learning environment. Our metrics will remain the same; discipline data, including referrals and suspension rates, D/F rates, A-G completion rates, TFI, sign in sheets are all metrics used to progress monitor this goal. Additional academic metrics will be ESA's, D/F rates and CAASSP. This data can be retrieved from the SPSA in the goal page and school information pages.

# 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

Preparation for College and Career Beyond Graduation

## LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

# Goal 3

School Level SMART Goal: On the 2024 CAASPP, the combined percent of students scoring "Met" and "Exceeded" in ELA will increase from 54% to 63% and in Math will increase from 15 % to 36%., and CHS will increase AVID participation by 5%. Participation rates for the Essential Standards Assessments in 2023-2024 will increase to 95% or better for all 3 ESA administrations.
All CHS Teachers in core subject areas will be trained in Integrated ELD strategies and SWD Teachers will continue UDL and Co-Teach professional development.
AP Course enrollment will grow by 5%. CHS A-G completion rate will increase by 5% to 55%.


When will you stop and reflect to see the progress students have made toward the SMART goal? If applicable, identify the metric you will use to monitor progress.
SMART Goal Checkpoint 1: Essential Standards Assessment 1          8/7/24 - 9/15/24          ELA = +3%          Math = +3%
SMART Goal Checkpoint 2: Essential Standards Assessment 2          10/30/24 - 12/15/24     ELA = +6%          Math = +6%
SMART Goal Checkpoint 3: Essential Standards Assessment 3          2/5/25 - 3/9/25          ELA = +10%        Math = +10%

Secondary: By end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.
LTELs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

CTE:
All students will have access to two fully sequenced CTE Pathways that lead to graduation of student participants.

A-G Course Completion:
All students will have access to A-G courses that lead to graduation. School Level SMART Goal: 55% of all 12th grade students will meet a-g requirements. This will be accomplished by decreasing

D and F rates by 5% in all grades and all subject areas with an emphasis on our A-G approved classes.
SMART Goal Checkpoint 1: August 2023: 47.1% Seniors with no D/F grades in a-g courses
SMART Goal Checkpoint 2: Semester 1 week 6 and week 12: 49.1% Seniors with no D/F grades in a-g courses
SMART Goal Checkpoint 3: Semester 2 week 6 and week 12: 51.7% Seniors with no D/F grades in a-g courses


AP Course Completion with a 3 or higher:
AP access: Increase the AP course offerings and access to those courses by students in all subgroups.
AP Success: Increase the percentage of students scoring 3 or higher on AP exams.

Graduation Rate:
All underperforming students will be provided cycles of intervention that lead to successful completion of graduation course requirements.
All students at risk of not meeting graduation requirements will receive appropriate supports to ensure successful completion of graduation requirements.

## Identified Need

In the last SBAC administration (2022-23 school year),Chino High School saw almost double digit growth in ELA (9%) and showed stability in Math (no drop or growth in score) in terms of State Assessments. Additionally, CHS grew in it's A-G Completion rate. We met our A-G completion goal, and grew to 46.1%. Our AVID participation rate grew and have benefit from a new AVID Coordinator and some new staff to increase student connectivity to the program. Our AP Test taking percentage grew, and the number of students scoring 3-5 grew in many subjects. One area of concern remains in math based AP scores.

CHS D/F rates for the 2022-23 school year decreased in some subjects, with Biology, Chemistry and Integrated Math I students still amongst the highest.

Additionally, according to the California State Dashboard, Students with Disabilities (SWD) and English Learners (EL)  were rated as "very low" with regards to the College and Career Indicator (CCI); supporting College and Career readiness for SWD and all students will be an intentional focus for the 24-25 school year.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| SBAC Scores | Math SBAC score: 15% Meets or Exceeds Standard. ELA SBAC score: 54% Meets or Exceeds Standards | Increase SBAC scores 5%. |
| A-G completion rates | A-G completion rate at 51% | Increase A-G completion rate to 55% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| AVID participation | AVID participation rate has slightly grown. Currently at 146 Students. | Increase AVID participation rate from 146 to 160 students. . |
| AP class and test participation rates | AP score data revealed that 45.5% of students are earing 3/4/5 on the AP exams. | AP class and test participation rates increase 5% and AP Scores of 3/4/5 increase to 55%. |
| ELD Training sessions | UDL and Integrated ELA training began in 2018-19. | All core subjects trained in UDL and Integrated ELD strategies by the conclusion of the 24-25 school year. |

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

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

All Students.

Strategy/Activity

Provide access to intervention opportunities in order to increase student achievement, especially for English learners.

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

| Amount(s) | Source(s) |
|---|---|
| 2000.00 | Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3a. Assign subject specific teachers for Saturday tutoring sessions to increase student achievement on CVUSD and State Assessments. These assessments include, but are not limited to AP Exams, SBAC, ELPAC, ESA's and CST. |
| 40000.00 | Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.b. Provide funding (hourly rate) for CHS Teachers to provide before and/or after school tutoring, intervention and/or enrichment to students in all content areas.Including a "Summer Bridge" program to support students recovering credits and improving GPA. Summer |

| | |
|---|---|
| | Bridge will offer four classes in Math, ELA and Science and will focus on students needing to recover failing grades. Administrator, Teacher and a counselor will use timesheets to cover the hours worked and for any Administrator/teacher/counselor trainings. |
| 20000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>3.c.Provide 1 period of Math 180 intervention for targeted students with historically low math and core subject grades and achievement. Math 180 program will be used to support students performing below grade level and with historically low grades in Math. SMI scores will be used to measure effectiveness. |
| 10000.00 | Title II Part A: Improving Teacher Quality<br>4000-4999: Books And Supplies<br>3d. Purchase CCSS supplies and resources for teachers and students to increase CHS's technological capacity to provide a 21st century educational experience. This will be measured by student engagement and use of educational technology and participation rates in intervention classes that utilize this technology. Also measured by CVUSD and State Assessments, D/F rates and SBAC scores. |
| 80,460 | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Provide 24/7 online tutoring to all 9-12 grade students with language support for English learners at the rate of $45 per student |
| 65000.00 | Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>3.e. Provide Bi-lingual aides (2) for English learners to offer language support and work with students to increase English development as measured by State and CVUSD Assessments. |
| 6000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3.f. Provide funding for substitute teachers, and support for CHS Teachers for CAASPP testing, AP Testing, ELPAC testing, preparation, implementation and training. Review goals and success criteria. |
| 23000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries |

| | 3.g. Provide hourly rate payment to teachers to provide instruction for credit recovery classes after school. This funding is to support the funding provided by CVUSD Alternative Education for Credit Recovery and provide additional credit recovery teachers and classes for CHS students to combat learning loss from the Covid-19 pandemic. |
|---|---|
| 59000.00 | AMIM / 0000<br>2000-2999: Classified Personnel Salaries<br>3.e.(a). Provide two 5 Hour Special Education Instructional Aides to support CHS Special Education students in collaborative class setting environment, small class instruction in core content areas and provide small group and one on one support to increase student achievement and success. |

## Strategy/Activity 2

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

All Students

Strategy/Activity

Support a college going culture

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

| Amount(s) | Source(s) |
|---|---|
| 4000.00 | Activities – General Fund<br>5000-5999: Services And Other Operating Expenditures<br>3.h. Purchase transportation for graduation seniors to perform "grad walk" at their Elementary and JHS's to celebrate and honor their accomplishments. |
| 3000.00 | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>3.i. Provide fees for bus, travel and substitute coverage for AVID and other college information and educational/cultural awareness field trips. Field trips are to colleges and universities to provide All students, including our AVID students information on college and career |

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|---|---|
| | readiness, entrance requirements and application process. |
| 6000.00 | Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>3.j. Provide extra support and payment to AVID Tutors. Hourly wage to support increased AVID Tutor support to our students. |
| 28000.00 | AVID<br>5800: Professional/Consulting Services And Operating Expenditures<br>3.k. Professional Development for staff to attend AVID Summer Institute |
| 60,000.00 | AMIM / 0000<br>4000-4999: Books And Supplies<br>3.k.(a1). Purchase supplemental supplies,technology for Special Education, Science, Technology, VAPA, BioMedical, Sports Medicine and CTE Classes to support NGSS, CCSS and CTE Curriculum Implementation, Labs, hands-on activities, supplies, mobile small group workstations, and technology infrastructure to support new curriculum adoption and assist with students access and achievement. Successful implementation will be measured by increased A-G rate, decreased D/F rate in such courses and increased enrollment in higher level classes. |

## 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

Provide supplemental materials to support CCSS implementation, CTE pathways, and enrichment opportunities

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 2000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3.l. Purchase of Supplemental materials to enhance current AP course offerings and make curriculum accessible to populations of students |

| | |
|---|---|
| | that are underrepresented in AP classes (i.e. EL, low SES, SAI).This includes AP workbooks, technology and software. |
| 6252.00 | Lottery:  Instructional Materials<br>4000-4999: Books And Supplies<br>3.m. Use of the print center to support the implementation of CCSS through supplemental materials |
| 20000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3.n. Purchase supplemental materials including but not limited to audio-visual technology, 3-Dimensional visual aides, subscriptions, supplies, manipulatives and other consumables to support student achievement in ALL Subjects, including but not limited to: Math, ELA, Social Science, Science, Modern Language and PE. Successful participation as measured by grades and student participation in ALL courses. |
| 1000.00 | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>3.o Purchase supplies to support PSAT an AP Testing to address student needs. Supplies include: PSAT and AP Testing centers for all of our students, including our SES, SWD and EL populations. |
| 20000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3.p. Purchasing art supplies and other supplemental materials to support student creativity, achievement and connectedness. Materials will assist students with accessing the Art  and music/band/choir class curriculum, stimulate student engagement and grow the number of students participating in the fine arts. Purchase supplemental supplies (including but not limited to books, technology, workbooks, subscriptions etc...) for CHS Art/VAPA, Library and Theater Arts, Health classes and CTE Departments to support student engagement, achievement and school connectedness. |
| 40000.00 | AMIM / 0000<br>4000-4999: Books And Supplies<br>3.r. Resources and supplies to support Band, including new uniforms, transportation, competition fees and substitute coverage for events/performances. |

| | |
|---|---|
| 26000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3.s.Provide funding for All subjects for hands-on academic and cultural enrichment opportunities. Transportation, cost of events, field trips and other community based activities to supplement classroom instruction and relating subject material to real life situations and experiences. |
| 35000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3t. Purchase, repair, replace computers (Chromebooks), software, and additional technology or purchase supplies for CCSS and NGSS implementation. The school will acquire technology and software (GoGuardian) to supplement Common Core State Standards and NGSS instruction in all academic areas. Technology will include laptops, Surface Pros, Wireless LCD projectors, scientific calculators, audio headsets, Viewsonic Viewboards, Chromebooks, and Science lab software to implement NGSS. |
| 35000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>3.u Purchase supplemental supplies for Science, BioMedical, Sports Medicine and CTE Classes to support NGSS, CCSS and CTE Curriculum Implementation, Labs, hands-on activities, and technology infrastructure to support new curriculum adoption and assist with students access and achievement. Successful implementation will be measured by increased A-G rate, decreased D/F rate in science courses and increased enrollment in higher level science classes. |

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

Sub 2.0 Students, Intervention Students, Unduplicated population and All students served by counselors.

Strategy/Activity

Use of Intervention Counselors and other support personnel to ensure students have resources, support and coaching for academic enrichment, college and career readiness, academic interventions, goal development and social emotional well being.

**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) |
|---|---|
| 82000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>3v. Provide an additional Intervention Counselor to monitor student group achievement, work with students and parents to increase awareness of available interventions and match student with appropriate intervention. |
| 18000.00 | Title I Part A: Allocation<br>3000-3999: Employee Benefits<br>3w. Provide an additional Intervention Counselor to monitor subgroup achievement,work with students and parents to increase awareness of available interventions and match student with appropriate intervention. |
| 3000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>3.x. Conferences for CHS Counseling Staff to support Students performing below the academic requirements for CVUSD Graduation. Conferences include ASCA and other counseling related professional development. |

## Strategy/Activity 5

**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: 2023-24**

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

# ANALYSIS

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

Strategy 1: Full Implementation

Strategy 2: Full Implementation

Strategy 3: Full Implementation

Strategy 4: Full Implementation

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

All strategies were effective, with minor changes focused in the area of adding professional development with use of ESSER funding, purchasing more technology for student and staff use. and growing CHS's capacity to deliver quality engaging first best instruction both in the classroom and other learning environments. Also we are adding more counseling support as described below.

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.

Adding a counselor through ESSER funding to assist in our CHS Wellness Room, work with sub 2.0 students, assist CHS Counselors with their 4-year bound college students and provide social-emotional support for students when needed. Adding American Sign Language to increase CHS's Modern Language offerings (student requests) and providing instructional aide support for both EL and Special Education students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator                    Baseline/Actual Outcome         Expected Outcome

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

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

Strategy/Activity

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

Amount(s)                                    Source(s)

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

Strategy/Activity

d

## Proposed Expenditures for this Strategy/Activity

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

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

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Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 5

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

| Amount(s) | Source(s) |
|---|---|

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                    Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator                    Baseline/Actual Outcome          Expected Outcome

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 7

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 8

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 9

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 10

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 11

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 12

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 13

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

| |
|---|
| |

## LEA/LCAP Goal

| |
|---|
| |

# Goal 14

| |
|---|
| |

## Identified Need

| |
|---|
| |

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

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

Strategy/Activity

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

# 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 | $561,999.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $1,311,927.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I Part A: Allocation | $555,652.00 |
| Title I Part A: Parent Involvement | $4,812.00 |
| Title II Part A: Improving Teacher Quality | $27,847.00 |

Subtotal of additional federal funds included for this school: $588,311.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| Activities – General Fund | $4,000.00 |
| AMIM / 0000 | $186,000.00 |
| AVID | $28,000.00 |
| District Funded | $484,614.00 |
| Lottery:  Instructional Materials | $6,252.00 |
| Sports – General Fund | $14,750.00 |

Subtotal of state or local funds included for this school: $723,616.00

Total of federal, state, and/or local funds for this school: $1,311,927.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I Part A: Allocation | 556,379.01 | 727.01 |
| Title I Part A: Parent Involvement | 5,619.99 | 807.99 |
| Title II Part A: Improving Teacher Quality | 35,847.00 | 8,000.00 |
| Lottery:  Instructional Materials | 6,252.00 | 0.00 |
| Activities – General Fund | 4,000.00 | 0.00 |
| Band – General Fund | 15,000.00 | 15,000.00 |
| Sports – General Fund | 20,000.00 | 5,250.00 |
| General Fund | 198,792.00 | 198,792.00 |
| AVID | 28,796.00 | 796.00 |
| A-G Grant | 0.00 | 0.00 |
| Perkins | 19,500.00 | 19,500.00 |
| AMIM / 0000 | 261,430.12 | 75,430.12 |
| AMIM / VAPA | 182,684.40 | 182,684.40 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Activities – General Fund | 4,000.00 |
| AMIM / 0000 | 186,000.00 |
| AVID | 28,000.00 |
| District Funded | 484,614.00 |
| Lottery:  Instructional Materials | 6,252.00 |
| Sports – General Fund | 14,750.00 |
| Title I Part A: Allocation | 555,652.00 |
| Title I Part A: Parent Involvement | 4,812.00 |
| Title II Part A: Improving Teacher Quality | 27,847.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 619,606.00 |
| 2000-2999: Classified Personnel Salaries | 172,000.00 |
| 3000-3999: Employee Benefits | 18,000.00 |
| 4000-4999: Books And Supplies | 260,452.00 |
| 5000-5999: Services And Other Operating Expenditures | 30,812.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 211,057.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 5000-5999: Services And Other Operating Expenditures | Activities – General Fund | 4,000.00 |
| 1000-1999: Certificated Personnel Salaries | AMIM / 0000 | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | AMIM / 0000 | 59,000.00 |
| 4000-4999: Books And Supplies | AMIM / 0000 | 100,000.00 |
| 5000-5999: Services And Other Operating Expenditures | AMIM / 0000 | 11,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | AMIM / 0000 | 15,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | AVID | 28,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 404,154.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 80,460.00 |
| 4000-4999: Books And Supplies | Lottery:  Instructional Materials | 6,252.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Sports – General Fund | 14,750.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 204,452.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 111,000.00 |
| 3000-3999: Employee Benefits | Title I Part A: Allocation | 18,000.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 144,200.00 |

| | | |
|---|---|---|
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 13,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 65,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Parent Involvement | 2,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 2,812.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 10,000.00 |
| 4000-4999: Books And Supplies | Title II Part A: Improving Teacher Quality | 10,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 7,847.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 470,653.00 |
| Goal 2 | 146,562.00 |
| Goal 3 | 694,712.00 |

# School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

2 Secondary Students

| Name of Members | Role |
|---|---|
| John Miller | Principal |
| Maria Rodriguez | Other School Staff |
| Daniel Cahill | Classroom Teacher |
| Adriana Cardenas-Isley | Classroom Teacher |
| Richelle Kuhns-Vasquez | Other School Staff |
| Debbie Butler | Classroom Teacher |
| Hannah Castaneda | Classroom Teacher |
| Bianca Aceves | Secondary Student |
| Arianna Solis | Secondary Student |
| Kristin Muniz | Parent or Community Member |
| Christa Irwin | Parent or Community Member |
| Pastor Valdez | Parent or Community Member |
| Tony Flores | Parent or Community Member |
| Carmen Martinez | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/24.

Attested:

| |
|---|
| Principal, John Miller on 5/22/24 |
| SSC Chairperson, Kathleen Muniz, Co-Chairperson Christa Irwin on 5/22/24 |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

# Purpose

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

# Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

# Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

# Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

# 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 |
|---|---|
| Clear | ☐ State Compensatory Education Advisory Committee |
| Clear | ☑ English Learner Advisory Committee |
| Clear | ☑ Special Education Advisory Committee |
| Clear | ☐ Gifted and Talented Education Program Advisory Committee |
| Clear | ☐ District/School Liaison Team for schools in Program Improvement |
| Clear | ☐ Compensatory Education Advisory Committee |
| Clear | ☐ Departmental Advisory Committee |
| Clear | ☐ Other: |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/24

Attested:

| Clear | Principal, John Miller          on 5/22/24 |
|---|---|
| Clear | SSC Chairperson, Kathleen Muniz, Co-Chairperson Christa  on 5/22/24 |

## Chino Valley Unified School District

## Chino High School
## Family Engagement Policy
**2024-2025**

### School Policy Engagement:

Chino High School recognizes that **parents and family members are their children's first and most influential teachers**. Moreover, continued **parental engagement in children's education contributes significantly to student achievement and conduct**. Therefore, Chino High School shall jointly develop with and distribute to parents of Title 1 and Non-Title 1 students a written parental engagement policy agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** of the requirements of Title I, their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way to plan, review, and improve its Title 1 program, parent and family engagement policy, and school-parent compact. The school will offer a flexible number of meetings and provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through traditional means of communication.

### Shared Responsibilities for High Student Academic Achievement:

The staff of Chino High School, in consensus with research-based practices, knows that the education of its students is a responsibility shared between the school and parents. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations outlined in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership to support their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Chino High School will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an Action Team for Partnership process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact promising practices to increase parental engagement to include the six types of engagement listed below (Epstein's Six Types of Parental Involvement). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement. In addition, the school-parent compact will list district, school improvement goals, and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement.

**Chino High School's goals will focus on providing quality first best instruction and targeted intervention utilizing instructional strategies and evidence-based programs to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.** In addition, the compact explains how the school maintains communication between home and school and describes opportunities for parents to volunteer, observe, and participate in the classroom. Based on formal and informal data, the school-parent compact will be updated annually by staff and parents. Also, annually, the Action Team for Partnerships will evaluate the effectiveness of

the school's home-school-community partnership activities and celebrate successes. This shared responsibility will help the school and parents build and develop a partnership to help children reach or exceed the grade-level standards. The compact will list how the school provides two-way communication between home and school.  It will also describe opportunities for parents/guardians to volunteer, observe, and participate in the classroom. The school-family compact will be updated annually by staff and parents/guardians, based on formal and informal data.  Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes. This **shared responsibility** will help the school and parents/guardians build and develop a partnership to help children reach or exceed the grade level standards.

Chino High School will support these home-school partnerships by using the following **six types of engagement:**

1. ***Parenting***. We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level. All staff members will work effectively with our diverse families. Chino High School will provide academic support through after school tutoring; social-emotional well-being will be supported through counseling services, mentorship, and support groups; and continue with professional development to support staff with strategies aimed at positive behavior, reflection, and response.

2. ***Communication***. We will communicate about curriculum, instruction, assessment, staff development, school programs, and student progress through two-way, meaningful, timely, and effective methods. At a minimum, fall and spring conferences, reports on student progress, reasonable access to staff, and observation of classroom activities will be provided to parents and family members. In addition, Chino High School will utilize AERIES Communication (Parent Square) to reach families via email and phone in their preferred language. Chino High School will also reach out to families with increased communication through various media platforms.

3. ***Volunteering***. We will expand the recruitment, training, and recognition of family and community volunteers; we will provide families and community members opportunities to contribute from home, the workplace, and other community-based sites. In addition, Chino will continue to support Band and Sports boosters and family involvement and participation in programs like AVID and ROX. Chino will also host workshops for families and assemblies to provide families with the requested support and recognize student achievement.

4. ***Learning at Home***. We will promote family engagement in learning activities at home, including homework and other curriculum-related activities appropriate to the grade and development of the student. In addition, Chino High School will work to provide teachers with training on the use of technology to support students with supplemental materials, such as videos, online textbooks, and presentations, so they can access materials from home and communicate with teachers.

5. ***Decision-making***. We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their student's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Chino High School will continue to grow parent and family engagement through participation in English Learner Advisory Committee, District English Learner Advisory Committee, California Association for Bilingual Education or Parent Institute for Quality Education, Partnerships for Learning Network, and School Site Council.

6. ***Collaborating with Community***. We will coordinate resources and services for students and families with businesses, agencies, service organizations, and other groups and provide services to the community through our volunteer efforts and community improvement projects. Chino High School will continue working to continue

and expand services offered through programs like Educational Talent Search and CABE or PIQE, as well as services like Chino Human Services, Project HOPE, and American Cancer Society Cancer Action Network.

## Accessibility

Our school, <u>Chino High School</u> and our Local Education Agency shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

**(revised 2019-2020)**

# PARTNERSHIPS

### What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

### DISTRICT FAMILY RESOURCES

**Family Engagement Center**
**Adult School, Room 25**
**12970 Third St.  Chino, CA  91710**
**WORKSHOPS PROVIDED:**
*Transition Workshops*
*Special Education Support Meetings*
*English Learner Parent Workshops*

**SUPPORT WITH:**
*Student Enrollment*
*Data Confirmation*
*Technology*
*AERIES PARENT PORTAL*

**Family Engagement Center Link:**

**http://www.chino.k12.ca.us/Page/8882**

**909 628-1201 ext. 5601/5604**
**(English/Spanish)**

# FAMILY/GUARDIAN PARTICIPATION

### Activities to Build ENGAGEMENT

**Student Learning**

CHS will provide parents/guardians and students with multiple opportunities to be involved in school decisions. Individual and family learning opportunities will help families in becoming active participants in the educational process.

**Social-Emotional Development and Growth**

Increase parent involvement in school events/workshops by 15%:
• California Association for Bilingual Education (CABE) or Parent Institute for Quality Education (PIQE)
• Counselor/Parent Meetings
• Parent Conference Night
• Partnership For Learning Networks (PFLN) Participation
• Educational Talent Search (ETS) Parent Meetings
• 12 Powers of Family Business
• Chino Human Services
• Multi-Tiered System of Support Behavior (MTSSB) Counselor
• The Latino Family Literacy Project (College Awareness)
• Behavior Health Services
• Boosters, Clubs, and CHAPSS (Chino High Association Parents Students Staff)

**Volunteering Opportunities**

If you would like to volunteer, participate in, and/or observe a classroom, please contact the front office, and ask to speak with Jazmin Padilla at extension 3065.

### Communication about Student Learning

Our school is committed to regular two-way communication with families about their children's learning. Some of the ways parents and teachers communicate are:

- **School to Home**
    - **Letters/Emails/Phone Calls**
    - **School Website**
    - **Daily Bulletin**
    - **School Marquee**
    - **Frequent Progress Monitoring**
    - **Parent Square**
    - **School Instagram Accounts**
    - **School Meetings**
- **Home to School**
    - **Aeries Access for Parents**
    - **Request for Support Form**
    - **School Agendas**
    - **Letters/Emails/Phone Calls**
    - **Parent-Teacher Meetings**
    - **Parent Square**

# Chino Valley Unified School District

## HOME-SCHOOL PARTNERSHIPS

## for

## STUDENT ACHIEVEMENT

## 2024-2025

**CHINO HIGH SCHOOL**

*"Tell me and I forget. Teach me and I remember. Involve me and I learn." -Benjamin Franklin*

### Chino High School
5431 Jefferson Avenue
Chino, CA, 91710
909-627-7351

## Our Goals for Student Achievement

### District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

### School Goals

Academic
Smarter Balanced Assessment Consortium (SBAC) – 11th grade students will increase their proficiency on the SBAC in English by 15% and in Math by 24%.

Non-Academic
Students will meet the district attendance rate of 97.5%.

English Learners
All English Language Learners (ELL) scores will increase one level on the English Language Proficiency Assessments for California (ELPAC).

*Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.*

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### In the Classroom

In the classroom, 9th- 12th grade teachers will focus on effective instruction and high-impact strategies to support school goals:

### Academic Goals

All students will have access to technology for individual/ small/large groups, as well as research and tutorials in classes with fully credentialed teachers.

All lessons will incorporate Common Core State Standards and the "4 C's" (Communication, Collaboration, Critical Thinking, and Creativity).

### Non-Academic Goals

CHS will train students and staff in Positive Behavior Intervention Supports (PBIS) and increase opportunities for individual and group Multi-Tiered Systems of Support for Behavior (MTSS-B) counseling by 5%.

CHS will integrate PBIS and the 4 Be's (Be Respectful, Be Responsible, Be Resilient, Be Safe) to achieve a positive behavior goal of 86%.

### English Learner Goal

By the end of the year, as a result of high quality daily Designated English Language Development (ELD) and Integrated ELD instruction, each EL student will increase their English language proficiency by one level in preparation for reclassification and successful completion of the California Assessment of Student Performance and Progress (CAASPP).

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### At Home

Activities at home to support what my child is doing at school:

### Academic Goal
Check your child's notebook for homework, classwork, and upcoming projects or tests.

Utilize the Aeries Parent Portal to access: attendance, student grades, communication with teachers, counselors, administrators, and other resources.

Encourage the use of Academic Language at home by accessing a list of Academic Words commonly used in classes through IXL Learning on the school's website.

Engage families to attend school-wide events, parent-teacher conferences, and workshops.

### Non-Academic Goal
CHS will provide parents with various opportunities to be involved in school decision and individual/family learning opportunities to assist them and their student to be active participants in the educational process.

Parents will support their children's school success by implementing a structured routine at home that fosters good health, sleep, nutrition, and social-emotional well-being. In addition, parents will make sure their children attend school daily and on time.

### English Learner Goal
English Learner (EL) parents will be invited to attend English Learner Advisory Committee (ELAC) meetings. CHS will have at least three parents of English Learners on ELAC.

### Student Learning Activities
-Weekly grade checks
- Tutoring Opportunities: National Honor Society (NHS), Educational Talent Search (ETS-Cal Poly Pomona), Virtual tutoring (Paper app) Individual/Group/Peer Counseling
-Advancement Via Individual Determination (AVID)