

# 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 Hills High School	36676783631017	4/24/2024	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 Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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 Valley Unified School District in partnership with all stakeholders at Chino Hills High School, including School Site Council and ELAC members, 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 based on 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)

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# Centralized Services

<b>Centralized Services Amount</b>	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.
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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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 -312

Students- 1526

Staff – 130

Here are three data points that we can celebrate:

1. 94% of parents said that they are encouraged to attend school sponsored activities at CHHS.
2. 98% of staff said that there is a staff member that students can go to for support at CHHS.
3. 89% of students said that there is a staff member that they can go to for support for CHHS.

Here are three data points that show our opportunities:

1. 67% of parents said that teachers give timely feedback at CHHS.
2. 76% of staff said that they believe discipline is enforced fairly at CHHS.
3. 45% of students said that teachers successfully show students how lessons relate to life outside of school at CHHS.

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 4/17/24, an External TFI completed at Chino Hills High School reflected 97% implementation for school-wide PBIS implementation of Tier I and 92% implementation for school wide PBIS implementation of Tier 2. The PBIS team identified the following area(s) of focus for the 24-25 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: Enhance the commitment of the instructional faculty, provide instructional materials and training.

Goal 2: Provide opportunities for students to explore careers, and interests

Goal 3: Provide training to students on improving interpersonal communication, with family, and peers.

Goal 4: Provide more Career Technical Education opportunities for students.

## **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:

Two district collaborative learning rounds (CLRs) made up of a team of district administrators were scheduled to walk 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 the CVUSD 23-24 areas of emphasis to ensure high levels of learning for all students.

Additionally, the school site instructional leadership team, consisting of one teacher from each department and site administration, collaborated monthly with a focus on the PLC process to ensure shared understanding of essential learning for all students.

Administrators conducted classroom walk-throughs on a regular basis and observations were reflected upon by the instructional leadership team. Observations of the learning environment were based on district wide observables which were created by the teaching and learning Taskforce to align with the district's yellow sheet. Specifically, the Chino Hills High School feeder group collected evidence of the visible learning as observed by site level CLRs and formal/informal classroom observations.

To ensure alignment of learning in grades k-12, the Chino Hill High School Feeder Group identified the following area(s) of focus (yellow sheet) for the upcoming school year:

5. Clarify for students the Essential Standards and have students reflect on their learning.

## **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 23-24 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: Participation rates and achievement in each administration of the Essential Standards Assessments in 2023-2024 will increase.

SMART Goal 2: On the 2024 CAASPP, the combined percent of students scoring “Met” and “Exceeded” in ELA will increase from 68% to 72% and in Math will increase from 43% to 48%.

SMART Goal 3: Current 22-23 A-G Rate: 68%; 23-24 A-G Rate Goal: 70%

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 2023 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: 38.8%

IM2: 31.5%

IM3: 43.6%

Essential Standards Baseline Data ELA /August 2023

Grade/ Percent Exceeded or Met standard

9th Grade: 64.5%

10th Grade: 63.5%

11th Grade: 71.3%

12th Grade: 67%

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: 34.5%  
IM2: 28.3%  
IM3: 38.6%

Essential Standards Final Benchmark Data ELA /Spring 2024  
Grade/ Percent Exceeded or Met standard:

9th Grade: 61.3%  
10th Grade: 70.4%  
11th Grade: 78.2%  
12th Grade: 73.7%

## 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 100% of our classes 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: Math - African American, College/Career - Students With Disabilities.

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 (provide a number for ELA and Math) How will you address intervention in your master schedule?

Pacing to the needs of students regarding master schedule flexibility has been addressed. As more teachers have a prep period, this allows them to be able to collaborate with their colleagues on an ongoing basis. Additionally, more academic/academy/CTE pathway teachers have common prep time. Teachers would like to have collaboration, articulation and review of K-8 curriculum. Vertical alignment with our Junior High School teachers is desired, but CHHS is committing to the PLC process with identifying standards, writing assessments, and analyzing data. This vertical articulation will be addressed in the future, but not be the focus this year. PLUSS is an intervention program for students. There needs to be articulation between primary and secondary schools. Staff has agreed upon implementing an imbedded intervention for all students and has developed an Intervention Committee to assist with developing the best program necessary to meet all student's needs. Teachers will be planning their Units/Lessons by embedding a "Flex Day" to be used after CFAs to provide intervention based on areas of need identified in the data from those CFAs.

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

Staff feels that there are not enough funds to purchase standards based instructional materials because, at times funds seem limited. Textbooks are missing for students; (i.e.: missing ancillary materials for Common Core). There is no availability of standards-based science materials and as of yet, there is an unmet need in Math. AP Classes have outdated textbooks and are in need of support. The District Office has assisted us in ensuring we are current and have a textbook for every student. They are also leading the charge regarding updating AP textbooks.

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

Many of the concerns expressed last year regarding the increased need for instructional materials have been met. Currently staff must now take the time to look at current standards and select those that are the most important. Upon doing so, lesson plans and common formative assessments must be with the need and CHHS still rests upon the need for intervention materials and a room designated for interventions to take place when necessary. CHHS will be utilizing our Intervention Counselor and Specialists to assist us with which Intervention materials are truly needed. More funds are needed for our PBIS initiative (i.e. incentives, additional money for professional development, training, etc).

## 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:

SST's are held for underperforming students to determine if students are in need of accommodations to be successful. Test score data, progress reports and team sport study hall are additional supports to assist students. AP intervention with at-risk students is offered to underperforming students. Loaner clothing to lower socio-economic students are given to students in PE. Alternative assignments to students that are injured or unable to perform are also given to students. Additionally, imbedded in the Master Schedule are Study Skills courses that are offered to At-Promise students. CHHS has a PLUSS Program for students who have good attendance, good behavior, but poor grades. Collaboration classes have increased for students that qualify for special education but are able to receive their specialized academic instruction in the general education setting. CHHS has implemented Math and Read 180 classes. In addition, CHHS also offers Tutor.com to all of its students as well as Zero Period Intervention for support in both Math and ELA.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC has increased over the last couple of years as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. ERWC, state testing scores, PLC's, site team meetings, and capstone projects all assist with identifying student achievement. SAT, AP tests, PSAT, A - G readiness and California Fitness Testing data is also looked at to raise student achievement and provide interventions. CHHS is also in the implementing tier one and tier two intervention into the instructional period school-wide.

## 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. CHHS also has 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**

The SPSA was discussed at the October 2023 department chair meeting, Leadership then presented it to the whole staff at the 11/05/2023 meeting. It will also was discussed at the SSC Meeting on 10/28/2023.

Chino Hills High School is committed to meaningful educational partner involvement in developing and gaining input on the development of the Single Plan for Student Achievement. 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: SSC Meeting #1 - 11/08/23, Meeting #2 - 01/31/24, Meeting #3 - 03/20/24, Meeting #4 - 04/24/24. ELAC Meeting #1 - 8-29-23, Meeting #2 - 10-10-23, Meeting #3 - 1-30-24, Meeting #4 - 2-27-24, Meeting #5 - 4-23-24.

- a. School Site Council
- b. ELAC
- c. Staff Meeting
- d. Student Advisory Group

## Resource Inequities

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

Chino Hills High School strives to create an inclusive school with school-wide programs that are open to all student subgroups. There are no inequities with regards to quality of books, materials, and class size as evidenced by our Williams review.

From an academic perspective, we have adjusted our master schedule in an effort to eliminate all RSP level courses and start enrolling our students that qualify for special education under RSP into our general education courses (collaboration/co-teach classes); particularly, in English and Math as these are the subjects where IEP goals are written in. We have also focused this year on adding these collaboration/co-teach classes in the content areas of Social Science and Science. Moving forward, there is a need to schedule common prep periods for teachers teaching the same courses so that they can use the PLC process during their prep period and to enable our special education and general education to collaborate during their prep periods. We are able to do this to a certain point currently, but find ourselves limited based on the district allotted FTE assigned to our site.

From a social emotional, discipline, and school climate perspective we have added multiple tiers of PBIS supports. Additionally, we have added an MTSB counselor that not only supports the social emotional well-being of our students she also works with our students on restorative practices. We have revised our discipline/referral procedures to incorporate interventions that can proactively work to reduce the number of discipline cases we have seen in the past. Finally, we have added a 5-Star rewards system to monitor/track our students behavior and attendance which rewards students for following our school wide expectations. Students earn Pride Points for following our school wide expectations and they can then redeem those pride points for various rewards multiple times throughout the year.

# 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	672	785	690
Grade 10	699	686	767
Grade 11	706	694	684
Grade 12	687	690	659
<b>Total Enrollment</b>	<b>2,764</b>	<b>2,855</b>	<b>2,800</b>

### Conclusions based on this data:

1. Student enrollment number remain consistent around the same amount the last three years (within 100 students).

# 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	123	125	110	4.50%	4.4%	3.9%
Fluent English Proficient (FEP)	637	667	659	23.00%	23.4%	23.5%
Reclassified Fluent English Proficient (RFEP)	17			13.8%		

### Conclusions based on this data:

1. The number of students in this sub group has increase with the school's total enrollment.
2. The percentage/number of students being reclassified has increased as the number of EL students has increased.

# 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	687	671	660	297	640	643	290	639	643	43.2	95.4	97.4
All Grades	687	671	660	297	640	643	290	639	643	43.2	95.4	97.4

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	2663.	2614.	2634.	45.86	33.80	42.77	31.38	29.58	26.91	15.52	17.21	13.84	7.24	19.41	16.49
All Grades	N/A	N/A	N/A	45.86	33.80	42.77	31.38	29.58	26.91	15.52	17.21	13.84	7.24	19.41	16.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	45.94	31.46	38.41	47.00	54.62	47.90	7.07	13.93	13.69
All Grades	45.94	31.46	38.41	47.00	54.62	47.90	7.07	13.93	13.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	51.24	33.86	43.53	40.28	44.04	39.16	8.48	22.10	17.32
All Grades	51.24	33.86	43.53	40.28	44.04	39.16	8.48	22.10	17.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.75	19.87	24.26	71.23	67.92	66.72	7.02	12.21	9.02
All Grades	21.75	19.87	24.26	71.23	67.92	66.72	7.02	12.21	9.02

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	45.30	28.48	37.17	51.92	59.47	52.57	2.79	12.05	10.26
All Grades	45.30	28.48	37.17	51.92	59.47	52.57	2.79	12.05	10.26

**Conclusions based on this data:**

1. Overall Achievement in ELA Literacy was 64% of students who met or exceeded the standards. Our site level Smart Goal is set to increase 6% and reach a target of 70% meets/exceeds by the end of this school year.
2. From SY 20-21 to SY 21-22 student achievement in writing decreased 17.38 % as measured by SBAC ELA. PLC work will continue to assist site instructional staff to increase student achievement in this area.
3. We have found that the areas of Reading and Writing show the largest number of students not meeting standard while fewer of our students are not meeting the standards in Listening and Research/inquiry.

# 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	684	670	660	98	629	638	95	628	638	14.3	93.9	96.7
All Grades	684	670	660	98	629	638	95	628	638	14.3	93.9	96.7

\* 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	2661.	2597.	2596.	33.68	19.90	20.85	27.37	23.25	22.57	27.37	22.13	23.20	11.58	34.71	33.39
All Grades	N/A	N/A	N/A	33.68	19.90	20.85	27.37	23.25	22.57	27.37	22.13	23.20	11.58	34.71	33.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	39.36	26.59	28.06	43.62	42.20	39.81	17.02	31.21	32.13
All Grades	39.36	26.59	28.06	43.62	42.20	39.81	17.02	31.21	32.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	35.11	21.34	19.28	58.51	53.98	58.93	6.38	24.68	21.79
All Grades	35.11	21.34	19.28	58.51	53.98	58.93	6.38	24.68	21.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	36.84	21.18	19.59	53.68	63.06	61.13	9.47	15.76	19.28
All Grades	36.84	21.18	19.59	53.68	63.06	61.13	9.47	15.76	19.28

### Conclusions based on this data:

- Overall student achievement decreased 6.47%% from SY18-19 to SY21-22. We believe this decrease can be attributed to the Covid Pandemic. School administration believes PLC process will improve student achievement in this area.

2. We saw an increase in the number of students that did not meet standard in the area of Concepts/Procedures. In the areas of Problem Solving and Communicating Reasoning we saw a decrease in the number of students not meeting standard.
3. The area with the largest decrease in students not meeting standard was Communicating Reasoning. We believe this is linked to our use of AVID Tutorial style tutoring that our math teachers are using with their students. In these sessions students are expected to be able to explain their answers to their peers. Essentially teaching their peers how to solve the equations they are working on.

# 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
<b>9</b>	1554.7	1540.5	1577.1	1546.0	1509.6	1579.1	1563.0	1571.0	1574.5	28	31	35
<b>10</b>	1554.6	1558.3	1566.5	1558.6	1557.1	1569.1	1550.2	1558.9	1563.6	35	32	38
<b>11</b>	1560.9	1577.1	1604.1	1541.0	1570.2	1616.3	1580.3	1583.7	1591.3	29	32	18
<b>12</b>	1565.9	1568.7	1592.5	1560.5	1561.1	1603.6	1570.8	1575.7	1580.8	13	27	23
<b>All Grades</b>										105	122	114

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
<b>9</b>	14.29	12.90	22.86	53.57	29.03	37.14	17.86	41.94	37.14	14.29	16.13	2.86	28	31	35
<b>10</b>	21.21	25.00	42.11	36.36	43.75	18.42	21.21	21.88	23.68	21.21	9.38	15.79	33	32	38
<b>11</b>	10.34	34.38	38.89	44.83	21.88	50.00	31.03	34.38	5.56	13.79	9.38	5.56	29	32	18
<b>12</b>	25.00	7.41	43.48	33.33	62.96	26.09	16.67	22.22	17.39	25.00	7.41	13.04	12	27	23
<b>All Grades</b>	16.67	20.49	35.96	43.14	38.52	30.70	22.55	30.33	23.68	17.65	10.66	9.65	102	122	114

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
<b>9</b>	35.71	9.68	42.86	35.71	45.16	25.71	14.29	29.03	28.57	14.29	16.13	2.86	28	31	35
<b>10</b>	36.36	37.50	47.37	30.30	43.75	26.32	15.15	9.38	10.53	18.18	9.38	15.79	33	32	38
<b>11</b>	24.14	34.38	50.00	34.48	43.75	38.89	20.69	15.63	5.56	20.69	6.25	5.56	29	32	18
<b>12</b>	50.00	22.22	47.83	0.00	59.26	26.09	33.33	18.52	13.04	16.67	0.00	13.04	12	27	23
<b>All Grades</b>	34.31	26.23	46.49	29.41	47.54	28.07	18.63	18.03	15.79	17.65	8.20	9.65	102	122	114

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	7.14	16.13	11.43	32.14	22.58	37.14	46.43	48.39	42.86	14.29	12.90	8.57	28	31	35
10	12.12	9.38	18.42	21.21	34.38	26.32	33.33	46.88	34.21	33.33	9.38	21.05	33	32	38
11	6.90	15.63	11.11	20.69	28.13	44.44	55.17	37.50	38.89	17.24	18.75	5.56	29	32	18
12	16.67	0.00	13.04	25.00	37.04	30.43	16.67	51.85	34.78	41.67	11.11	21.74	12	27	23
All Grades	9.80	10.66	14.04	24.51	30.33	33.33	41.18	45.90	37.72	24.51	13.11	14.91	102	122	114

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	17.86	3.23	14.29	67.86	74.19	68.57	14.29	22.58	17.14	28	31	35
10	15.15	15.63	13.16	63.64	71.88	71.05	21.21	12.50	15.79	33	32	38
11	3.45	9.38	11.11	62.07	65.63	83.33	34.48	25.00	5.56	29	32	18
12	8.33	7.41	17.39	50.00	85.19	60.87	41.67	7.41	21.74	12	27	23
All Grades	11.76	9.02	14.04	62.75	73.77	70.18	25.49	17.21	15.79	102	122	114

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	68.00	38.71	85.71	16.00	35.48	11.43	16.00	25.81	2.86	25	31	35
10	58.06	75.00	73.68	19.35	15.63	13.16	22.58	9.38	13.16	31	32	38
11	51.85	65.63	94.44	29.63	31.25	0.00	18.52	3.13	5.56	27	32	18
12	58.33	70.37	73.91	25.00	29.63	21.74	16.67	0.00	4.35	12	27	23
All Grades	58.95	62.30	80.70	22.11	27.87	12.28	18.95	9.84	7.02	95	122	114

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	17.86	23.33	14.29	50.00	50.00	68.57	32.14	26.67	17.14	28	30	35
10	24.24	12.90	34.21	42.42	61.29	36.84	33.33	25.81	28.95	33	31	38
11	13.79	21.88	11.11	72.41	43.75	77.78	13.79	34.38	11.11	29	32	18
12	16.67	0.00	17.39	41.67	85.19	60.87	41.67	14.81	21.74	12	27	23
All Grades	18.63	15.00	21.05	52.94	59.17	57.89	28.43	25.83	21.05	102	120	114

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	6.45	5.71	89.29	80.65	88.57	10.71	12.90	5.71	28	31	35
<b>10</b>	0.00	6.25	5.26	78.79	81.25	76.32	21.21	12.50	18.42	33	32	38
<b>11</b>	10.34	21.88	27.78	79.31	65.63	66.67	10.34	12.50	5.56	29	32	18
<b>12</b>	8.33	14.81	17.39	66.67	77.78	69.57	25.00	7.41	13.04	12	27	23
<b>All Grades</b>	3.92	12.30	11.40	80.39	76.23	77.19	15.69	11.48	11.40	102	122	114

**Conclusions based on this data:**

1. Student achievement scores decreased in "Well Developed" and increased in "Somewhat/Moderately" in almost all domains. The Covid Pandemic affected a previously highly-effective ELD instructional system.
2. Student achievement in the "Beginning" performance band has been relatively unaffected by the Covid Pandemic.
3. We have seen an increase in the number of students testing in these areas by 15 students in comparison to the 18-19 school year.

# 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
2800	26.6	3.9	0.3
Total Number of Students enrolled in Chino Hills 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	110	3.9
Foster Youth	8	0.3
Homeless	48	1.7
Socioeconomically Disadvantaged	744	26.6
Students with Disabilities	311	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	184	6.6
American Indian	7	0.3
Asian	579	20.7
Filipino	214	7.6
Hispanic	1203	43
Two or More Races	109	3.9
Pacific Islander	10	0.4
White	468	16.7

### Conclusions based on this data:

1. We have seen an increase in students at CHHS compared to last year, while our Socioeconomically Disadvantaged, English Learners, and Foster Youth have decreased.

2. There has been no significant change by Race/Ethnicity comparing last school year to this school year.
3. Students with Disabilities is one of our largest student groups on campus. This school year we have added 2 additional sections of Mild/Moderate and 1 additional section of Moderate/ Severe classes which we expect to see reflected in the upcoming data.

# School and Student Performance Data

## Overall Performance

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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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Blue		
<b>College/Career High</b>		

**Conclusions based on this data:**

1. We had 2 indicators at High.
2. We had 3 indicators at Medium
3. We have put a heavier focus on our PBIS strategies (Tier 1 and 2) to try and address suspension rates. Suspension rate for SY 2023-24 is on track to be much lower than previous two school years.

# School and Student Performance Data

## Academic Performance English Language Arts

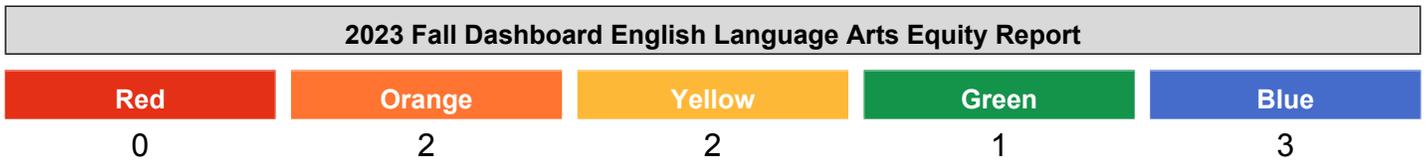
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 54 points above standard Increased Significantly +20 points 625 Students	 Yellow 5.7 points below standard Increased Significantly +37 points 35 Students	Less than 11 Students  3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
66.8 points below standard Decreased Significantly -28.1 points  16 Students	 Yellow 5.1 points above standard Maintained -0.8 points 163 Students	 Orange 74.1 points below standard Increased Significantly +41.7 points 69 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 22.2 points below standard Decreased Significantly - 43.7 points 46 Students	Less than 11 Students  2 Students	 Blue 103.6 points above standard Increased Significantly +26.3 points 123 Students	 Blue 114.4 points above standard Increased +10.5 points 58 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.3 points above standard Increased Significantly +28.5 points 264 Students	48.2 points above standard Increased +7.5 points  29 Students	Less than 11 Students  3 Students	 Blue 77.6 points above standard Increased Significantly +44.1 points 95 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
86.3 points below standard Maintained +2.6 points  16 Students	42.5 points above standard Increased Significantly +26.2 points  20 Students	51.2 points above standard Increased +14.7 points  464 Students

**Conclusions based on this data:**

1. Our current English Learner students are performing below standard.
2. Reclassified English Learners are performing above standard.
3. Students with disabilities are performing Very Low and they are one of our largest sub groups of students.

# School and Student Performance Data

## Academic Performance Mathematics

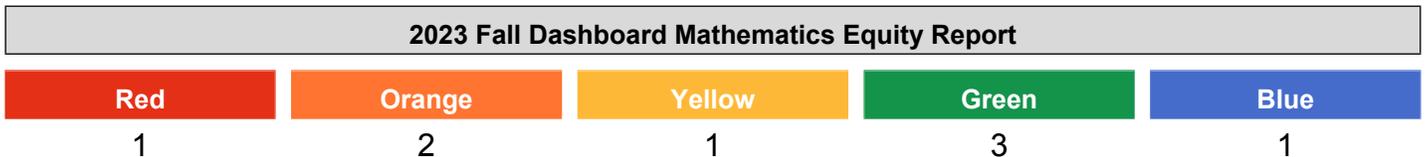
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Green	Less than 11 Students
29.1 points below standard Maintained +1.3 points	23 points below standard Increased Significantly +26.5 points	3 Students
621 Students	36 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
153.8 points below standard Decreased Significantly -59.1 points	 Orange	 Orange
16 Students	75.9 points below standard Decreased -13.3 points	175.7 points below standard Increased Significantly +25.5 points
	164 Students	69 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 127.4 points below standard Decreased Significantly - 52.3 points 46 Students	Less than 11 Students  2 Students	 Green 55 points above standard Decreased -7.7 points 123 Students	 Blue 41.3 points above standard Increased Significantly +25.7 points 58 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 76.2 points below standard Increased +11.5 points 261 Students	40.5 points below standard Decreased Significantly - 31.8 points 28 Students	Less than 11 Students  3 Students	 Green 5.9 points below standard Increased Significantly +24.3 points 96 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
100.6 points below standard Decreased -4.8 points 17 Students	26.8 points above standard Increased Significantly +20.2 points 20 Students	41.8 points below standard Decreased -3.5 points 461 Students

**Conclusions based on this data:**

1. Current English Learners and English Only students are performing below standard.
2. Reclassified English Learners are performing above standard.
3. Students With Disabilities are our lowest performing sub group and they are one of our largest sub groups of students.

# School and Student Performance Data

## Academic Performance English Learner Progress

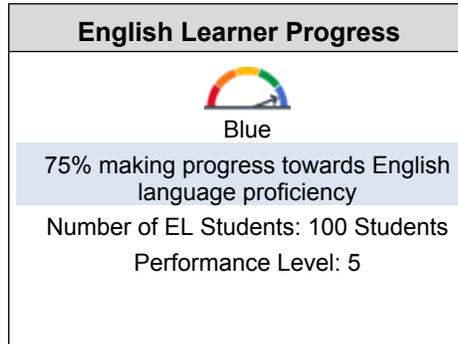
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section 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



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
7	17	5	67

#### Conclusions based on this data:

1. Our English Learner Progress is Medium as we have 53.1 percent making progress towards English proficiency.
2. Our number of EL students is increasing.
3. 17 Students have decreased one ELP level.

# 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.

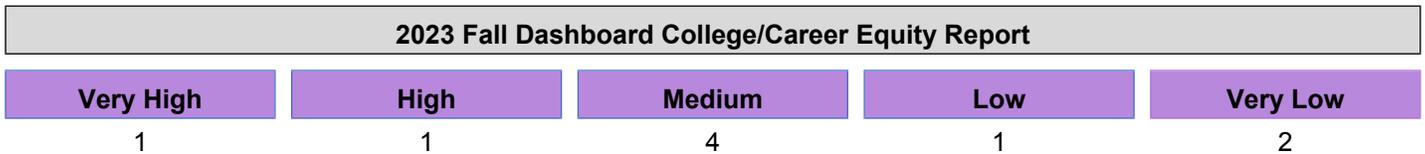
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

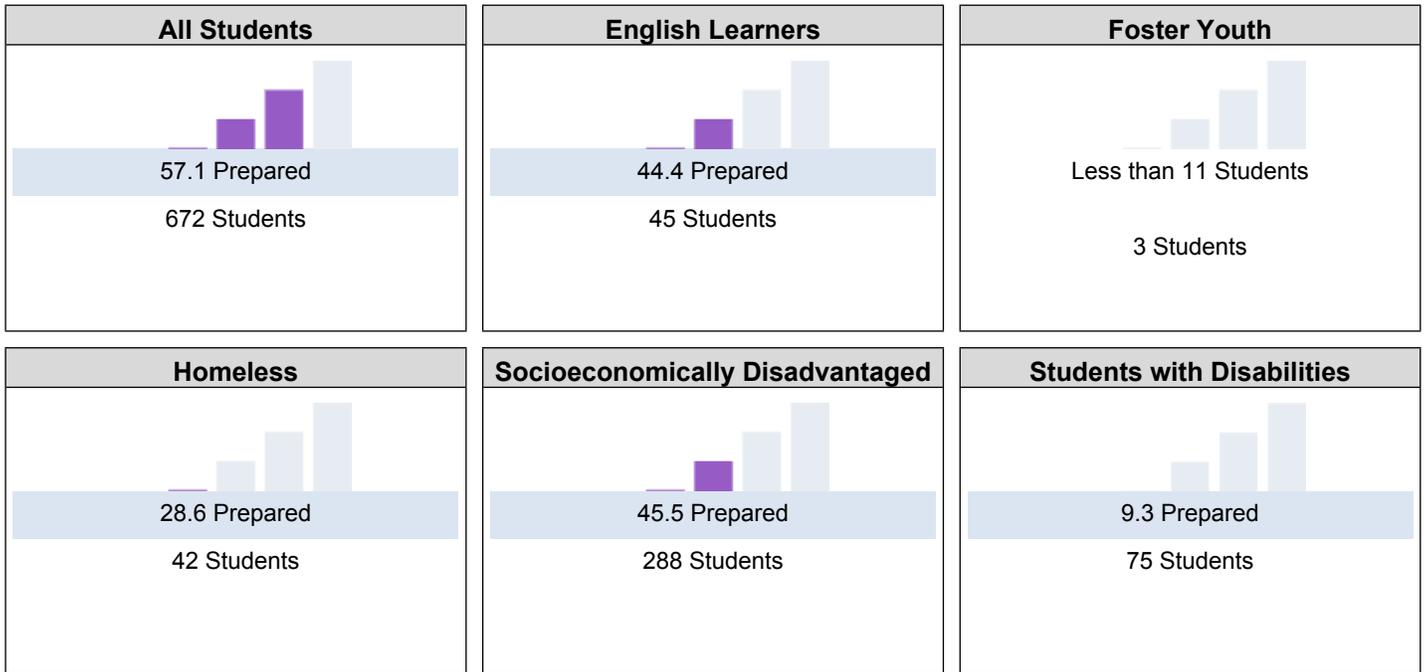


This section provides number of student groups in each level.

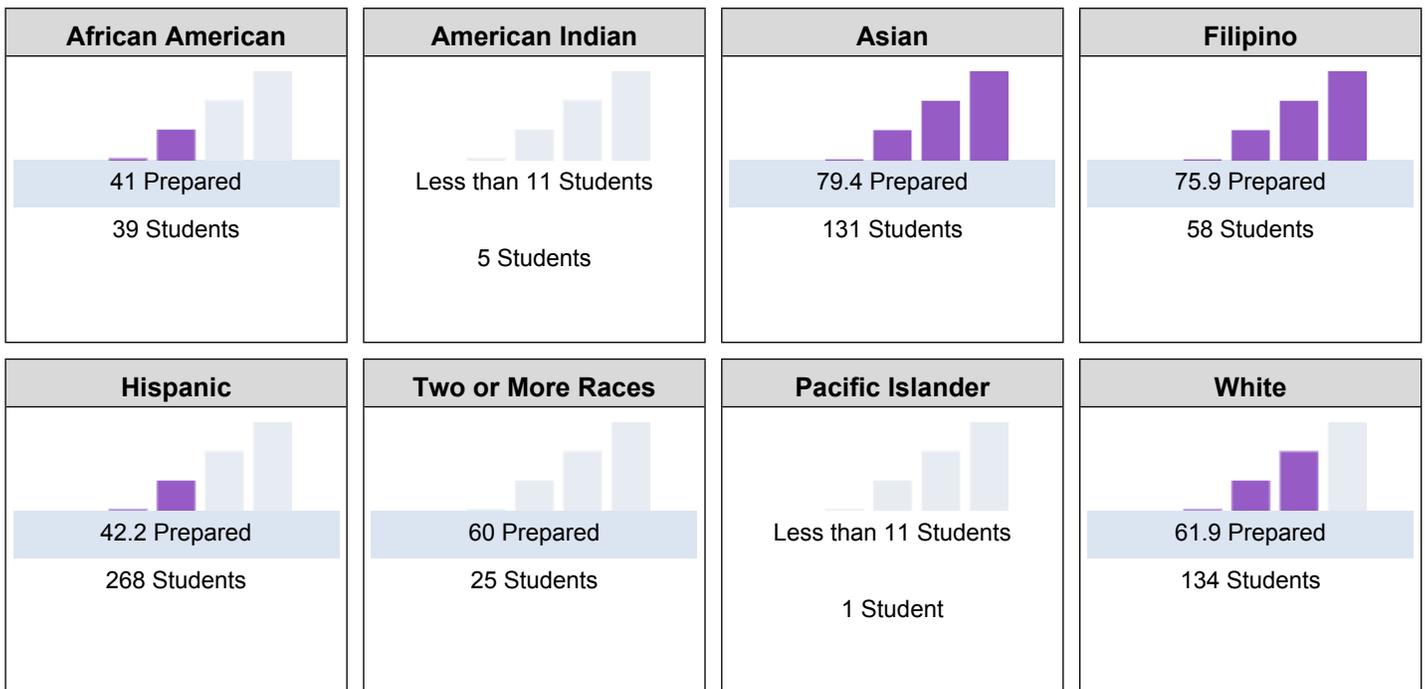


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

- 1.

# 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.”



This section provides number of student groups in each level.



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								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Foster Youth								
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement Graduation Rate

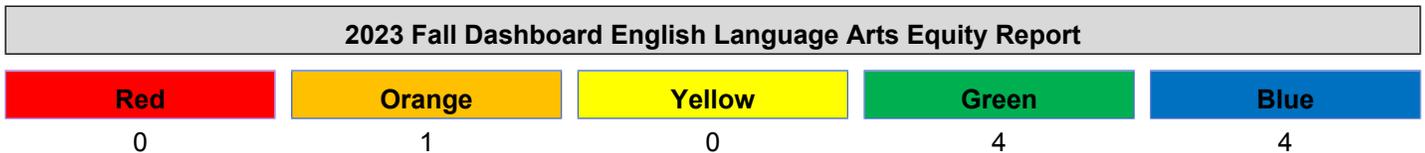
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr style="background-color: #e6f2ff;"> <td>95.8% graduated</td> </tr> <tr> <td>Increased 1.3</td> </tr> <tr> <td>672 Students</td> </tr> </tbody> </table>	All Students	 Blue	95.8% graduated	Increased 1.3	672 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr style="background-color: #e6f2ff;"> <td>95.6% graduated</td> </tr> <tr> <td>Increased 3.7</td> </tr> <tr> <td>45 Students</td> </tr> </tbody> </table>	English Learners	 Blue	95.6% graduated	Increased 3.7	45 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students		
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**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 94.9% graduated Increased Significantly 7.4 39 Students	Less than 11 Students 5 Students	 Blue 96.9% graduated Decreased -1 131 Students	 Blue 98.3% graduated Maintained 0.4 58 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.9% graduated Increased 1.4 268 Students	96% graduated Maintained 0.2 25 Students	Less than 11 Students 1 Student	 Green 94.8% graduated Increased 2 134 Students

**Conclusions based on this data:**

1. Students With Disabilities and our Homeless sub groups are our lowest graduating sub groups.
2. English Learners and Socioeconomically Disadvantaged sub groups are our highest graduating sub groups.
3. African American sub group is our lowest graduating sub group by race/ethnicity.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

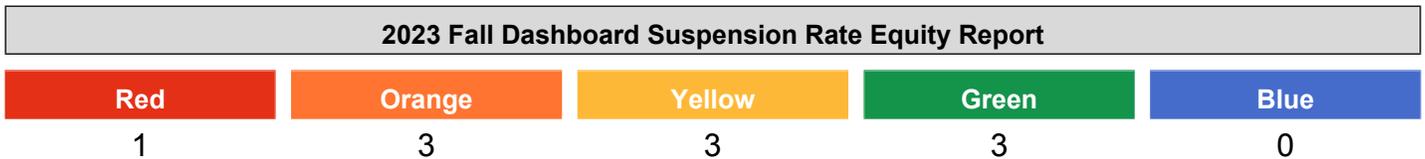
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green 3.9% suspended at least one day Declined -0.4 2930 Students	 Orange 5.2% suspended at least one day Increased 2.5 153 Students	38.9% suspended at least one day Increased 20.1 18 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red 12.2% suspended at least one day Increased 6.9 82 Students	 Orange 6.4% suspended at least one day Maintained 0 877 Students	 Orange 7.6% suspended at least one day Increased 1.1 341 Students

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

African American	American Indian	Asian	Filipino
 Yellow 10.2% suspended at least one day Declined Significantly -2.8 196 Students	Less than 11 Students 9 Students	 Green 0.7% suspended at least one day Declined -0.7 602 Students	 Yellow 1.4% suspended at least one day Increased 0.5 218 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.5% suspended at least one day Maintained 0.1 1272 Students	 Green 2.8% suspended at least one day Declined -1.2 142 Students	Less than 11 Students 10 Students	 Green 2.5% suspended at least one day Declined -1.1 481 Students

**Conclusions based on this data:**

1. African American subgroup is the largest subgroup being suspended based on Race/Ethnicity.
2. Asian and Filipino subgroups are the lowest subgroups being suspended based on Race/Ethnicity.
3. Socioeconomically Disadvantaged and Students with Disabilities are the highest subgroup being suspended based on student subgroups.

# 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

All students are provided a 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

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)

State Priorities: 1, 2, 7

Local Priorities: 21st century learning tools

## Goal 1

Provide high quality staff development and support to improve student achievement through small groups, scaffolding, differentiation, and learning intentions. Relevant Learning Targets and Success Criteria ("I can" statements) are posted and reviewed so that students know what they must know and be able to do to be proficient with the essential standards and they are able to reflect on their learning.

## Identified Need

The mean score of last year's three ESA administrations was equivalent to the prior year's CAASP data, with student proficiency at 66%. The mean score of last year's three ESA math administrations was 45% which is 5% lower than the previous year's CAASPP data; however, in the IM3 classes (CAASP testing group) each time the ESA was administered the scores were trending up.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ESAs administration windows:  08/10 - 09/04 11/02 - 12/04 02/08 - 03/05	Baseline ESA 1 ELA 63.7% ESA 2 ELA 63.8% ESA 3 ELA 62.6% ESA 1 MTH 45.0% ESA 2 MTH 40.3% ESA 3 MTH 37.8%	Goals ESA 1 ELA 68% ESA 2 ELA 70% ESA 3 ELA 72% ESA 1 MTH 43% ESA 2 MTH 45% ESA 3 MTH 48%
Walk-through Observational Data	Approximately 90% of teachers were posting the success criteria ("I can" statement) that matched what they were teaching. About 80% of teachers had students	Based on walk-through data collected by administration, teachers will have relevant "I can" statements posted 100% of the time in the way of Learning Targets and Success Criteria.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	interacting with the success criteria as an evaluation tool.	
Walk-through Observational Data	Based on 23-24 observation data, "I can" statements focused on the CVUSD Essential Standards 90% of the time.	"I can" statements focused on the CVUSD Essential Standards 95% of the time.

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

All staff will deconstruct essential standards through "learning progression" from standard, to learning targets, to "I can" student statements (success criteria). Administer CFA , Administer ESA , Provide PD on deconstructing learning targets, Provide PD for teachers on assisting students with goal setting, Provide teachers with training and resources on Tier 1 Small Group Instruction.

#### 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)

46,480

#### Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries  
Collaboration time for PLCs for certificated staff; cost of release and subs. Collaborative time will be arranged for PLC's and Departments to meet to create a schedule, to calibrate students work, data analysis, and plan best practices (Instructional strategies).

### 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

Compile and plan lessons for essential standards through PLCs

#### 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)
290,506	District Funded 1000-1999: Certificated Personnel Salaries 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.

**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**

Analyze data from ESAs and answer PLC critical questions #3 and #4  
Analyze CFA data using a data analysis protocol, by student and learning target to determine next steps for instruction(intervention and extension)

**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)
113,648	District Funded 1000-1999: Certificated Personnel Salaries 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 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)
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# 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.

CHHS has completed approximately 20 CLR's (8 Math, 4 Foreign Language, 3 Science, 2 Performing Arts, 2 English, 1 Whole School). \$27,500 has been expended. The overall effectiveness has been very good based upon verbal teacher feedback.

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

There are no more material differences in this area expected.

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.

At this time, there are no expected changes to be made to Goal I.

# 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 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

By the end of the year, 75% of all 12th grade students will meet a-g requirements by decreasing D and F rate.  
 By Spring 2025 we will score a 2 out of 2 on Tier 2 TFI Feature 2.4 by effectively implementing a Request for Assistance (RFA) process.

## Identified Need

Per the class of 2022-23 data, Students meeting A – G requirements increased by 4.1% (63.7%).  
 Graduation rate for SY 2023-2024 is 98.6 %.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TFI	Tier 1 TFI Score: April 2024 - 97% Tier 2 TFI Score: April 2024 - 92%	100% for TFI 1 100% for TFI 2 GOAL: By March 2024, we will score a 2 out of 2 on Tier 2 external TFI for options for Tier 2 (2.5) interventions. By the end of the school year, the PBIS team will have documented evidence of the effectiveness of all Tier 2 behavior support interventions.
Discipline data	SMART Goal Checkpoint 1: 3 Tier 1 team meetings (October 30) SMART Goal Checkpoint 2: 4-5 Tier 1 team meetings (January 30)	Decrease in top three behaviors

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SMART Goal Checkpoint 3: 9-10 Tier 1 team meetings (May 1)	

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

Counselors will develop a progress monitoring process to ensure students are meeting A-G requirements.

#### 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)

None Specified  
None Specified

### 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

Create signage that labels school wide expectations within each location of campus (I.e. front office, center ice, library, bathrooms, etc.)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

25000

General Fund  
4000-4999: Books And Supplies  
Purchase materials to support school connectedness

9121	Lottery: Instructional Materials 0000: Unrestricted Copies, printing
4000	Activities – General Fund 4000-4999: Books And Supplies Supplies for rallies, assemblies, events
10000	AMIM / 0000 5000-5999: Services And Other Operating Expenditures Student and Parent Support Presentations to address academic success, drug awareness, teen relationships, social emotional well being, stress management.
3000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies for rallies, assemblies, events

### 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

Implementation of Tier 2 PBIS: Postive Reward System, TFI administration

#### 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)
10000	General Fund 0000: Unrestricted Tier 1 and Tier 2 expenses for PBIS Implementation
10000	General Fund 4000-4999: Books And Supplies Purchase PBIS materials (books supplies tech)
8000	General Fund 4000-4999: Books And Supplies Release time to participate in TFI and cost of subs
10000	AMIM / 0000 5000-5999: Services And Other Operating Expenditures Purchase of software system to monitor student behavior and identify rewards, supports, etc for

	all students. This aligns with our PBIS Smart goals and directly/positively impacts our students social emotional well being.
50000	AMIM / 0000 5000-5999: Services And Other Operating Expenditures Professional Development, PLC and Curriculum planning, and Student Assemblies to improve staff and student awareness of our new behavior monitoring system as well as to improve our grading practices. This aligns with our Academic and PBIS Smart Goals and directly/positively impacts our students social emotional well being and A-G Readiness.
50000	AMIM / 0000 4000-4999: Books And Supplies Supplies needed to improve PBIS procedures as a means to improve student behavior. This aligns with our PBIS Smart Goals and directly/positively impacts our students social emotional well being.
40000	AMIM / 0000 5000-5999: Services And Other Operating Expenditures Providing Principals with the resources necessary to address the unique needs of our school while being able to support activities and maintain the continuity of services we have provided our students in the past. As a result of the pandemic our band program was unable to fundraise money to cover bus expenses in order for them to be involved in a state level competition that has not only been a part of normal schedule in years past, but is an event that they have won 5 times in a row. These funds would allow them to participate in this competition this year and provide them with time to continue fundraising in order to participate in future years.

**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)

### **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.

PBIS is currently Gold, and CHHS is working toward another Gold rating, possibly Platinum. The overall effectiveness has been very good based upon verbal teacher feedback.

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

There are no material changes at this time.

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.

At this time, there are no expected changes to be made to Goal 2.

# 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

All students are prepared 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

## Goal 3

On the 2025 CAASPP/ESA 3, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 69.68% to 75% and in Math will increase from 43.42% to 49%.

## Identified Need

In 2023, as measured by CAASPP, 30.32% of CHHS students did not meet state standards for English Language Arts. In 2023, as measured by CAASPP, 56.58% of CHHS students did not meet state standards in Mathematics. Additionally, according to the California State Dashboard, Students with Disabilities (SWD) 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
Review CAASPP and ESA Data	List CAASPP baseline here from Leadership Charge  2023 CAASPP ELA 68% met or exceeded 2023 CAASPP Math 43% met or exceeded  ELA ESA 1 - 63.7% ELA ESA 2 - 63.8% ELA ESA 3 - 62.6 %  Math ESA 1 - 45.0% Math ESA 2 - 40.3% Math ESA 3 - 37.8%	List Leadership Charge expected outcome here  2024 CAASPP Goal for ELA is 72% met or exceeded 2024 CAASPP Goal for Math is 48% met or exceeded  ELA ESA 1 - 68% ELA ESA 2 - 70% ELA ESA 3 - 72%  Math ESA 1 - 43% Math ESA 2 - 45% Math ESA 3 - 48%

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

Counselors will develop a progress monitoring process to ensure students are meeting A-G requirements.

### 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)

10504

General Fund  
1000-1999: Certificated Personnel Salaries  
Time sheets, release time, sub coverage,  
planning time

26429

General Fund  
0001-0999: Unrestricted: Locally Defined  
Counselors will develop/improve protocols to  
progress monitor student's work towards  
meeting A - G requirements. Looking at  
proactive practices to ensure student 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

Data chats and Collaborative Learning Rounds with core departments and foreign languages.

### 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)

30000

General Fund  
0001-0999: Unrestricted: Locally Defined  
Funds will be used to provide release time for  
teachers to participate in these data chats and  
provide insight to the instructional leadership  
team.

30000

General Fund  
0001-0999: Unrestricted: Locally Defined

	Funds will be used to provide release time for teachers to participate in CLR's and to meet and plan based on the feedback they get from these opportunities.
40000	General Fund 4000-4999: Books And Supplies materials to be purchased based on feedback from Data Chats and CLR's that would be used to improve instruction.

**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

Create a master schedule that provides opportunities for students to be college and career ready.

**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)
33796	AVID 5800: Professional/Consulting Services And Operating Expenditures Support for students to ensure they are a-g eligible and college ready.
10000	General Fund 2000-2999: Classified Personnel Salaries Timesheets to work on master schedule coordination.
89693.53	AMIM / 0000 4000-4999: Books And Supplies Purchasing technology, supplemental materials, and software to support student learning.
43000	Perkins 0001-0999: Unrestricted: Locally Defined Equipment and supplies for Digital Media and Business, Hospitality & Tourism Academy, & other career exploration activities

**Strategy/Activity 4**

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

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

All Students

### Strategy/Activity

Update and replace outdated/broken materials around campus that directly impact student groups and programs.

### 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)
74000	General Fund 0001-0999: Unrestricted: Locally Defined Purchase materials and repair facilities that directly impact student groups and programs.
30000	Band – General Fund 4000-4999: Books And Supplies Repair and replace instruments and other performing arts equipment
20000	Sports – General Fund 4000-4999: Books And Supplies Repair and replace athletic equipment
77633.50	AMIM / VAPA 4000-4999: Books And Supplies Providing Principals with the resources necessary to address the unique needs of our school while being able to support activities and maintain the continuity of services we provide our students.
100000	AMIM / VAPA 5000-5999: Services And Other Operating Expenditures Providing Principals with the resources necessary to address the unique needs of our school while being able to support activities and maintain the continuity of services we provide our students.

### 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)
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# 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.

Strategies are being implemented effectively. Student have a wide-range of courses to choose from. Master Schedule has improved and students have a wide-range of courses to choose from. Very favorable feedback from parents and students.

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

There are no material differences at this time.

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.

At this time, there are no expected changes to be made to Goal 3.

# 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.

	None Specified None Specified
--	----------------------------------

### 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.

	None Specified None Specified
--	----------------------------------

**Strategy/Activity 3**

**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.

	None Specified None Specified
--	----------------------------------

**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.

	None Specified None Specified
--	----------------------------------

	None Specified None Specified
--	----------------------------------

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

Students will take an IAB Formative Assessment .

#### 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)
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### Strategy/Activity 2

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

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

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.

0.	
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# 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	\$0
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	\$1,294,811.03

## 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 (\$)
Perkins	\$43,000.00
Title II Part A: Improving Teacher Quality	\$46,480.00

Subtotal of additional federal funds included for this school: **\$89,480.00**

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 (\$)
	\$0.00
Activities – General Fund	\$4,000.00
AMIM / 0000	\$249,693.53
AMIM / VAPA	\$177,633.50
AVID	\$33,796.00
Band – General Fund	\$30,000.00
District Funded	\$404,154.00
General Fund	\$273,933.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$9,121.00
Sports – General Fund	\$20,000.00

Sports – General Fund

\$20,000.00

Subtotal of state or local funds included for this school: \$1,205,331.03

Total of federal, state, and/or local funds for this school: \$1,294,811.03

# 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 II Part A: Improving Teacher Quality	46,480.00	0.00
Lottery: Instructional Materials	9,121.00	0.00
Activities – General Fund	4,000.00	0.00
Band – General Fund	30,000.00	0.00
Sports – General Fund	20,000.00	0.00
General Fund	273,933.00	0.00
AVID	33,796.00	0.00
LCFF - Supplemental	3000.00	0.00
AMIM / 0000	249,693.53	0.00
A-G Grant	0.00	0.00
Perkins	43,000.00	0.00
AMIM / VAPA	177,633.50	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Activities – General Fund	4,000.00
AMIM / 0000	249,693.53
AMIM / VAPA	177,633.50
AVID	33,796.00
Band – General Fund	30,000.00
District Funded	404,154.00
General Fund	273,933.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	9,121.00
Perkins	43,000.00

Sports – General Fund	20,000.00
Title II Part A: Improving Teacher Quality	46,480.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	19,121.00
0001-0999: Unrestricted: Locally Defined	203,429.00
1000-1999: Certificated Personnel Salaries	461,138.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	357,327.03
5000-5999: Services And Other Operating Expenditures	210,000.00
5800: Professional/Consulting Services And Operating Expenditures	33,796.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Activities – General Fund	4,000.00
4000-4999: Books And Supplies	AMIM / 0000	139,693.53
5000-5999: Services And Other Operating Expenditures	AMIM / 0000	110,000.00
4000-4999: Books And Supplies	AMIM / VAPA	77,633.50
5000-5999: Services And Other Operating Expenditures	AMIM / VAPA	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	33,796.00
4000-4999: Books And Supplies	Band – General Fund	30,000.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
0000: Unrestricted	General Fund	10,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	160,429.00

1000-1999: Certificated Personnel Salaries	General Fund	10,504.00
2000-2999: Classified Personnel Salaries	General Fund	10,000.00
4000-4999: Books And Supplies	General Fund	83,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
0000: Unrestricted	Lottery: Instructional Materials	9,121.00
0001-0999: Unrestricted: Locally Defined	Perkins	43,000.00
4000-4999: Books And Supplies	Sports – General Fund	20,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	46,480.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	450,634.00
Goal 2	229,121.00
Goal 3	615,056.03
Goal 6	0.00

# 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
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Randal Buoncristiani, Ed.D.	Principal
Steven Makarow	Classroom Teacher
Trevor Harden	Classroom Teacher
Miranda Olivas	Classroom Teacher
Viviana Gentry	Other School Staff
Tiffany Chow	Other School Staff
Adnan Yilmaz	Parent or Community Member
Wazma Nazarzai	Parent or Community Member
Elaine Jong	Parent or Community Member
Darice De Guzman	Parent or Community Member
Destiny Ruiz	Secondary Student
Tahlia Clark	

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 5/3/2024.

Attested:

	Principal, Randal Buoncristiani, Ed.D. on 4/24/2024
	SSC Chairperson, Viviana Gentry on 4/24/2024

# 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.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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](mailto: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](mailto: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](mailto: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 as 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](mailto: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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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

# Chino Valley Unified School District

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

### School Policy Engagement:

Chino Hills High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Chino Hills 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** the requirements of Title I and 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, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

### Shared Responsibilities for High Student Academic Achievement:

The staff of Chino Hills High School in consensus with research-based practices knows that the education of its students is a **responsibility shared between 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 set forth 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** with the goal of supporting their child's learning. The school-family compact of strategies to increase parental/guardian, family engagement outlines how the parents/guardians, teachers, and students will share the responsibility for improved student academic and behavioral achievement. Chino Hills 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/guardians, and community members will jointly review, plan and develop a one-year school-family compact by grade or department level of 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-family compacts will specify partnership activities for as many of the six types of engagement as possible. The school-family compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents/guardians, families, and students to implement. Chino Hills High School's **goals will focus on providing all students a high-quality teaching and learning environment, providing students, parents, families, and staff opportunities to engage and connect to ensure student success and ensuring all students are prepared for college and career beyond graduation**.

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 Hills 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, and all staff members will work effectively with our diverse families. Chino Hills High School will make sure to involve parents by providing links to teachers' Google classrooms, sending out grade notifications every six weeks, and directing parents to various resources available to them at the district level.
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, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Chino Hills High School will utilize ParentSquare and Aeries Communication to make sure parents stay well-informed about a variety of events at the school site level. ELAC meetings will provide both Spanish and Mandarin interpretation, so all parents are provided an opportunity to participate. Additionally, because all teachers use Aeries Gradebook and Google Classroom, parents can view upcoming assignments and assessments. Chino Hills High School provides opportunities for parents and students to meet with counselors regarding student academic achievement.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Chino Hills High School will commit to reaching out to parents to participate in PTSA, School Site Council, ELAC and LCAP. Chino Hills High School has an extensive network of athletic boosters who help out with everything from football games to dances, to running the food stand at various events. Additionally, Chino Hills High School provides parents opportunities to volunteer in various extracurricular activities including performing arts.
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. Chino Hills High School will not only provide the Google Classroom and Aeries communications, but also provide all students with a Chromebook and internet hot spot for students. This way parents can monitor at-home learning and connect with the teacher as needed. Additionally, the school site has short-term independent study resources for students who might not be able to attend school for any length of time.

5. **Decision-making.** We will include students, parents/guardians, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians and family members in decisions that affect their child’s educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Chino Hills High School will provide opportunity and access to parents who wish to participate in school organizations. In addition to the ELAC, SSC, PTSA, and LCAP groups, all four administrators have an open-door policy that allow parents to reach out directly with questions or concerns.
  
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 Hills High School provides several opportunities for community engagement. Our on-campus organizations (e.g. HSA, BAHT, AVID, performing arts, AVID) often partner with local groups and businesses to provide services and learn a few skills along the way. Many of our clubs also prioritize community engagement through elementary tutoring programs. Our students also have access to take classes through the Regional Occupational Program where they are offered internship opportunities on and off campus.

### **Building Capacity for Parent Engagement**

The Chino Hills High School staff is committed to partnering with parents/guardians in the following ways:

- assist parents/guardians in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement
- educate staff, with the assistance of parents/guardians, in the value of parent/guardians contributions and how to work with parents/guardians as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent/guardian programs, meetings, and other activities to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

### **Accessibility**

Our school, Chino Hills High School and our LEA 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 2024)

## PARTNERSHIPS

### What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents 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 can use at home.
- **Explain** how teachers and parents will communicate about student progress.
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom.

### DISTRICT PARENT RESOURCES

Family Engagement Center  
Adult School, Room 25  
12970 Third St., Chino, CA 91710

**WORKSHOPS PROVIDED:**  
**EL PARENT ACADEMY**  
**PARENTS AS PARTNERS**  
**LEARNING TO READ**  
**NURTURING PARENTS**

**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  
ext. 5604 (Spanish)  
ext. 5602 (Chinese)

## FAMILY/GUARDIAN

### Activities to Build ENGAGEMENT

#### STUDENT LEARNING

\***English Language Advisory Committee Meetings** offer support for parents of English Language Learners (ELAC)  
\***AP Preview Night** provides parents and students information on accessing Advanced Placement courses for college and career preparation.

\***College and Career Fairs** provides parents and students opportunities to plan for post-secondary success.

\***Parent/Teacher/Student Conferences** are available for students not meeting proficiency in classes.

\***Freshman Orientation** offers incoming 9<sup>th</sup> graders information to prepare them for successful transition

\***Counseling Night** provides students and parents opportunities to discuss student academic plan based on grade level

#### SOCIAL-EMOTIONAL DEVELOPMENT AND GROWTH

\***Parent Partnership Events** provide parent education and volunteer opportunities.

\***Booster and Parent Organizations** offer opportunities to support your student's extracurricular interests and leadership development.

#### VOLUNTEERING OPPORTUNITIES:

To volunteer, participate in, and/or observe a classroom, please call the school office for information.

### Communication about Student Learning

Our school and families are committed to regular two-way communication about our students' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - digital newsletters via Aeries
  - school website
  - school marquee
  - frequent progress monitoring
- **Home to School**
  - school agenda
  - email
  - parent-teacher meetings
  - participate in "Activities to Build Engagement" (see above)

<https://www.chino.k12.ca.us/chinohills>

## Chino Valley Unified School District

### HOME-SCHOOL PARTNERSHIPS

### for STUDENT ACHIEVEMENT

2024 - 2025



9<sup>th</sup> through 12<sup>th</sup> Grade

*Always walk through life as if you have something  
new to learn and you will.*

*Vernon Howard*

### CHINO HILLS HIGH SCHOOL

16150 Pomona Rincon Road  
Chino Hills, CA 91709  
(909) 606-7540

## 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

#### GOAL 1

Provide high quality staff development and support to improve student achievement through small groups, scaffolding, differentiation and learning intentions.

#### GOAL 2

By the end of the year, 70% of all 12<sup>th</sup> grade students will meet a-g requirements by decreasing D and F rate.

#### GOAL 3

On the 2024 CAASPP/ESA 3, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 68% to 72% and in Math will increase from 43% to 48%

## Teachers, Parents, Students **Shared Responsibility** for Learning

### In the Classroom

As a Chino Hills High teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

**GOAL 1** Teachers will provide an interactive, collaborative, and creative environment that will increase student engagement in the learning process resulting in higher achievement. Instruction will feature an integration of 21<sup>st</sup> Century Learning using the "4 C's": critical thinking, communication, collaboration and creativity. Teachers will incorporate technology in lessons, projects and assessments to prepare students for college and career.

**GOAL 2** Teachers will reinforce the Positive Behavior Intervention System (PBIS) model which provides a welcoming environment where students understand behavior expectations and good behavior/character is acknowledged and encouraged.

**GOAL 3** Teachers will provide quality integrated ELD (English Language Development) instruction during core courses and ELD students will receive additional ELD designated instruction/intervention each day via the ELD class.

#### **Activities students will do to support their learning:**

- \*Seek tutoring from school-sponsored tutoring programs.
- \*Keep in contact with school counselors; meet, email, or speak with counselor at least one time per year.
- \*Come to class on time, prepared, and excited to learn new information.
- \*Follow the school behavior standard 3 B's: Be Respectful! Be Responsible! Be Safe! in the classroom, on campus and during school activities.

### At Home

Here are some ideas of how families can support students' success:

#### **Academic Goal**

\*Use Aeries Parent Portal (grades/attendance), Parent Square (communication), and Google Classroom (assignments/assessments) to monitor student's academic performance.

\*Parents will review the annual course selection on Aeries Academic Plan/Course Request, prior to student meeting with counselor for scheduling. This will ensure student signs up for appropriate classes to meet college admissions requirements.

#### **Positive Behavior Goal**

\*Keep open lines of communication with your child through daily discussions about the school day, friends and upcoming events.

#### **English Learner Goal**

\*Utilize the "Translate" tab on the CVUSD and Chino Hills High School websites to see information in the family's primary language.

#### **At home, I will reinforce classroom learning by:**

- \*Providing a structured study time.
- \*Encourage my student to arrive to school and be in every class on time.
- \*Remind my student to remain off their phone.
- \*Supporting the school behavior standard 3 B's Be Respectful! Be Responsible! Be Safe!