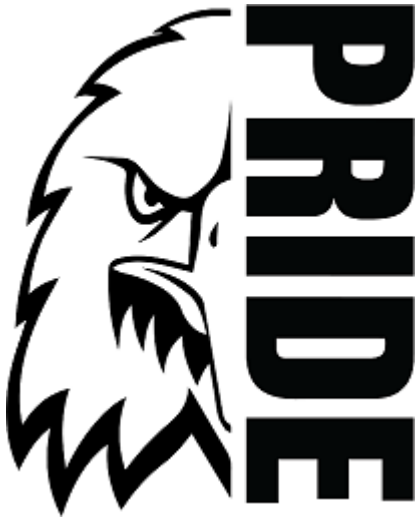


School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central High (Continuation) School	43 69583 4334488		

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)

Comprehensive Support and Improvement

In 2019, Central was identified for Comprehensive Support and Improvement (CSI) for Graduation Rate based on a two-year average using the 2017–18 and 2018–19 combined four-and five-year graduation rates of less than 68 percent. Schools eligible for CSI under ESSA will be evaluated annually to determine continued eligibility or exit.

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

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Stakeholder Identified Needs:

Central's six-year review by WASC was held in the Spring of 2023. The following areas were identified through our WASC Self-study as critical areas of focus:

1. Revise the mission statement to reflect students, staff, families, and community input.
2. Identify Student Learner Needs and establish baseline data as a foundation for all school improvement efforts and align resource allocations.
3. Provide continuing professional development on high-quality instructional strategies that include developing professional learning communities in a small school setting with diverse student needs.
4. Administration and Teachers will use the results of local assessments to modify curriculum, instructional strategies, and school-wide student support programs to ensure continuous growth in student achievement at Central and beyond.

Additional Areas of Need:

1. Support Student Social-Emotional Well-being: Provide supports and strategies for students to maintain positive mental health
2. Enhance Family Engagement: Provide families with information regarding their student's academic progress through parent meetings and volunteer opportunities to engage with the school

Central High School provides a diverse academic program and practical foundation for the district's student population who are deficient in credits to earn their diploma. Central has a smaller student population whose academic needs are addressed through standards-based individualized and group instruction. Instruction and curriculum are aligned with Common Core and state standards and utilize district-adopted, state-approved textbooks and curricula. Emphasis is placed on the completion of credits toward graduation along with career orientation, work experience, and the development of life skills. Central is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings by utilizing a six-period bell schedule daily, as well as a recovery model that allows students to complete 90 credits a year compared to 70 at the comprehensive sites.

Central High School creates a climate in which students feel safe, academically challenged, and supported in their efforts toward high school graduation and transition to higher education and/or the workplace setting.

Students are referred from the two comprehensive high schools in the district through academic counseling. Before each acceptance cycle, the Central Principal and counselor meet with the counselors from the comprehensive high schools to discuss students who would benefit from a credit recovery program. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs, or family support roles. Central also has referrals from probation officers and some walk-in students who have just moved to Morgan Hill from a continuation high school in their former district. The process is transparent and equitable for all sites to support all student and family situations. Priority enrollment is placed on enrolling 12th and 11th-grade seniors and juniors first, and younger students who are 16 years or older are admitted as space allows.

In 2019, Central was identified for Comprehensive Support and Improvement (CSI) for Graduation Rate based on a two-year average using the 2017–18 and 2018–19 combined four-and five-year graduation rates of less than 68 percent. Schools eligible for CSI under ESSA will be evaluated annually to determine continued eligibility or exit.

Our school's plan is organized into four goals: college and career readiness, parent engagement, diverse learner needs, and school climate. These goals are aligned with the three main goals in the MHUSD LCAP, and they meet the requirements of ESSA. One of our main focuses is on improving graduation rates while ensuring that students are career and college ready. Students are provided

with exposure to local community colleges while racing support through academic advising to develop and meet their post-high school goals. Students participate in surveys to provide insight into the type of courses they are interested in taking at Central. They also provide input on ways to improve attendance.

To increase parent engagement, Central will provide parents with opportunities to celebrate their student's academic success in addition to celebrating student's contributions to the Central Community, such as School Board presentations, and Morgan Hill City Council open comment presentations to advocate for the Central Community.

Central will continue to analyze cohort data to identify why some students are not completing graduation requirements.

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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).

MHUSD conducted the Local Control and Accountability Plan Survey (LCAP) at the district-wide level through the Hanover 2022-2023 Student, Staff, and Family Survey. The survey analyzed four overall areas: College, Career, & Civic Readiness; Family & Community Engagement; Student Engagement & Climate; and Support for Special Populations.

Survey participants included:

44 Students

13 Staff Members

Based on the survey data, the following are areas of strength and growth for Central

Student Engagement

Areas of strength: Students want to do well in school: 90% positive response

Areas for growth: Students like going to school: 36% positive response

Classroom Observations

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

Formal and informal classroom visits are performed by the Principal to provide feedback on instruction. Instructional data is collected across grade levels, as well as for individual teachers, in order to help teachers improve their practice. Teachers are committed to supporting students through differentiation to increase skills in English and Math.

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)

Teachers use local assessments (NWEA MAP Reading and Math) as well as state assessments (CAASPP/CAA when available, ELPAC) to inform their instruction and offer interventions to students.

Additionally, due to the transient population of Central, student progress towards graduation are reviewed at the end of each marking period (6 per year) to ensure that students are receiving the appropriate courses to meet diploma requirements.

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

Teachers meet with the administration to review grade data for their specific courses. These informal meetings allow for discussion of specific students and their academic progress, as well as discussion of interventions needed to support student success. Grade analysis by grading period. Central staff also analyze MAP data as well as a cycle of inquiry data to modify instruction to meet the learning needs of students.

Teachers also use data collected from state and local assessments, as well as curriculum-embedded assessments and teacher-developed common formative assessments, to modify instruction to meet students' needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Morgan Hill Unified School District strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Morgan Hill Unified School District Human Resources Department. The District's goal is to hire teachers with the appropriate credentials for their given assignments. In addition, new/inexperienced teachers in Morgan Hill Unified School District participate in additional professional development, are assigned a mentor teacher, and are closely monitored by site administrators to assure effective teaching. If misassigned or out-of-field teachers become a concern in the future, the Human Resources Department would develop a plan with the site administrator to assist teachers in completing credential work or reassigning the teachers.

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

Teachers receive support through instructional coaches and district Teachers on Special Assignment (TOSA). All teachers have access to the appropriate instructional materials and professional development opportunities for their grade level and content area.

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

Staff participate in various district lead professional development opportunities based on content area.

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

Teachers access support by the TOSAs as well as their peers at the comprehensive sites in conjunction with various professional development opportunities offered. Staff professional development is based on data related to identified student needs and is on-going throughout the year.

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

Teachers meet in cross-curricular PLT meetings to identify student-learner needs. Due to the nature of the site, teachers collaborate as a cross-curricular team at least two times a month. Staff professional development is based on data related to identified student needs and is ongoing throughout the year.

Teaching and Learning

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

Teachers align their curriculum and lessons with the use of standards-based adopted curriculum.

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

n/a

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

n/a

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

Instruction and curriculum are aligned to the Common Core State Standards and utilize instructional materials that are district-adopted.

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

Emphasis is placed on the completion of credits toward graduation along with career orientation, work experience, and the development of life skills. Central is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings.

Opportunity and Equal Educational Access

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

Our school's plan is organized into four goals: college and career readiness, parent engagement, special education / diverse learners, and school climate. These goals are aligned with the four main goals in the MHUSD LCAP, and they meet the requirements of ESSA. One of our main focuses will be on graduation rates while ensuring that all students are career and college ready. Interventions are provided by the classroom teacher within the school day to enable underperforming students to meet standards. Opportunities for additional intervention outside of the instructional day are available as identified and provided by the classroom teacher and through our after-school tutoring on-site twice a week.

We also plan to focus on parent engagement. Additionally, Central will do some root cause analysis to deepen our understanding of why some students are not completing graduation requirements with their cohort and will plan professional development to support that cause.

Evidence-based educational practices to raise student achievement

Students are provided with a smaller school setting to support their learning and social-emotional well-being. Teachers are trained to use research-based practices in order to engage students and raise their achievement. Students review their graduation status reports after each marking period to encourage them to monitor their progress. Central provides students with the opportunity to earn 90 credits towards graduation requirements each school year compared to 60 at the comprehensive sites. Students and families are provided with progress reports for each marking period to allow time for them to make changes if needed to earn credits in a timely manner.

Parental Engagement

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

Students are provided with support from a variety of community-based organizations such as Discovery Counseling. The CARE team case manages and supports students and families who are experiencing homelessness, and those currently in foster care. Migrant education works closely with migrant families to support their academic progress.

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 primary creation of the SPSA was accomplished via consultation with and preliminary approval by the School Site Council, which includes information from staff, teachers, students, families, and community members. Input that informs the SPSA is gathered throughout the school year as this is a working document and needs to be revisited and revised as needs change. In addition, areas for growth were also identified in our WASC self-study in Spring 2023.

Funding

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

Interventions provided to students during school. Instructional materials, technology, and resource staff.

Central utilizes Title 1 funding to support student success. Title funds provides transportation for students to and from school and to visit post-high school opportunities.

Fiscal support (EPC)

Title I, Title III, LCFF

Title 1 funds provide students with additional tutoring support after school by a credentialed teacher, as well as funds for teacher-led activities. Students are also given opportunities to visit local community colleges to explore post-high school learning opportunities. Funds are also used to provide transportation to students to visit post-high school opportunities such as local community colleges. Additional Title 1 funds are used to support student success in terms of exposure to experiences. such as art opportunities and museums. Title funds are also allocated to provide students with transportation to and from school.

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 primary creation of the SPSA was accomplished via consultation with and preliminary approval by the School Site Council. Input that informs the SPSA is gathered throughout the school-year as this is a working document and needs to be revisited and revised as needs change. In addition, areas for growth were also identified in our WASC self-study in Spring 2023.

Resource Inequities

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

California Public School Dashboard Indicator Needs: Due to the COVID-19 pandemic; state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Chronic Absenteeism: no performance data

Suspension Rate: High with an overall of 6.4% suspended for at least one day: Very High for Homeless, High for English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

English Language Arts: No Performance Level; 148.2 points below standard Number of Students: 29

Mathematics: very low for all students; 212 points below standard Number of Students: 30

English Learner Progress: All Students have No Performance Level; 33.3% making progress toward English language proficiency
Number of EL Students: 18

Graduation Rate Based on the Alternative Dashboard: 63/82 76.8%

To address graduation rates and attendance rates, equitable allocation of resources will be made to provide tiered supports based on student needs including additional monitoring; parent education and awareness; home visits, and individual referrals for school-linked services or interventions. To continue to provide additional opportunities for students to recover credits outside the typical school day we will continue to offer instructional support after school two days a week.

To address communication with stakeholders, we plan to host informative presentations for parents. Parent engagement at the high school level is always a challenge, and our goal is to increase parent attendance at helpful evening presentations. We also want to improve the effectiveness of our

website and family newsletter to reach more parents. To meet this need, we are dedicating funds for extra hours for clerical staff for translation services at these events, in addition to a stipend to ensure that the website is updated regularly. One stipend will also be allotted to coordinate activities on campus to increase student and family participation on campus. Central teachers and staff will participate in professional development to ensure that Central is creating an educational school system for equitable learning in and out of the classroom. Central will also begin to track parent meetings held with various staff members, and families often connect with staff informally.

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		
	19-20	20-21	21-22
Grade 8			3
Grade 9	2	5	3
Grade 10	2	5	2
Grade 11	36	55	35
Grade 12	75	58	95
Total Enrollment	115	123	138

Conclusions based on this data:

1. Central is the alternative education school for MHUSD, this encompasses programs in addition to the traditional continuation school setting. Beginning with the 22-23 school year the independent study program for secondary students is now housed at Central in addition to the therapeutic day class for secondary school students. Young adults 18-22 enrolled in the post-secondary life skills program attend Central (explanation for the students under age 16 enrolled).
2. Students in the continuation, credit recovery program are referred from the two comprehensive high schools in the district through academic counseling. Prior to each acceptance cycle, the CHS principal and counselor meet with the counselors from the comprehensive high schools to discuss who would benefit from attending the continuation program. At times the principal will also meet with the students at their referring sites.
3. Central also has referrals from probation officers, and there are walk-in students who have just moved to Morgan Hill from a continuation high school in their former district. The process is transparent and equitable for all sites in order to support all student and family situations. Priority is placed on enrolling 12th and 11th-grade students who are deficient in credits, and then others who are 16 or older as space allows.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	20	15	28	17.4%	12.20%	20.3%
Fluent English Proficient (FEP)	42	47	43	36.5%	38.20%	31.2%
Reclassified Fluent English Proficient (RFEP)	0	1		0.0%	6.7%	0.0%

Conclusions based on this data:

1. Students who are credit deficient are referred from the two comprehensive sites, this year there was a significant increase in the percentage of English Learners enrolled approximately 8%.
2. FEP students have decreased by 7%.
3. There has not historically been a significant amount of students who are reclassified.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*			
Grade 11	55	84	45	47	0	41	47	0	41	85.5	0.0	91.1
All Grades	55	84	46	47	0	42	47	0	42	85.5	0.0	91.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*			*			*
Grade 11	2510.		2445.	8.51		0.00	8.51		12.20	27.66		17.07	55.32		70.73
All Grades	N/A	N/A	N/A	8.51		0.00	8.51		11.90	27.66		19.05	55.32		69.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	12.77		2.44	29.79		41.46	57.45		56.10
All Grades	12.77		2.38	29.79		42.86	57.45		54.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	0.00		2.44	44.68		19.51	55.32		78.05
All Grades	0.00		2.38	44.68		21.43	55.32		76.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	12.77		4.88	63.83		65.85	23.40		29.27
All Grades	12.77		4.76	63.83		66.67	23.40		28.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	12.77		7.32	42.55		56.10	44.68		36.59
All Grades	12.77		7.14	42.55		57.14	44.68		35.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is a need to improve student achievement in core areas including English.
2. Central continues to offer additional English courses to meet the needs of students for graduation.
3. There is a significant difference in the scores for writing in comparison to students performing higher on the listening in comparison to the research/inquiry skills components.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*			
Grade 11	55	84	45	46	0	40	46	0	40	83.6	0.0	88.9
All Grades	55	84	46	46	0	41	46	0	41	83.6	0.0	89.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*			*			*
Grade 11	2474.		2418.	2.17		0.00	2.17		0.00	17.39		7.50	78.26		92.50
All Grades	N/A	N/A	N/A	2.17		0.00	2.17		0.00	17.39		7.32	78.26		92.68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	2.17		0.00	8.70		7.50	89.13		92.50
All Grades	2.17		0.00	8.70		7.32	89.13		92.68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	0.00		0.00	39.13		57.50	60.87		42.50
All Grades	0.00		0.00	39.13		58.54	60.87		41.46

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 8			*			*			*
Grade 11	0.00		0.00	45.65		45.00	54.35		55.00
All Grades	0.00		0.00	45.65		46.34	54.35		53.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is a need to improve student achievement in core areas including math.
2. Students referred to Central by the comprehensive site are deficient in math credits.
3. There was a significant increase in student performance in the area of problem-solving/modeling. The percentage of students at or above increased by 16%.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*
11	*	1551.9	*	*	1539.5	*	*	1563.7	*	6	11	10
12	*	*	*	*	*	*	*	*	*	7	*	7
All Grades										14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*		*	*
11	*	9.09	*	*	36.36	*	*	54.55	*	*	0.00	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	6.25	10.53	14.29	31.25	21.05	50.00	50.00	68.42	28.57	12.50	0.00	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*		*	*
11	*	9.09	*	*	72.73	*	*	18.18	*	*	0.00	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	6.25	15.79	21.43	56.25	31.58	50.00	25.00	47.37	21.43	12.50	5.26	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*		*	*
11	*	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	10.53	7.14	25.00	5.26	28.57	43.75	73.68	57.14	31.25	10.53	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*
11	*	0.00	*	*	100.00	*	*	0.00	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	5.26	50.00	81.25	78.95	50.00	18.75	15.79	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*
11	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	43.75	26.32	50.00	37.50	68.42	7.14	18.75	5.26	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*
11	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	5.26	21.43	68.75	47.37	64.29	31.25	47.37	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10		*	*		*	*		*	*		*	*
11	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	18.75	15.79	64.29	62.50	84.21	35.71	18.75	0.00	14	16	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For 21-22 the number of students tested was too low to report, as this could affect student confidentiality.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
138	66.7	20.3	1.4
Total Number of Students enrolled in Central High (Continuation) 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	20.3
Foster Youth	2	1.4
Homeless	25	18.1
Socioeconomically Disadvantaged	92	66.7
Students with Disabilities	33	23.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.4
American Indian	1	0.7
Asian	2	1.4
Filipino	1	0.7
Hispanic	114	82.6
Two or More Races		
Pacific Islander		
White	16	11.6

Conclusions based on this data:

1. As previously mentioned, students are referred from the two district comprehensive high schools.
2. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs or family support roles.
3. Central also houses alternative programs including the ADVENT group home students. ADVENT is a program for Foster youth who are placed in a Drug and Alcohol rehabilitation home. The students typically reside in the home for 30-90 days. Additionally the secondary therapeutic day class is at Central.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate Low	Suspension Rate High
Mathematics Very Low	Chronic Absenteeism No Performance Level	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Central is verified as a school that uses the Alternative Dashboard to determine graduation rates. For the class of 2022, the adjusted rate is: 63/82; 76.8%
2. This is the link which defines the graduation rates for DASS Schools:
<https://www.cde.ca.gov/ta/ac/documents/dassgradrate.pdf>
3. Central does not have a CTE pathway for students to complete upon transferring.

School and Student Performance Data

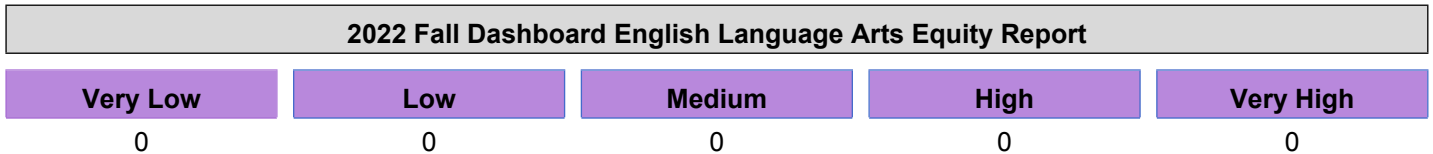
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

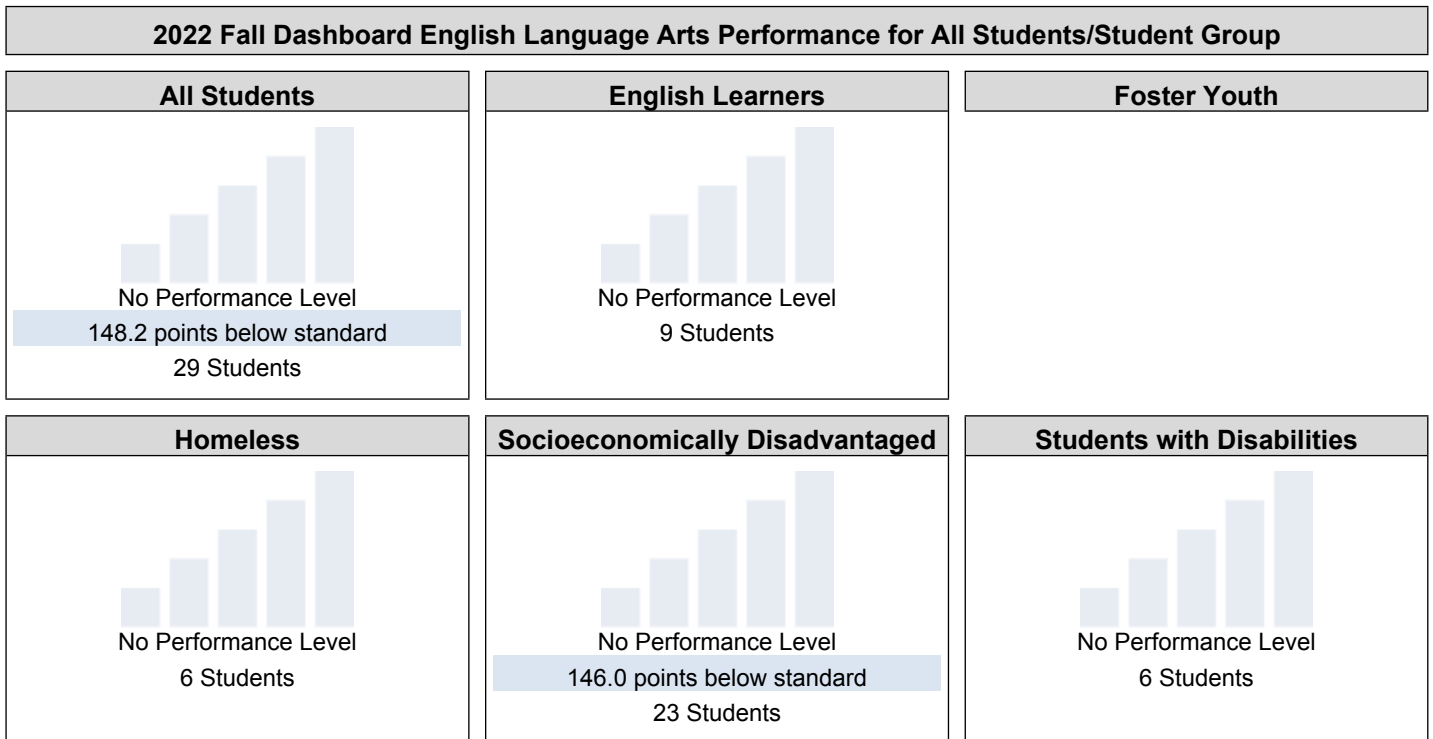
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



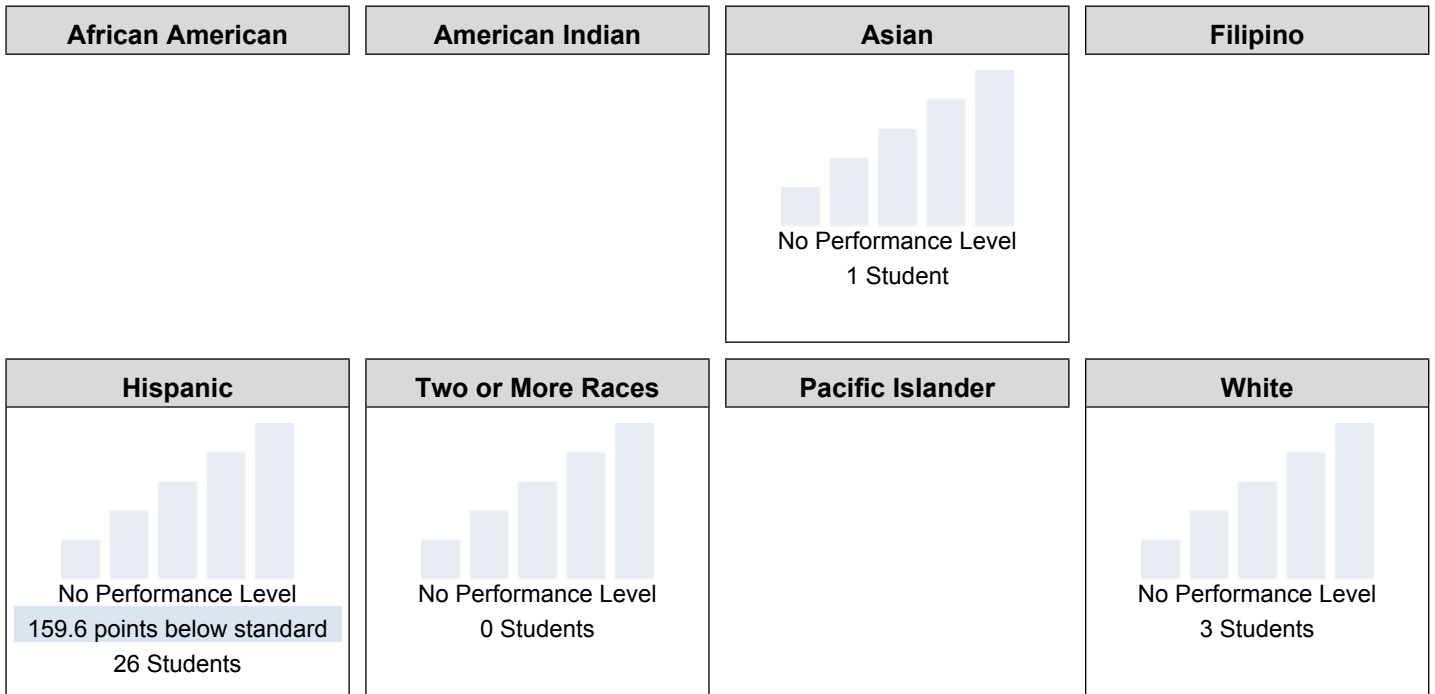
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	0 Students	125.2 points below standard 14 Students

Conclusions based on this data:

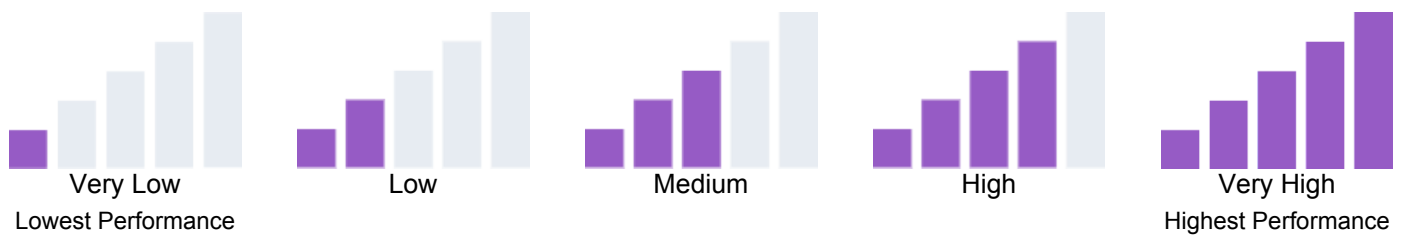
- The dashboard does not have significant numbers for these areas.

School and Student Performance Data

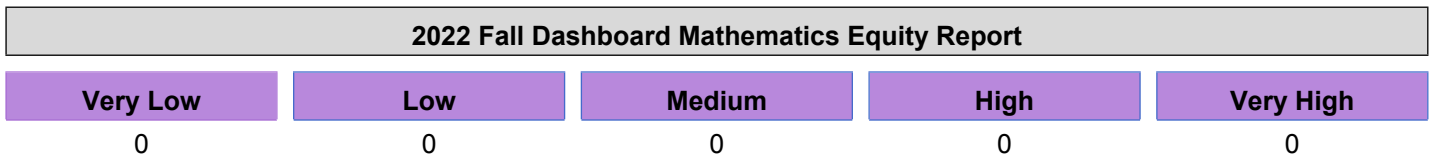
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

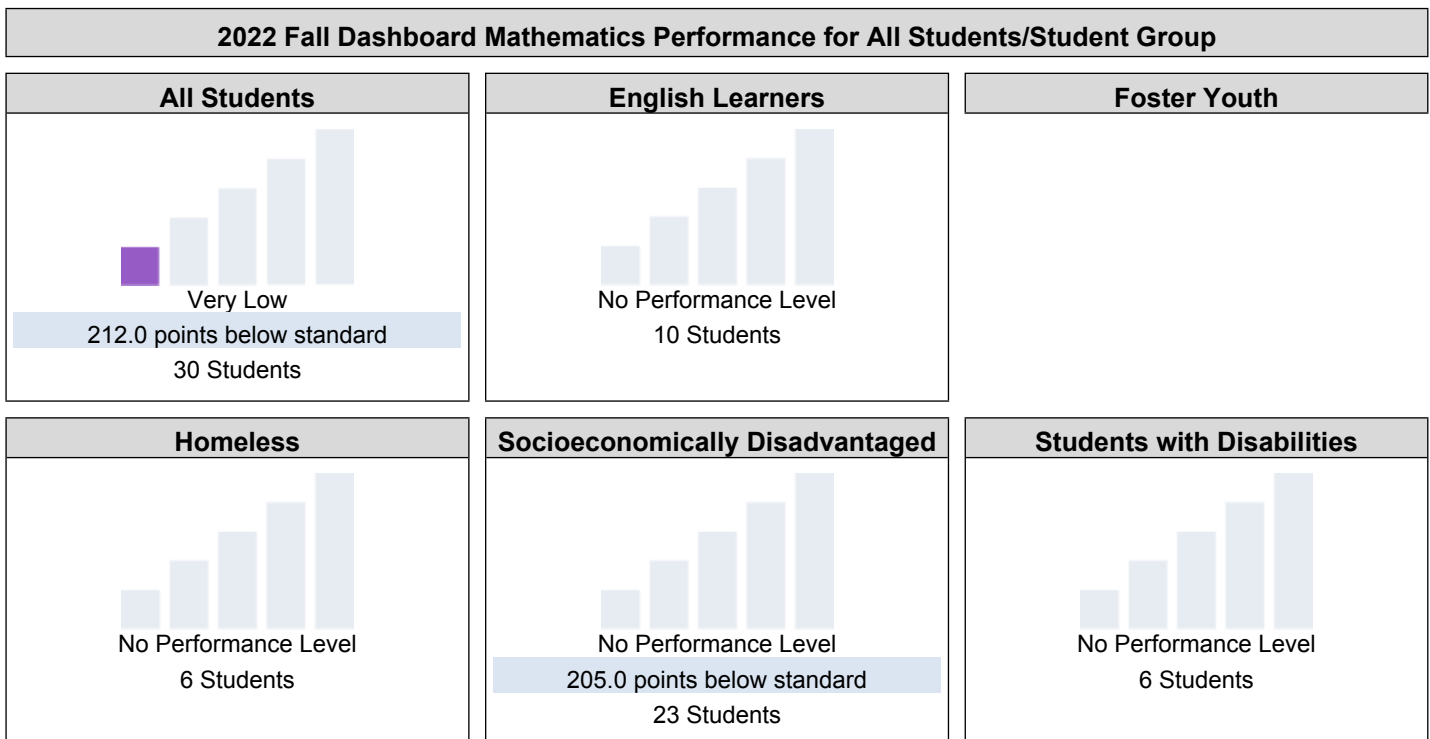
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



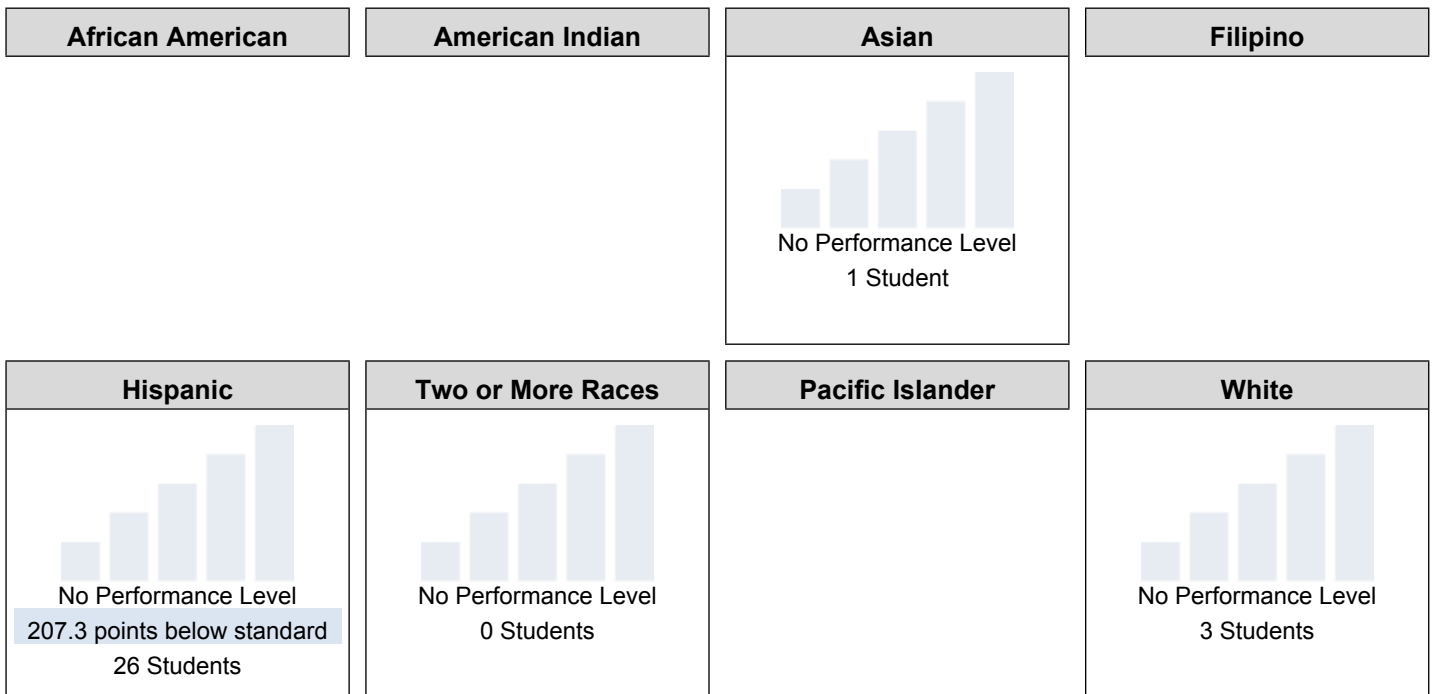
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	1 Student	<div style="background-color: #e0e0e0; padding: 2px;">204.4 points below standard</div> 14 Students

Conclusions based on this data:

1. No significant numbers.

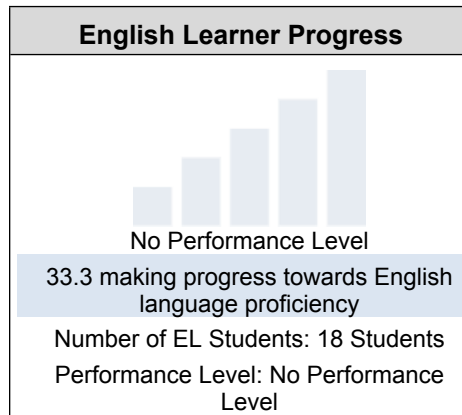
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
50.0%	16.7%	11.1%	22.2%

Conclusions based on this data:

1. Students in the fall decreased, however the numbers tested were not significant.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

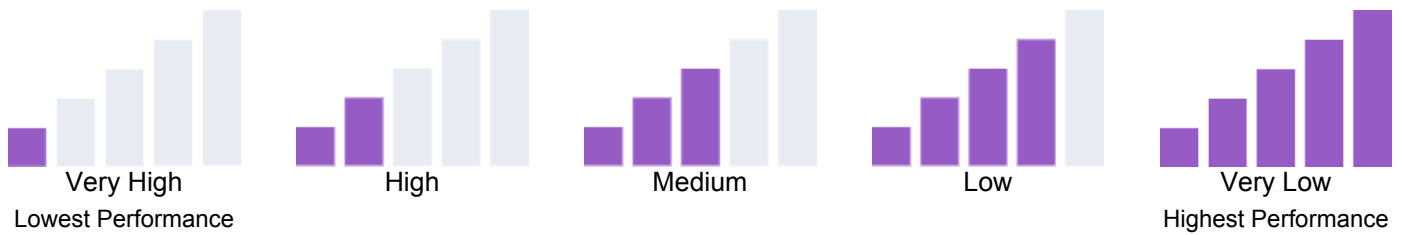
1. Students may complete their CTE Pathways prior to attending Central (at the comprehensive sites).
2. Students enrolled at the Continuation Site are provided with the opportunity to recover credits in an attempt to graduate with their class. Students are eligible for the transitional diploma which eliminates 20 elective credits in order to ensure students complete the course classes for diploma requirements.

School and Student Performance Data

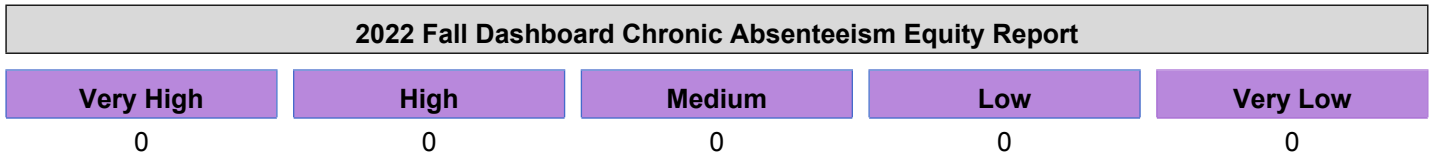
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

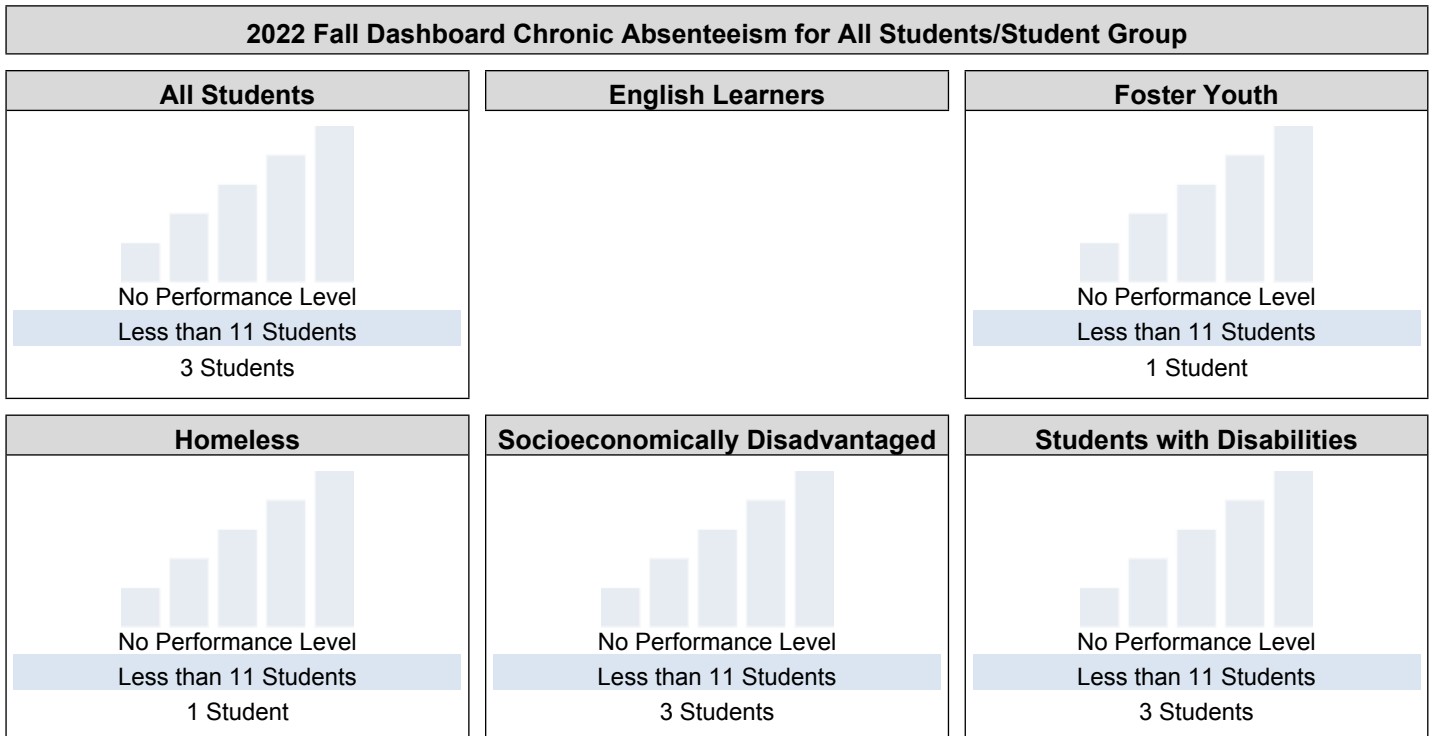
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



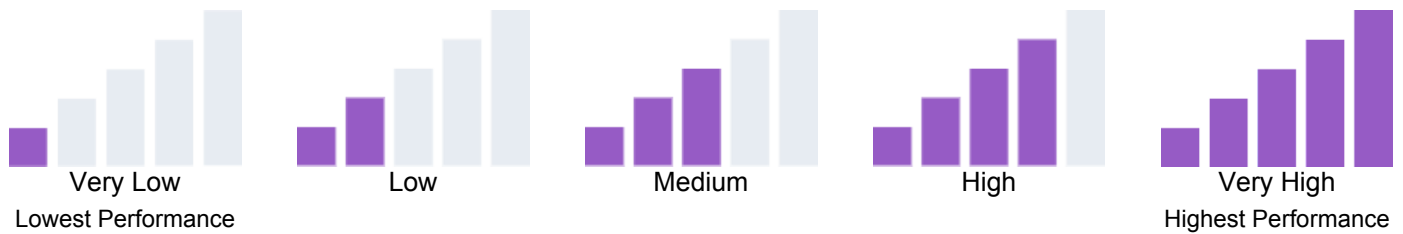
Conclusions based on this data:

1. n/a

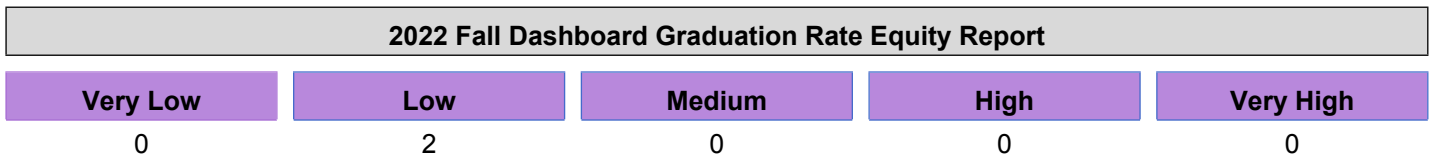
School and Student Performance Data

Academic Engagement Graduation Rate

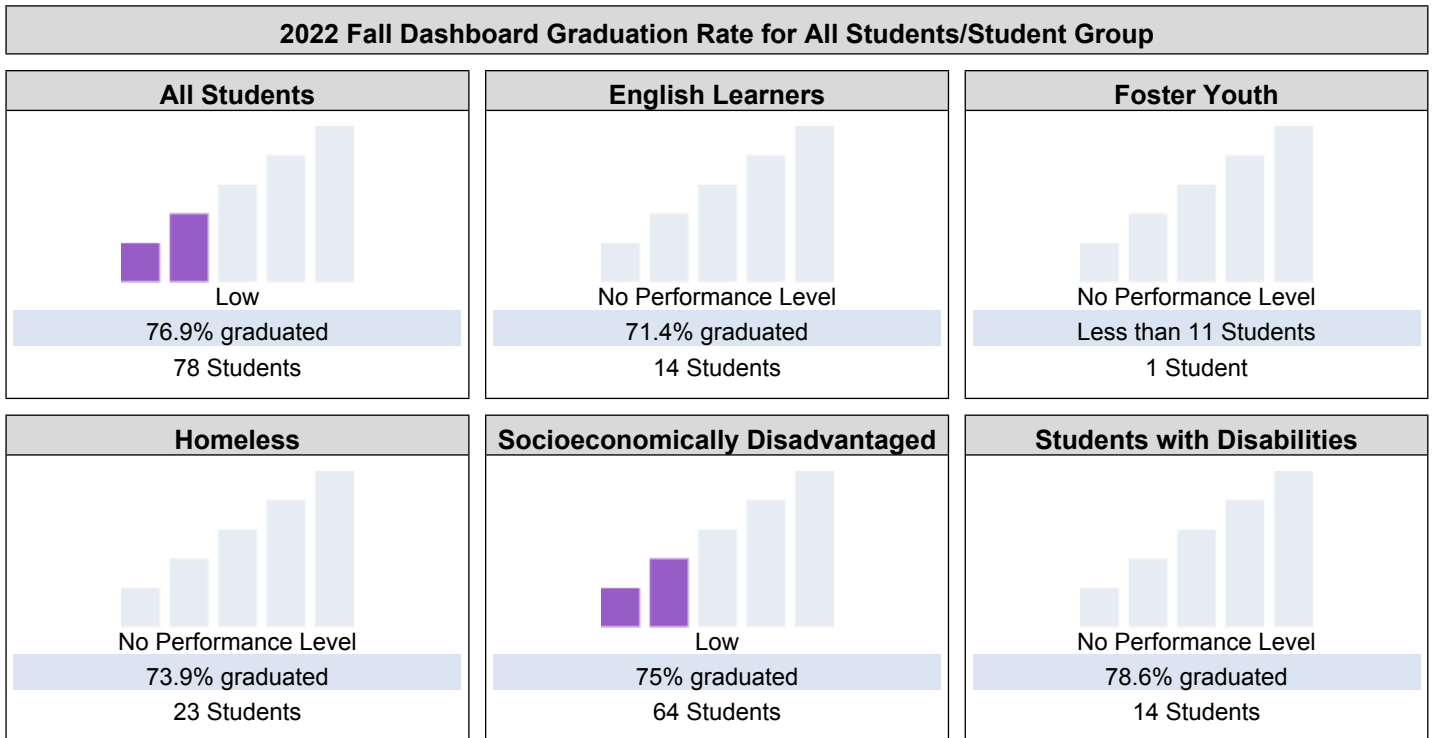
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



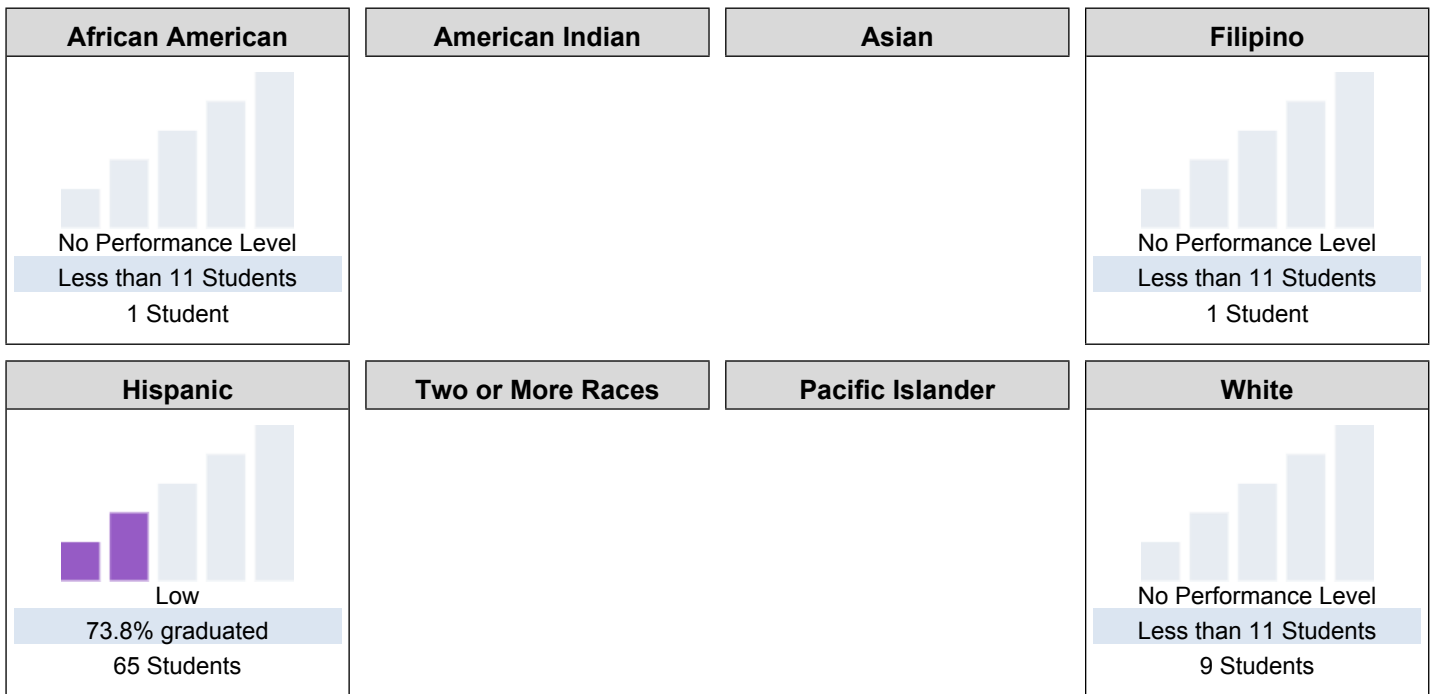
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

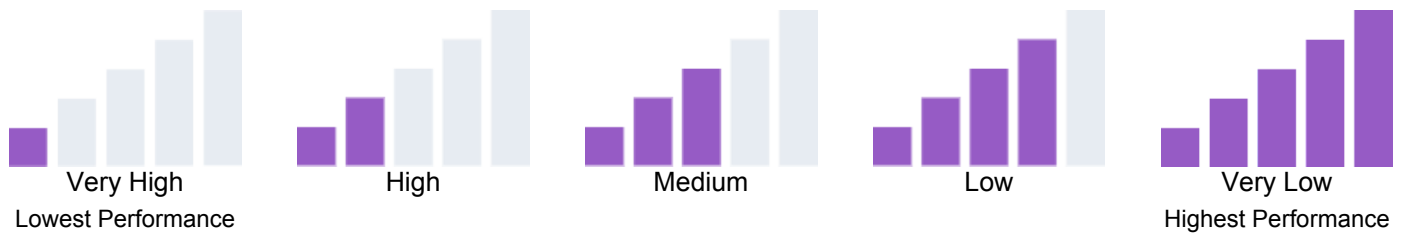
1. As an alternative dashboard school, Central's graduation rate is based on a one-year cohort; with some specifications identified in this link: <https://www.cde.ca.gov/ta/ac/cm/gradratecal.asp>
2. Attached to this document are the recalculated graduation data for Central based on the alternative dashboard. (Aeries does not currently communicate with the alternative dashboard)
3. Adjusted for the class of 2022: 76.8%

School and Student Performance Data

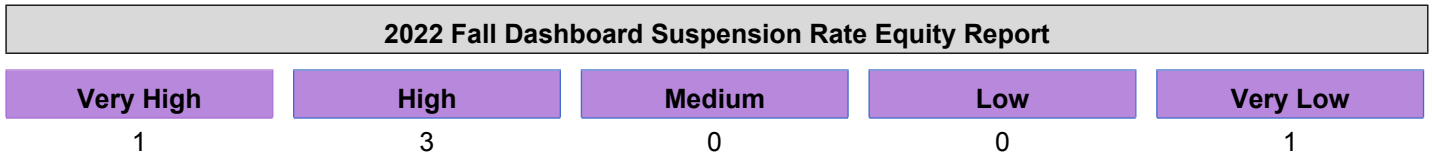
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

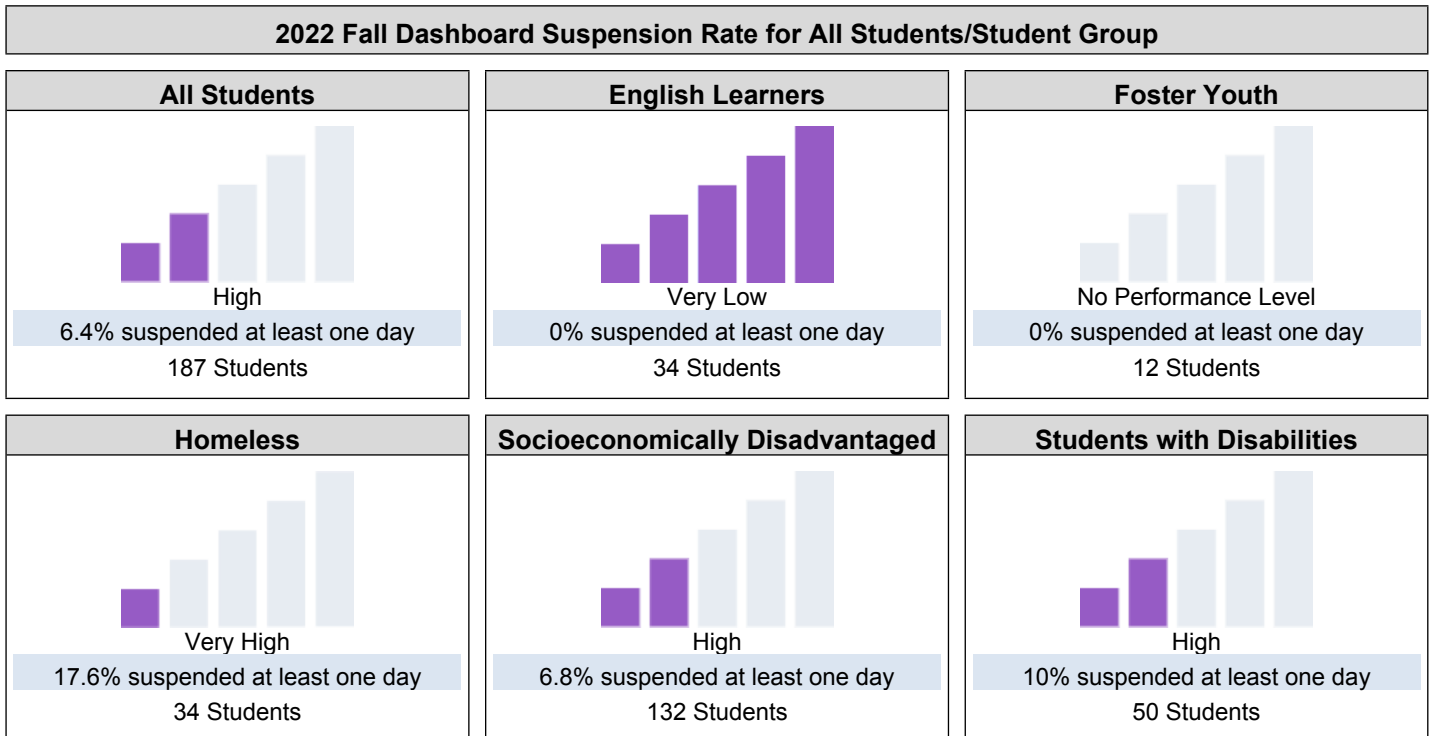
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



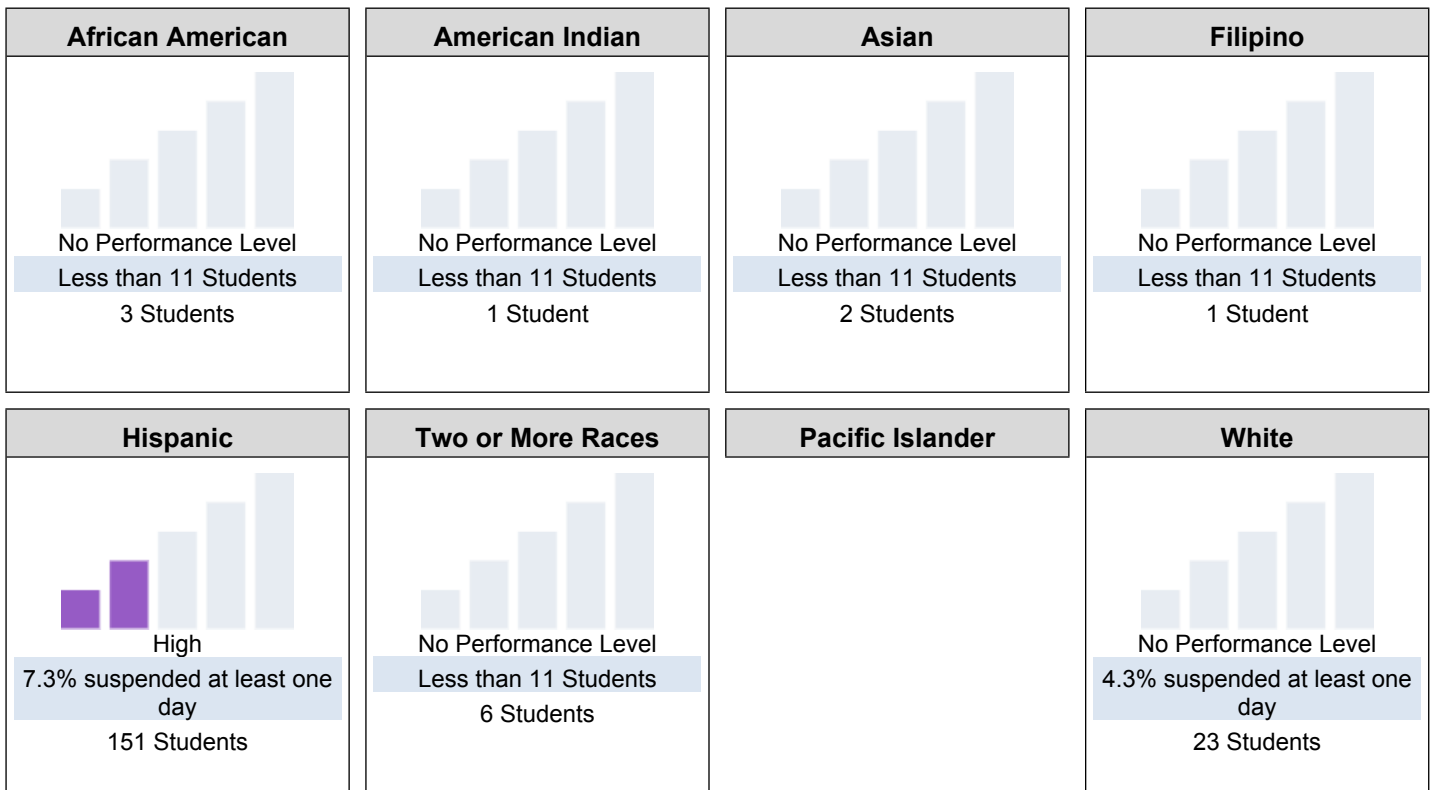
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The largest population of students (Hispanic) is suspended most often.

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

College and Career Readiness

LEA/LCAP Goal

Goal 1: Advance College, Career and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K - 12th grades

Goal 1

College and Career Readiness:

The percentage of students completing the FAFSA will increase by 5% by June 2024

The percentage of students with disabilities graduating will increase by 5% by June 2024 based on the DAS

The Principal and teachers will use the results of assessments to modify curriculum, instructional strategies, and schoolwide student support programs to ensure continuous growth in student achievement at Central and beyond.

Identified Need

Increase students with disabilities graduating to align with mainstreamed students yearly

According to the Dashboard, only 2.7% of students meet the criteria for college and career readiness

Revise the mission statement to reflect students, staff, families, and community input to reflect College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates Rate, Status & Change <ul style="list-style-type: none"> • -All Student • -w/Disabilities 	2021 All Students: 83% Students with Disabilities: 100%** ** 2 students in the cohort 2022 All students: 76.8% Students with Disabilities:	By June 2023 to increase graduation rates for all by 3%
FAFSA Submission and Completion Rates	Class of 2021: # Enrolled:61	Increase FAFSA application completion for students to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p># Submitted:11 # Completed:10 16.4%</p> <p>Class of 2022 # Enrolled:95 # Submitted:39 # Completed:29 30.9%</p>	support funding of post-secondary plans.) by 5% by June 2024..
MAP (growth)	<p>11th-grade students by June of 2024 will increase their Reading RIT scores by .5 (current national average)</p> <p>12th-grade students by June of 2024 will increase their Reading RIT scores by .4</p> <p>11th-grade students by June of 2024 will increase Math RIT scores by 1.2</p> <p>12th-grade students by June of 2024 will increase Math RIT scores by .5</p>	Goal: Meet or exceed the national normed growth rates for each student group measured from Fall to Winter.
California Dashboard % College Career Ready	<p>California Dashboard 2021 Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>California Dashboard 2022 not reported</p>	Increase CCR status by >3% per year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hire general education teachers
2. Provide new teacher induction mentors
3. Provide site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Provide additional hours for classified and certificated staff to support IEP meetings and PD for teachers

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)
2,420.00	Lottery Provide resources for additional hourly staff coverage as needed to support IEPs and FAFSA completion.
500.00	LCFF Conferences for Clerical staff to assist with documentation and tracking of data
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community-based services
2. Teachers on special assignments to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional support within the school day

4. Elementary Reading Specialists and MTSS paraprofessionals to assist struggling readers
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and support coach to continue PBIS implementation
7. School Resource Officer to support a safe school environment and connect families with resources
8. School Linked services coordinator to connect students and families with resources
9. Migrant Program Liaison and clerical support

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social-emotional support and safety programs
10. Provide PD to meet the unique needs of Students with Disabilities
11. Provide PD to support the implementation of a Multi-Tiered System of Support

Programs and services funded in this School Plan include:

1. Extra hours
2. Substitutes
3. Program Development stipends
4. Professional Development services
5. Conferences for staff to support student engagement
5. Teaching and Learning Stipends

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)

1,200.00	Title I Substitutes for teachers attending PD.
2,000.00	Title I Conference Registrations and Fees/Consulting Services
273.00	Title I 3000-3999: Employee Benefits
3,000.00	LCFF Conference Registrations and Fees/Consulting Services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs
3. Provide Career Technical Education curriculum, supplies, and equipment
4. Provide curriculum development support for the Visual and Performing Arts Plan
5. Provide stipends for enrichment coordinators
6. Provide Chromebooks for digital access to the curriculum
7. Provide a centralized student information system

Programs and services funded in this School Plan include:

1. Software and program licenses
2. Chromebook replacement and repairs
3. Instructional materials (novels, common core supplementals)
4. Site copies and office/stationery supplies (Central, Workability, Transitional Partnership Program)
5. Supplemental Classroom supplies and activities

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)
4,420.00	Unrestricted Lottery

	Chromebook repairs/replacements as well as hotspots for home use by students to access schoolwork
5,000.00	LCFF Chromebook repairs/replacements as well as hotspots for home use by students to access schoolwork
11,816.00	LCFF Instructional Materials; journals, novels
2,000.00	Unrestricted Lottery Site copies and office/stationery supplies
5,563.00	Lottery Instructional Materials; journals, classroom supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools
4. Provide supplementary instructional materials deployed district-wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP
6. Contract with Cal-SOAP to assist underrepresented students with the path to college
7. Provide Extended day program opportunities for underperforming students
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school-year learning opportunities to migrant students and English Learners
11. Provide extended school-year learning opportunities for students with disabilities

Programs and services funded in this School Plan include:

1. Provide students with opportunities to explore post-secondary opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,445.00

Title I

Provide transportation and fees for post secondary visits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All School

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards

Programs and services funded in this School Plan include:

Proposed Expenditures for this Strategy/Activity

1. none, expenses for plan development are embedded in existing job descriptions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. Website Maintenance
2. Additional maintenance expenses/hour
3. Santa Clara VTA bus passes

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)
2,000.00	Title I VTA passes for students to and from school
1,817.00	Unrestricted Lottery Website stipend
841.52	Unrestricted Lottery 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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.

Central invests funds for teacher and counselor Professional Development opportunities to support student success. This is an ongoing expenditure to provide staff with the tools necessary to support students. Central supports students by funding the Professional Development of staff to ensure best practices are up to date and innovative.

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

Central did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted has been updated.

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.

CHS strives to develop systems with the use of data analysis as well as student support personnel to create an environment and school which is able to support students in completing graduation requirements with their cohort.

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

Family/Guardian and Community Engagement

LEA/LCAP Goal

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Goal 2

Parent Engagement:

The percentage of parents engaged in their child's education will increase by at least 10% as measured by attendance at parent engagement events by June 2024.

The percentage of families receiving parent square notifications will increase to 100% as measured by Parent Square.

Identified Need

Increase parent monitoring of student progress

Provide parents with opportunities to volunteer

Engage students, staff, family, and community in 2-3 input workshops sessions in the Fall of 2023 and collect data to revise the current mission

Provide ALL parents with informational meetings to educate them on graduation and post-graduation opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administer surveys in both electronic and paper forms	2022 Survey responses	By June of 2024 increase responses by 25%
Parent/Guardian attendance logs	Currently information is logged in aeries movig forward families will check in using an electronic log in system	This will be measured through a digitalattendance log which will be calculated at the end of the school year
Mass Communication completion rates (Parent Square)	2021 Parent Square notification rate: 89%	Mass Communication to reach 100% of families

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022 Parent Square notification rate: 97%	

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

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP includes:

1. Support a parent volunteer clearing service
2. Maintain district-level advisory and support groups (DELAC, MPAC, translation, and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district-wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Postage for mailings to families
2. End-of-year graduation expenses

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)
800.00	Title I Postage
5,024.00	Lottery Caps, gowns and diplomas, Graduation ceremony
2,893	Lottery Website administrator, clerical

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP includes:

1. Maintain bilingual community liaisons at all sites
2. Conduct targeted outreach for parent volunteers of underrepresented students
3. Provide translation for district publications
4. Provide information for parents of immigrant students for educational services
5. Provide parent education opportunities such as Project to Inspire
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school-linked services based on need

Programs and services are embedded in the current job description however they include:

1. Student-parent conferences
2. Outreach to increase parent volunteers
3. Home visits
3. Administer surveys in both electronic and paper forms
4. Create and implement curbside surveys

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)

300.00

Source(s)

Lottery

Staff Mileage

Annual Review

SPSA Year Reviewed: 2022-23

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.

Parent Participation is an area of growth for Central. By continuing to fund parent contact/communication Central will continue to provide parents with information regarding involvement opportunities as well as of school activities.

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

We did not exceed or underspend allocations provided to goal #2. Spring Open house and Back to School Nights were not well attended, therefore the funds for babysitting were not spent.

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.

It is important to maintain a high level of parent participation with consistent traditions annually and communicate the impact of parent engagement both at school and at home. While we want to maintain the school-level parent support, not all parent engagement needs to occur at school. For working parents, it is important to recognize that home support of consistent homework, grades, nutrition, attendance, and behavior need to be purposefully highlighted as contributing factors to student success and raise the level of awareness of these purposeful contributions as parent engagement. We plan to make these purposeful connections in our parent meetings and to support them by providing childcare during the meetings. We also will continue to implement home visits to provide connections with parents.

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

Student Engagement, Social Emotional Learning

LEA/LCAP Goal

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing and Achievement

Goal 3

The percentage of students who feel connected to school will increase to at least 75 % as measured by Hanover LCAP Survey.

Identified Need

Social-emotional needs post covid have increased dramatically. In addition, there is an increased need to provide targeted activities to engage our student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hanover Survey	Students answered the question: "I have multiple ways to engage in my learning both inside and outside the classroom." Student Response: 67% positive	By spring of 2024, 75% of Central students will feel they have multiple ways to engage in their learning inside and outside the classroom.
		Decrease suspension rates by 3% through the use of Restorative Pra
Graduation Rates Based on the Alternative Dashboard	Class of 2021 Number of Students in Cohort: 49 Graduates: 41 Non-graduates: 8 Other: Students enrolled less than 90 days or Post-secondary students (ages 18-22): 33 Adjusted Graduation Rate 41/49	By June 2023 increase graduates by 3% based on the alternative dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>83% Graduation Rate</p> <p>*Certificates of Completion are considered as graduates per the DAS</p> <p>Class of 2022</p> <p>Number of Students in Cohort: 82 Graduates: 62 Certificate of Completion: 1 Non-graduates:19 Other: Students enrolled less than 90 days or Post-secondary students (ages 18-22): 25</p> <p>Adjusted Graduation Rate 63/82 76.8% *Certificates of Completion are considered as graduates per the DAS</p>	

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 School

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP includes:

1. Develop and implement a K-12 service-learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites

3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone
5. Develop and implement strategies to increase student attendance
6. Support the development and renewal of school safety plans
7. Implement a program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social-emotional learning opportunities to support healthy life choices
9. Conduct standardized campus climate surveys at all schools
10. Support the development of Restorative Practices district-wide

Programs and services funded in this School Plan include:

1. Continue PBIS Implementation
2. Provided Extended day program including extracurricular program stipends for supervision and coaching, activities and credit recovery
3. Provide Transportation
3. Continue the weekly system of truancy letters to ensure SARB compliance. Postage and stationery costs
4. Continued implementation of weekly notice to parents for chronic absenteeism.
5. Provide ongoing data analysis support for needs assessment and root cause analysis as part of the comprehensive support and improvement program (Datazone and Schoolwise press)

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)
	Extended Day
	Extended Day Stipends
5,203.00	Title I
	Coaches/Advisors
1817.00	Title I
	Coaches/Advisors
3,000.00	LCFF
	Interprogram for supplemental classroom activities off site

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP includes:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID
3. Provide Naviance in grades 6-12
4. Support AVID in middle grades
5. Provide social-emotional support and services through community-based organizations
6. Assist sites with attendance accounting compliance and intervention for chronic absentees
7. Provide ADVENT program for foster youth
8. Provide CARE team services for Foster, homeless and disadvantaged students
9. Implement Restorative Justice as an alternative to suspension
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students

Programs and services funded in this School Plan include (not site based):

1. Small Group Social-Emotional intervention and rehabilitation programs
2. Develop and Implement tiered restorative practices and restorative justice as alternatives to suspension
3. Provide California Student Opportunity and Access resources and services to Central Students

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)
0.00	District Funded
0.00	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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.

In an effort to continually remind our community regarding the importance of positive attendance and academic success, our school strives to increase credit completion rates. More parent communication and meetings are occurring. We will continue to notify families as well as create more positive rewards to incentivise credit completion rates.

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

Central did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year.

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

While we are purposefully notifying parents of graduation plans, we are committed to educating our target families on the importance of student achievement. We plan to continue home visits and personal notification to support families while also rewarding positive progress toward graduation as in goal # 3.1. Maintaining campus expectations for learning behaviors must remain consistent with the fidelity of school-wide expectations. Continued PBIS training and staff development.

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

Special Education / Diverse Learners

LEA/LCAP Goal

Goal 4: Improve Equity, Access, and Inclusion for Diverse Student Learners for increased learning in the least restrictive environment (LRE), academic progress towards goals, and overall student achievement.

Goal 4

Diverse Learners: The percentage of Students with Disabilities who graduate with their cohort will increase by at least 3% by June 2024.

Identified Need

Historically, students with disabilities graduation rates are lower than their peers by approximately 30% as measured by the DAS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates as Determined by DAS	<p>2020 All Students: 81% Students with Disabilities:50%*</p> <p>2021 All Students: 83% Students with Disabilities: 100%**</p> <p>2022 All Students:76.8% Students with Disabilities: 100%***</p> <p>* 4 students in the cohort ** 2 students in the cohort *** 9 students i the cohort</p>	By June of 2024 maintain graduation rates of students with disabilities

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.

2,000.00

LCFF

Provide resources for additional hourly staff coverage as needed to support IEPs

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our greatest asset to increase students' with disabilities academic achievement is to provide our staff members working with them with high quality professional development and targeted, data driven planning sessions with their colleagues to ensure each students' needs are being met.

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 major 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.

There are no major changes at this time.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65,332.52

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$14,738.00

Subtotal of additional federal funds included for this school: \$14,738.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$25,316.00
Lottery	\$16,200.00
Unrestricted Lottery	\$9,078.52

Subtotal of state or local funds included for this school: \$50,594.52

Total of federal, state, and/or local funds for this school: \$65,332.52

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	25,316.00
Lottery	16,200.00
Title I	14,738.00
Unrestricted Lottery	9,078.52

Expenditures by Budget Reference

Budget Reference	Amount
3000-3999: Employee Benefits	1,114.52

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	25,316.00
	Lottery	16,200.00
	Title I	14,465.00
3000-3999: Employee Benefits	Title I	273.00
	Unrestricted Lottery	8,237.00
3000-3999: Employee Benefits	Unrestricted Lottery	841.52

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,295.52
Goal 2	9,017.00
Goal 3	10,020.00
Goal 4	2,000.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
1. Lisa Martin	Principal
2. Wiatt Grant, Teacher	Classroom Teacher Other School Staff
3. Nada Daneshvar, Secretary	Other School Staff
4.	Parent or Community Member
5. Gabriela Martinez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/31/32.

Attested:


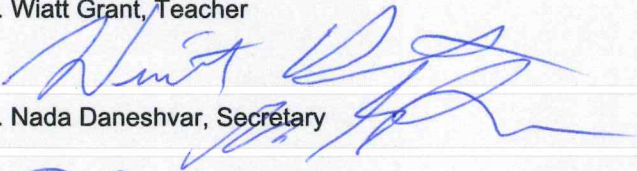


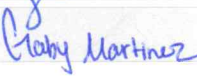
Principal, Lisa Martin on 5/31/23

SSC Chairperson, Debbie Amaya on 5/31/23

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
1. Lisa Martin 	Principal
2. Wiatt Grant, Teacher 	Classroom Teacher Other School Staff
3. Nada Daneshvar, Secretary 	Other School Staff
4. 	Parent or Community Member <i>Debbie Amaya</i>
5. Gabriela Martinez 	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/31/32.

Attested:




Principal, Lisa Martin on 5/31/23

SSC Chairperson, Debbie Amaya on 5/31/23