



## Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to

California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Coachella Valley High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Coachella Valley High School is located in Thermal, CA. During the 2023-2024 school year, the enrollment at CVHS was 2,345 students; this consists of: 21.6% English Learners, 0.3% Foster Youth, 0.6% Homeless, 11.4% Students with Disabilities, and 90.4% Socioeconomically Disadvantaged. We provide comprehensive instruction for students in grades 9-12; this includes the growth of our Dual Language Immersion Program. Our staff continues to be trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all students feel welcomed, valued, and appreciated. Through our Parent Center, our parents are provided with access to workshops and training. At Coachella Valley High School, we commit to focusing on the Whole Child to ensure that the needs of the students are addressed. Additionally, programs such as CTE, AVID, and Puente have significantly supported our student population. Lastly, both the Wellness Center and College & Career Center have provided the school community with the information and guidance to support post-secondary options.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and our Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of our English Learner students.

## Educational Partner Involvement

How, when, and with whom did your Coachella Valley High 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

Through preparing for the continuous preparation for WASC and the School Plan for Student Achievement (SPSA), stakeholders were included and kept informed of the continued efforts via Monday Memos, staff meetings, department meetings, Instructional Leadership Team, School Site Council meetings, ELAC, and site Administration. This included looking closely at data and providing clarity through the decision-making process. Frequent and repeated communication continues to be necessary to keep stakeholders fully aware of all developments.

Suggestions provided by various Educational Partners continue to improve literacy and transportation for students to access programs. The feedback that was gathered throughout the year by stakeholders was:

- Certificated Staff requested professional development opportunities to build the academic discourse in classrooms; this was also a WASC recommendation. This will service all students, including SWD and ELL.
- Parents requested to be provided opportunities to visit colleges with their child
- Based on grade data chats with staff, students, and parents, the need for afterschool intervention services is still needed, including credit recovery to support our students in meeting their graduation requirements
- Based on A-G data chats with staff, students, and parents, the need for college visits, including college/career events and activities will provide access to information and services

Throughout the 2023-2024 school year, consistent discussions of the SPSA data points, which included budget allocations and amendments, provided opportunities to progress-monitor action items; these were done through the ILT meetings, SSC, ELAC, and various staff discussions. Additionally, the LCAP survey to stakeholders provided relevant feedback in the analysis of the effectiveness of the action items.

# Resource Inequities

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

CVHS continues to identify student groups that are performing below grade level as compared to others. Through our continuous needs assessment, the following resource inequities were revealed:

- English Learners (ELs) and Students with Disabilities (SWD) are not meeting standards in English Language Arts (ELA) as evidenced by the analysis of the CAASPP; an in-depth analysis of the disaggregated data revealed that ELs are 151.9 points below the standards and SWD are 153.2 points below the standards, compared to the All Students group that is 69 points below standard met.
- English Learners and Students with Disabilities are not meeting standards in Math as evidenced by the analysis of the CAASPP; an in-depth analysis of the disaggregated data revealed that EL Students are 210.1 points below the standards while SWD are 227.8 points below standard, compared to the All Students group that is 151.1 points below standard met.

## 2023 CAASPP Data

ELA:

All Students: 29.41%

English Learners: 0.0%

Students with Disabilities: 0.0%

MATH:

All Students: 9.74%

English Learners: 0.0%

Students with Disabilities: 0.0%

Resource Inequities also identified as a result of the required needs assessment and stakeholder feedback include:

- Continued literacy development for all students, especially our ELL and SWD
- Continue Math support to all students; especially our ELL and SWD
- Continued increase access to college and career options

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Coachella Valley High School has successfully exited from being identified as an ATSI site; this is attributed to the efforts and diligence of implementing data-informed practices; which includes determining first best instructions focused on literacy, intervention, and intentional tutoring services to increase the number of students to make improvements.

The following indicators are Orange:

English Learner Progress

Suspension Rate

Graduation Rate

English Language Arts

Mathematics

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Needs:

2023 CAASPP:

There are no student groups two or more levels below the All Student groups in any of the indicators.

#### ELA:

All students: -69 points below standard (622 students)

English Learners: -151.9 points below standard (151 students)

Reclassified English Learners: -127 points below standard (47 students)

Socioeconomically Disadvantaged: -70.4 points below standard (568 students)

Hispanic/Latino: -68.5 points below standard (618 students)

Students with Disabilities: -153.2 points below standard (84 students)

#### MATH:

All students: -151.1 points below standard (622 students)

English Learners: -210.1 points below standard (151 students)

Reclassified English Learners:

Socioeconomically Disadvantaged: -153 points below standard (568 students)

Hispanic/Latino: -150.1 points below standard (618 students)

Students with Disabilities: -227.8 points below standard (84 students)

#### Successes:

Coachella Valley High School will continue to provide data-driven first-best instruction focused on literacy, intervention, and tutoring to increase the number of students who are at or above grade level.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Coachella Valley High School believes in supporting the whole child, socio-emotionally, academically and behavioral. Looking at the Dashboard, two groups are performing significantly below All Students, Students With Disabilities and English Language Learners; these two groups will receive targeted intervention and services.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Coachella Valley High School students will reach high levels of academic achievement in all classes to be College and Career Ready.**

Student will be College and Career Ready as measured by:

1a: Increase A-G Eligibility Rates by 3% yearly

1b: Increase Graduation Rates by 3% yearly

1c: Increase Student Literacy Skills by 3% yearly using the iReady Reading Data and Benchmark Writing for Grades 9 and 10, and using CAASPP Reading and Writing Data for Grade 11.

1d: Increase Student Mathematical Skills by 3% yearly using the iReady Math Data for Grades 9 and 10, and using CAASPP Math Data for Grade 11.

1e: Increase Student English Language Acquisition: Designated English Language Learners will increase a minimum of one Level per year based on language acquisition criteria.

1f: Increase College and Career Indicator by 3% yearly

The Metrics used above will be desegregated for the following subgroups:

- All Students (2,345 Students)
- English Learners (506 Students)
- Foster Youth (6 Students)
- Homeless Youth (15 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (2,121 Students)
- Students with Disabilities (267 Students)

**CAASPP ELA**

Average Distance from Standard:

All Students will decrease the distance from standard met from the baseline of -69 (Orange) on the 2023 Dashboard by 23.0 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for All Students is to decrease 46.0 or more points annually as measured by the CA School Dashboard, to be Green by 2026.

English Learners will decrease the distance from standard met from the baseline of -151.9 (Orange) on the 2023 Dashboard by 50.6 points annually as measured by the CA School Dashboard, to be Yellow by 2026.

The stretch goal for All Students is to decrease 20.9 or more points annually as measured by the CA School Dashboard, to be Yellow by 2026.

Long-term English Learners data will be released on the 2024 CA School Dashboard.

Homeless Students: Data is not displayed on the CA School Dashboard for Privacy reasons; there are less than 11 Homeless students who took the CAASPP ELA Assessment.

Foster Students: Data is not displayed on the CA School Dashboard for Privacy reasons; there are less than 11 Homeless students who took the CAASPP ELA Assessment.

Socioeconomically Disadvantaged Students will decrease the distance from standard met from the baseline of -70.4(Orange) on the 2023 Dashboard by 23.5 points annually as measured by the CA School Dashboard, to be Green by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 8.5 or more points annually as measured by the CA School Dashboard, to be Green by 2026.

Students with Disabilities will decrease the distance from standard met from the baseline of -153.2 (Orange) on the 2023 Dashboard by 36.1 points annually as measured by the CA School Dashboard, to be Yellow by 2026.

The stretch goal for Students with Disabilities is to decrease 8.8 or more points annually as measured by the CA School Dashboard, to be COLOR by 2026.

**CAASPP Math**

Average Distance from Standard:



All Students will decrease distance from standard met from the baseline of -151.1 (Orange) on the 2023 Dashboard by 12.0 points annually as measured by the CA School Dashboard, to be Yellow by 2026.

The stretch goal for All Students is to decrease 8.0 or more points annually as measured by the CA School Dashboard, to be Green by 2026.

English Learners will decrease distance from standard met from the baseline of -210.1 (Orange) on the 2023 Dashboard by 31.7 points annually as measured by the CA School Dashboard, to be Yellow by 2026.

The stretch goal for All Students is to decrease 3.0 or more points annually as measured by the CA School Dashboard, to be Yellow by 2026.

Long Term English Learners data will be released on the 2024 CA School Dashboard.

Homeless Students: Data is not displayed on the CA School Dashboard for Privacy reasons; there are less than 11 Homeless students who took the CAASPP Math Assessment.

Foster Students: Data is not displayed on the CA School Dashboard for Privacy reasons; there are less than 11 Homeless students who took the CAASPP Math Assessment.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -153 (Orange) on the 2023 Dashboard by 12.7 points annually as measured by the CA School Dashboard, to be Yellow by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 38.0 or more points annually as measured by the CA School Dashboard, to be Yellow by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -227.8 (Orange) on the 2023 Dashboard by 37.6 points annually as measured by the CA School Dashboard, to be Yellow by 2026.

The stretch goal for Students with Disabilities is to decrease or more points annually as measured by the CA School Dashboard, to be Yellow by 2026.

**ELPAC:**

Student performance on the ELPAC will increase:

from 5.50% to 11.5 % of students scoring at Level 4 - Well Developed

from 30.84 % to 36.84 % of students scoring at Level 3 - Moderately Developed

from 34.38 % to 40.38% of students scoring at Level 2 - Somewhat Developed

from 29.27 % to 35.27% of students scoring at Level 1 - Minimally Developed

4 Year Cohort Graduation Rate will increase to:

92% for All Students

80.9% for English Learners

90% for Socio-Economically Disadvantaged Students

90% for Hispanic Students

69% for Students with Disabilities

**CAASPP ELA**

**All Students**

<b>2023 Baseline: -69</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	23.0	-46.0	Orange
3 Year Growth	69.0	0.0	Green

**English Learner**

<b>2023 Baseline: -151.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	35.6	-116.3	Orange

<b>2023 Baseline: -151.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
3 Year Growth	106.8	-45.1	Green

**Long Term English Learners**

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

**Homeless Students**

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

**Foster Students**

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

**Socioeconomically Disadvantaged Students**

<b>2023 Baseline: -70.4</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	23.5	-46.9	Orange
3 Year Growth	70.5	0.1	Green

**Students with Disabilities**

<b>2023 Baseline: -153.2</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	36.1	-117.1	Orange
3 Year Growth	108.3	-44.9	Yellow

**CAASPP Math**

**All Students**

<b>2023 Baseline: -151.1</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	12.0	-139.1	Orange
3 Year Growth	36.0	-115.1	Yellow

**English Learner**

<b>2023 Baseline: -210.1</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	31.7	-178.4	Orange
3 Year Growth	95.1	-115.0	Yellow

**Long Term English Learners**

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

**Homeless Students**

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

#### Foster Students

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

#### Socioeconomically Disadvantaged Students

<b>2023 Baseline: -153.0</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	12.7	-140.3	Orange
3 Year Growth	38.1	-115.0	Yellow

#### Students with Disabilities

<b>2023 Baseline: -227.8</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	37.6	-190.2	Orange
3 Year Growth	112.8	-115.0	Yellow

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the analysis of the 2022-2023 CASSPP data, 29.41% of all students met the standards in English Language Arts and 9.73% of all students met the standards in Mathematics. Both Dashboard and local data indicate that all students need more support. After looking at the disaggregated data, English Learners and Students with Disabilities are the two subgroups that have the largest gaps; this was also reflected in the Graduation and A-G Rates. In both subgroups, 0% of students met or exceeded ELA and Math standards.

The whole child needs to be addressed as we continue to drill down to specific support remedies. Targeted action items have been developed to address the needs of each subgroup. These expenditures include professional development to implement research-based tier 1 instruction, interventions, after-school support, and access to supplemental materials.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard  % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard  All: 29.41% EL: 0% SED: 28.72% SWD: 0%	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard  All: 52% EL: 35.6% SED: 52.25% SWD: 36.1%
CAASPP Math (Priority 4) CA Dashboard  % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard  All: 9.74% EL: 0% SED: 9.04% SWD: 0%	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard  All: 21.74% EL: 31.7% SED: 21.74% SWD: 37.6%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 31.9%	ELPI 2026 CA School Dashboard: 45.1%
ELPAC (Priority 4)	2023 ELPAC:  Level 4 – Well Developed: 5.50% Level 3: Moderately Developed: 30.84% Level 2: Somewhat Developed: 34.38% Level 1: Beginning to Develop: 29.27%	2026 ELPAC:  Level 4 – Well Developed: 11.5% Level 3: Moderately Developed: 36.84% Level 2: Somewhat Developed: 40.38% Level 1: Beginning to Develop: 35.27%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified:	2025-26 Percent of Students Reclassified:
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data 75 Students	EL Reclassification Rate – local data 14%
Graduation Rate (Priority 5) CA Dashboard	2023 Graduation Rate:  All: 80.2% EL: 70.9%	Graduation Rate (Priority 5) 2026 CA Dashboard  All: 92%

	SED: 79.3% SWD: 59.6%	EL: 80.9% SED: 90% SWD: 69%
Percentage of students who met UC/CSU requirements (A-G) (Priority 4) CA Dashboard –	2023 – A-G Completion CA Dashboard – Additional Reports:  All: 33.0% EL: 6.4% SED: 31.7% SWD: 3.4%	Percentage of students who met UC/CSU requirements (A-G) (Priority 4) 2026 CA Dashboard – Additional Reports  All: 39% EL: 12.4% SED: 36.7% SWD: 9.4%
College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard:  All: 31.1% EL: 5.5% SED: 30.2% SWD: 2.2%	College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard  All: 36.1% EL: 11.5% SED: 36.2% SWD: 8.2%
Percentage of students completing CTE programs (Priority 8)	2023 CTE Completion 2023 CA Dashboard – Additional Reports:  All: 28.9% EL: 16.7% SED: 28.2% SWD: 0%	Percentage of students completing CTE programs (Priority 8)  All: 34.9% EL: 22.7% SED: 34.2% SWD: 6%
Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4) CA Dashboard – Additional Reports	2023 A-G and CTE Completion 2023 CA Dashboard – Additional Reports:  All: 15.8% EL: 2.7% SED: 17.9% SWD: 1.1%	Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4) 2026  All: 21.8% EL: 8.7% SED: 23.9% SWD: 7.1%
Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) CA Dashboard – Additional Reports	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports:  All: 12.3% EL: 16.7% SED: 12.2% SWD: 50.0%	Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) 2026 CA Dashboard – Additional Reports  All: 18.3% EL: 22.7% SED: 18.2% SWD: 56.0%
Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS CA Dashboard – Additional Reports	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports:  All: 27.9% EL: 0.0% SED: 28.2%	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS 2026 CA Dashboard – Additional Reports  All: 33.9% EL: 6.0%

	SWD: 50.0%	SED: 34.2% SWD: 56.0%
Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS CA Dashboard – Additional Reports	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports:  All: 42.6% EL: 16.7% SED: 41.5% SWD: 50.0%	Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS 2026 CA Dashboard – Additional Report  All: 48.6% EL: 22.7% SED: 47.5% SWD: 56.0%
SEL - School Climate Survey  My school sets high expectations for my academic achievement.  Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024)  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 82%	SEL - School Climate Survey (Spring 2027)  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 88%
SEL - School Climate Survey  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024)  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 80%	SEL - School Climate Survey (Spring 2027)  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 86%
SEL - School Climate Survey (Spring 2024)  I regularly participate in hands-on learning activities or lessons that connect to the real-world.	SEL - School Climate Survey (Spring 2024)  I regularly participate in hands-on learning activities or lessons that connect to the real-world.  Strongly Agree/Agree: 65%	SEL - School Climate Survey (Spring 2027)  I regularly participate in hands-on learning activities or lessons that connect to the real-world.  Strongly Agree/Agree: 71%
SEL - School Climate Survey (Spring 2024)  My teachers talk to me about my academic progress.  Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024)  My teachers talk to me about my academic progress.  Strongly Agree/Agree: 75%	SEL - School Climate Survey (Spring 2027)  My teachers talk to me about my academic progress.  Strongly Agree/Agree: 81%
SEL - School Climate Survey (Spring 2024)  I have access to choose from a variety of high school courses.  Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024)  I have access to choose from a variety of high school courses.  Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2027)  I have access to choose from a variety of high school courses.  Strongly Agree/Agree: 80%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strat egy/ Acti vity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Tutoring Services	Provide intervention support services for students who are academically struggling; this includes support in all content areas, including SWD and ELL.	Students who are at risk or are failing, including SWD and ELL.	CAASPP ELA & Math, Quarter & Semester Gradebook, ongoing gradebook analysis.	48,076.30 Title I 3010 1000-1999: Certificated Personnel Salaries 1.1a
1.2	Credit Recovery	Provide afterschool credit recovery for seniors who are at risk of not completing their graduation requirements, including SWD and ELL.	Seniors who are at risk of not graduating, including SWD and ELL.	Graduation Rate - Dashboard	41,300 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 1.2b
1.3	Transportation for Students Staying After School.	Transportation for students staying afterschool who are attending academic support services.	Students who are at risk or are failing.	CAASPP ELA & Math, Quarter & Semester Gradebook, ongoing gradebook analysis.	24,000 LCFF Supplemental/Co ncentration 0701 5000-5999: Services And Other Operating Expenditures 1.3b
1.4	Transportation for College Field Trips.	Transportation for college field trips to provide access to students as they learn about post-secondary options.	Students who do not have the means to visit post-secondary options.	Action plan which includes grade-level college trips to ensure exposure.	10,000 LCFF Supplemental/Co ncentration 0701 5000-5999: Services And Other Operating Expenditures 1.4b
1.5	Transportation to Regional Arts Media Entertainment and Competition.	Transportation to regional arts media entertainment competitions, cultural, and performance events, promoting academic growth and career awareness as taught in VAPA courses.	Students in VAPA courses; provides engagement and access to opportunities.	Multiple awards and recognitions which may expand to statewide competitions.	4,000 LCFF Supplemental/Co ncentration 0701 5000-5999: Services And Other Operating Expenditures 1.5b
1.6	Supplemental Material	Provide supplemental materials for supplies to support students in Art and Science.	Students who are taking art and science courses; access to material to	Art awards in community competitions and exposure to different science labs and lessons.	5,000 LCFF Supplemental/Co ncentration 0701 4000-4999: Books And Supplies

			enhance lessons.		1.6b
1.7	College and Career Events/Activities	Develop, plan, and implement college and career opportunities for students to improve academic success.	All students have access to college and career events and activities.	Part of action plan to provide access and equity that will bring students opportunities and knowledge of post-secondary options.	10,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.7b

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Throughout the year, the Instructional Leadership Team and School Site Council looked at the effectiveness of the action items; this included modifications. School-wide implementation in the use of literacy practices has been demonstrated to be successful; this has been evident in the increase of ELA CAASPP scores. The following is an overview of the effectiveness of the action items:

2.1, 2.2, 2.3, 2.5 Teachers and Transportation for after-school interventions were utilized. In comparison to the 2022-2023 school year, after the first semester, student's overall comparison had increased from 2.41 to 2.57 GPA. This includes credit recovery and ensuring that our Seniors receive access to Online Learning teachers after school to be able to make progress and complete courses. A spreadsheet is used and monitored by each counselor as the online learning teacher regularly updates on progress made. Based on the interventions that have been set in place, we are projecting to go from 80.2% to 87% graduation rate.

2.4 Counseling support was utilized in providing a transcript analysis to program, academy, and counselors; this was provided by RCOE with the plan to progress monitor students throughout their program. Special programs will be able to monitor their students and work alongside the counselors to ensure that students are passing their graduation requirements. The data will be analyzed at the end of the second semester; utilizing credit completion within the academies, AVID, and Puente students.

2.6 College Field Trips were done through the College and Career Center and Freshman Seminar; this provided all students with access to opportunities. CVHS was able to send students to colleges and hear from career experts. Our A-G, CTE, and CCI data show growth, including the prediction rates (see above).

2.7 The literacy team developed professional learning material that focused on literacy and math interventions. CVHS started implementing literacy strategies last school year and was able to show an increase of 2.18 as noted on CAASPP scores. The literacy team continued to develop professional development for our staff, including working with teachers depending on their needs.

2.11 Supplemental materials continued to be provided; this included the Science department being able to purchase instructional material that they had not been able to in the past. This will be reflected in the second-semester grades which will include A-G data and overall GPA.

2.13 AVID & AP PD will continue to take place with a focus on Academic Discourse; the team will offer professional development to other teachers. Based on feedback from WASC and staff, the need for academic discourse is an area of need. Those who attend will come back and provide professional development to all staff; the effectiveness will be reflected in the engagement, literacy, and overall academic performance of all students.

2.14 Purchasing of literacy books included all content areas and supplying the library with books that students are interested in. The effectiveness is measured by student engagement in literacy; by purchasing books that students are interested in books, the library has seen an increase in students going in and wanting to check out books to read.

2.15 College and Career Events/Activities provided the CCR with resources to offer college and career opportunities for all students. The effectiveness was measured by the A-G, AP, and CTE projections; including the completion and submission of the Financial Aid application. This is also reflective of the Seal of Biliteracy and dual enrollments as well as the LCAP Survey that was sent to stakeholders (see data above).



2.18 WASC - Due to having gone through our complete Self-Study, our WASC lead had to ensure that the report was developed collectively, including reflecting student work. The effectiveness can be measured by having received a 6-year accreditation.

2.19 Newsela was purchased based on teacher input and interest; this has been utilized to provide students with literacy opportunities and can be accessed in all contents. Staff requested to continue to utilize Newsela; the effectiveness may be reflected in an increase of 2.18 as noted on CAASPP scores. The literacy team continued to develop professional development for our staff, including working with teachers depending on their needs.

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

Freshman Seminar and after-school credit recovery teachers went through Collective Study Group (CSG) training; these were fully implemented in the Freshman Seminar and served as interventions during the school day. The impact here is reflected in the percentage of students on track to graduate; at the end of the first semester, 80.4% were on track to graduate, while 7.4% needed one class and 4.4% needed two classes. Additionally, the goal has been to develop a strong foundation in our freshman group to be proactive about reducing the number of students who are credit deficient; after the first semester, 62% are on track. Budgetary allocations have allowed for seniors to receive support after school to recover credits and for freshmen to receive incentives and the needed support; this includes restorative practices, PBIS, and academic recognitions. Lastly, to ensure that adequate budgetary allocations were made, addendums were made to provide credit recovery support.

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.

Based on the data, CVHS will continue to make Goal 1 a priority by developing and monitoring all actions throughout the school year. For example, professional development to effectively support staff in the instructional academic discourse will be acquired through attendance of the AVID Summer Institute where the team will provide professional development opportunities for all staff. Additionally, to improve our students' academic support to increase graduation requirements in all groups, but also focus on our SWD and ELL who have demonstrated to need effective support. This will be closely monitored and refinements made; literacy strategies will be used as well as test-taking strategies. This will be reflected in the LCAP Survey as well.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Coachella Valley High School will provide a safe, clean, and academically enriching environment.**

The Metrics used above will be desegregated for the following subgroups:

- All Students (2,345 Students)
- English Learners (506 Students)
- Foster Youth (6 Students)
- Homeless Youth (15 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (2,121 Students)
- Students with Disabilities (267 Students)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Coachella Valley High School continues to work towards the refinement of the Transformational Justice practices to improve the school culture which will improve attendance and continue to decrease suspension rates. The implementation of a Safety Committee has been instrumental in making data-informed decision and refinements on site practices. There continues to be an ongoing need for community building in all classrooms to support students. Student groups, including SWD and Foster Youth are suspended at a higher rate. English Learners and Students with Disabilities have the highest school dropout rate; these groups need additional support and interventions outside the classroom. The Transformational Team continues to support all students with positive behavior intervention systems.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High School Dropout Rate (Priority 5)	2023 High School Dropout Rate 2023 CA School Dashboard Additional reports  All: 12.5% EL: 19.3% SED: 13% SWD: 24.7%	2026 High School Dropout Rate 2026 CA School Dashboard Additional reports  All: 6.5% EL: 13.3% SED: 7% SWD: 18.7%
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard	2026 Suspension Rate CA School Dashboard

	All: 6.6% EL: 9.3% HOM: 4.7% FY: 18.2% SED: 6.8% SWD: 10.5%	All: 5.7% EL: 6.0% HOM: 3.8% FY: 6.0% SED: 5.9% SWD: 6.0%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest  All: 0.2% EL: 0.3% HOM: 0% FY: 0% SED: 0.2% SWD: 0%	2026 Expulsion Rate: DataQuest  All: 0% EL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate  August 24, 2023 – March 1, 2024  A. Regular Program School Attendance rate: 89.36% B. Special Education Program School Attendance rate: 80.93% C. Overall Average Attendance Rate: 85.14%	2026-27 Attendance Rate  August, 2026 – March 1, 2027  A. Regular Program School Attendance rate: 95 % B. Special Education Program School Attendance rate: 85% C. Overall Average Attendance Rate: 91%
Chronic Absenteeism (local measure)	2023-24 Chronic Absenteeism (local measure)  August 24, 2023 – March 1, 2024: 35.20%	2026-27 Chronic Absenteeism (local measure)  August, 2026 – March 1, 2027: %
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024)  I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2027)  I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 85%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024)  I feel I am valued at school.  Strongly Agree/Agree: 69%	SEL - School Climate Survey (Spring 2027)  I feel I am valued at school.  Strongly Agree/Agree: 75%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024)  I feel safe at school.  Strongly Agree/Agree: 63%	SEL - School Climate Survey (Spring 2027)  I feel safe at school.  Strongly Agree/Agree: 69%

SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024)  I have access to a safe place at school.  Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2027)  I have access to a safe place at school.  Strongly Agree/Agree: 80%
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strat egy/ Acti vity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	Restorative Justice Intervention Services	Provide intervention and support services for at-promise students including PBIS and Restorative Justice groups.	At-promise students needing support.	Suspension Rate, Attendance, Grades, Thought Exchange Survey	20,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2.1b
2.2	PBIS Intervention Materials and Supplies	Activities and Supplies - Fund school-wide activities for the promotion of a positive school climate, rewards to promote engagement, participation, and social-emotional learning to include the purchase of PBIS Store items, funding for promotional speakers, and purchase orders for items needed including food items.	All students.	Suspension Rate, Attendance, Grades, Thought Exchange Survey	15,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2.2b

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Throughout the year, the Instructional Leadership Team and School Site Council looked at the effectiveness of the action items; this included modifications. The improvement in the school culture is reflective of the implementation of PBIS, Restorative Practices, Guest Speakers, SUPER Peer Counseling, and the alignment in school-wide practices. The following is an overview of the effectiveness of the action items:

1.1 PBIS Awards, Recognition, Materials, and Supplies - Based on the CA Dashboard, there was a decrease in suspensions; the effectiveness of the implementation of the PBIS Student Store and SEL lessons across all classrooms demonstrated to have shown a positive factor.

1.2 Restorative Justice Intervention Services - The fidelity in the implementation of Joven Noble for both males and females has demonstrated to have shown a positive impact. This is reflected in the SEL School Climate Survey and LCAP Survey that was sent out to stakeholders.

1.3 Guest Speakers - A guest speaker was brought to bring awareness to freshmen and sophomores on the topic of vaping; the grade level was based on the Assertive Discipline data retrieved through AERIES, and both grades demonstrated a high number of first offenders to either being under the influence and/or having drug paraphernalia.

1.4 Peer Support Group - Based on last year's high suspension data, including Wellness Center data, the implementation of a Peer Support Group was developed; this provided the opportunity for students to step in after intensive training to support their peers. Advisors are actively involved and progress is monitored. The effectiveness is visible through the LCAP Survey results.

1.5 Wellness Center - addendum was made due to needs provided through discretionary funds.

1.6 School Culture Transportation - An addendum was made to the not needing; progress monitoring tool identified this does not need to continue to be added.

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

Continued refinements will be made to ensure that support services are offered to students. The amount allocated to this Goal is reflective of the two that have had the most impact. The implementation of restorative practices which include Joven Noble groups and the PBIS practices including the SEL lessons have established a foundation of support; the work is ongoing and needs to continue through progress monitoring and refinements. The peer support groups will continue with the ongoing support of the advisors who have already been through the initial training. Currently, the Joven Noble for females and males is facilitated by classified and certificated members. Students have been requesting conflict resolutions, including parents.

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.

Based on the ongoing progress monitoring, the removal of school culture transportation was not utilized as items were funded through other action items. To continue providing an environment in which students and staff feel safe, transformational practices and PBIS will continue with full fidelity; this includes ongoing monitoring and refinements.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Coachella Valley High School will increase parent and community engagement.**

The Metrics used above will be desegregated for the following subgroups:

- All Students (2,345 Students)
- English Learners (506 Students)
- Foster Youth (6 Students)
- Homeless Youth (15 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (2,121 Students)
- Students with Disabilities (267 Students)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the local data, continuous effort will be made to increase our parent engagement; this will provide our families with the support needed to support their children's academic success.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back To School Night	2023-24 Attendance at Back To School Night: 150	2026-27 Attendance at Back To School Night 300
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops 15	2026-27 Attendance at Parent Liaison Workshops 30
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 15	2026-27 Attendance at Coffee with the Principal 30
Attendance at ELAC Meetings:	2023-24	2026-27

	Attendance at ELAC Meetings: 2	Attendance at ELAC Meetings: 10
LCAP Family Survey  My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey  My student's teachers communicate their academic progress to their students and their families regularly.  Strongly Agree/Agree: 86%	Spring 2027 LCAP Family Survey  My student's teachers communicate their academic progress to their students and their families regularly.  Strongly Agree/Agree: 92%%
LCAP Family Survey  My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey  My culture, opinions, and input are valued at my student's school.  Strongly Agree/Agree: 90%	Spring 2027 LCAP Family Survey  My culture, opinions, and input are valued at my student's school.  Strongly Agree/Agree: 92%
LCAP Family Survey  I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey  I consistently receive information and updates from the school/district.  Strongly Agree/Agree: 92%	Spring 2027 LCAP Family Survey  I consistently receive information and updates from the school/district.  Strongly Agree/Agree: 98%%
LCAP Family Survey  The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey  The school/district provides opportunities for parent involvement and to provide input for decision-making.  Strongly Agree/Agree: 82%	Spring 2027 LCAP Family Survey  The school/district provides opportunities for parent involvement and to provide input for decision-making.  Strongly Agree/Agree: 88%
LCAP Family Survey  As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey  As a parent/guardian, I feel welcome visiting my student's school.  Strongly Agree/Agree: 80%	Spring 2027 LCAP Family Survey  As a parent/guardian, I feel welcomed visiting my student's school.  Strongly Agree/Agree: 86%
LCAP Family Survey  I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey  I understand my legal rights and can advocate for my student and all students.  Strongly Agree/Agree: 91%	Spring 2027 LCAP Family Survey  I understand my legal rights and can advocate for my student and all students.  Strongly Agree/Agree: 97%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Overtime for Parent Liaison	Overtime for parent liaison to provide parent workshops and support beyond the school day.	Parents and the community	Thought Exchange, Parent engagement action plan to increase parental participation	3,500 Title I 3010 2000-2999: Classified Personnel Salaries 3.1a
3.2	Transportation for College Trips	Provide parents the opportunity to tour colleges	Parents and the community	Thought Exchange, Parent engagement action plan to increase parental participation	3,000 Title I 3010 5000-5999: Services And Other Operating Expenditures 3.2a

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Throughout the year, the Instructional Leadership Team and School Site Council looked at the effectiveness of the action items; this included modifications. Constant communication has provided effective monthly meetings; these have been instrumental in keeping parents and the community informed through our decision-making process. The following is an overview of the effectiveness of the action items:

- 3.1 Family Engagement Lead - This person worked alongside our parent liaison on our parent engagement component; this will not continue due to parent liaison being an 8-hour position.
- 3.2 Extra Services for Parent Liaison - CVHS Parent liaison participated in all parent meetings and events; this has increased our parent engagement and we have been able to provide workshops and events based on their engagement.
- 3.3 Student Planners - We were unable to purchase planners for the following school year; this was not approved. The goal is to purchase them the following year for incoming freshmen. This year students used them across classes to learn organizational and study skills.
- 3.4 CADA Conference - This was amended to another action item; the conference was out of state.
- 3.5 CAFE - parents and staff attended using district funding. The plan for next school year is to send additional parents and staff (certificated and classified) to CAFE.
- 3.6 Classified Extra Services - This was amended to another action item; hours were paid utilizing a discretionary budget.
- 3.7 Community Involvement Support - This action item was amended; items were purchased through parent engagement at the district office or discretionary.
- 3.8 Stakeholder Communication Support - This item was amended; the site did not renew the Remind subscription due to Parent Square.



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

College trips will be planned to provide parents with the opportunity to tour and become familiar with local colleges; we were able to take one and parents shared the powerful impact that this had on them, including the need for opportunities like this to continue. CVHS will continue to improve and increase parental support and engagement in the following year to ensure the effectiveness of communication and collaboration between school and home.

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.

Based on the analysis of the data, including LCAP Survey and California School Dashboard, parent engagement is an identified area in building systems of support for all students. We are looking to continue to have our Parent Liaison build effective community partnerships. In looking at the LCAP Survey, parents are feeling welcomed at the school, this will support as we provide our students and families with resources that are needed. Thought exchange and ongoing collaborative discussions will continue to take place to improve our engagement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Coachella Valley High School will provide professional learning opportunities to build capacity of all staff to enhance student learning.**

The Metrics used above will be desegregated for the following subgroups:

- All Students (2,345 Students)
- English Learners (506 Students)
- Foster Youth (6 Students)
- Homeless Youth (15 Students)
- Native American Students (5 Students)
- Socioeconomically Disadvantaged (2,121 Students)
- Students with Disabilities (267 Students)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through a well-designed site and district-sponsored Professional Development, staff will grow in their delivery of First Best Instructional Practices; this includes curriculum content and student engagement practices to support students effectively. Additionally, MTSS Coaches attending district-sponsored professional development for Cognitive Coaching in Literacy and Math will support the CVHS Staff to maximize student achievement; this will be done through the monthly site professional development opportunities. Next, Gary Soto's leadership and guidance will support in developing systems to support student success; an Instructional Framework that meets the needs of the school district, site, and students will be utilized as this work will support in identifying what Tier 1 Instruction looks like.

The following are opportunities and needs for Coachella Valley High School:

- AVID Summer Institute is a three-day professional learning, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays a pathway to student success. By attending the conference, the team will develop skills and knowledge on Academic Discourse, which was identified as an area of need by our Instructional Walks and a WASC Recommendation.
- UC Irvine Math Project - this is an ongoing partnership to provide pedagogical content-based professional development and general support to support the preparation of staff to meet the needs of students in implementing common core math and the frameworks.
- AP Professional Development will provide staff to continue to develop practices to support students to thrive in AP courses and prepare students to take the AP Courses offered at CVHS.
- MTSS, including ILT will include the G Contract which will focus on implementing Direct Instruction.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bi-weekly Wednesday PD sessions that will focus on MTSS Framework to support Literacy and Math Skill Development as well as Best-First Instruction, including lexile and quantile.	2024-25 > 12 Sessions - Yes or No 11 Sessions - Yes or No 10 Sessions - Yes or No 9 Sessions - Yes or No 8 Sessions - Yes or No 7 Sessions - Yes or No 6 Sessions - Yes or No 5 or less Sessions - Yes or No	2025-26 > 12 Sessions - Yes or No 11 Sessions - Yes or No 10 Sessions - Yes or No 9 Sessions - Yes or No 8 Sessions - Yes or No 7 Sessions - Yes or No 6 Sessions - Yes or No 5 or less Sessions - Yes or No
Full-Day PD Days are planned and supported by site admin, district admin, and MTSS Coach. Staff Feedback & attendance will be > 85% positivity	2024-25 Oct 2, 2024 = % March 5, 2025 = %	2025-2026 Oct 4, 2025 = % March 6, 2026 = %
Conferences and professional growth opportunities will be provided to classified staff throughout the year.	2024-25 > 30% Classified Staff attended a conference - Yes or No 25% Classified Staff attended a conference - Yes or No 20% Classified Staff attended a conference - Yes or No 15% Classified Staff attended a conference - Yes or No 10% Classified Staff attended a conference - Yes or No 5% Classified Staff a	2025-26 > 30% of Classified Staff attended a conference - Yes or No 25% of Classified Staff attended a conference - Yes or No 20% of Classified Staff attended a conference - Yes or No 15% Classified Staff attended a conference - Yes or No 10% of Classified Staff attended a conference - Yes or No 5% Classified Staff a
Conferences will be encouraged for teachers to grow in their professional content area and networking.	2024-25 > 30% Certificated Staff attended a conference - Yes or No 25% Certificated Staff attended a conference - Yes or No 20% Certificated Staff attended a conference - Yes or No 15% Certificated Staff attended a conference - Yes or No 10% Certificated Staff attended a conference - Yes or No 5% Certificated Staff attended a conference - Yes or No	2025-26 > 30% of Certificated Staff attended a conference - Yes or No 25% of Certificated Staff attended a conference - Yes or No 20% of Certificated Staff attended a conference - Yes or No 15% Certificated Staff attended a conference - Yes or No 10% of Certificated Staff attended a conference - Yes or No 5% of Certificated Staff attended a conference - Yes or No

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	AVID & AP Professional Development	AVID and AP professional development for certificated staff to learn best practices to engage and support students academic success. Staff attending will provide	All students	Part of action plan to support teachers in providing interventions	23,758.70 Title I 3010 5000-5999: Services And

		learning opportunities for other staff members throughout the school year.		that are embedded in their instructional practices.	Other Operating Expenditures
4.2	CABE	Providing parents and staff with the opportunity to attend the local CABE conference.	Parents & Staff	Thought Exchange, Parent engagement action plan to increase parental participation.	6690 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.2a

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This is a new goal for 2024-25

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

This is a new goal for 2024-25

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.

This is a new goal for 2024-25

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,325.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration 0701	\$129,300.00
Title I 3010	\$85,025.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$214,325.00

Total of federal, state, and/or local funds for this school: \$214,325.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	129,300.00
Title I 3010	85,025.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	89,376.30
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	116,448.70

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	41,300.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	83,000.00
1000-1999: Certificated Personnel Salaries	Title I 3010	48,076.30
2000-2999: Classified Personnel Salaries	Title I 3010	3,500.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	33,448.70

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
142,376.30
35,000.00
6,500.00
30,448.70

# School Site Council Membership

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

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

Name of Members	Role
Socorro Sanchez	Principal
Autumn Carberry	Classroom Teacher
Alexander Ku	Classroom Teacher
Araceli De La Torre	Classroom Teacher
Cynthia Aranda Valenzuela	Classroom Teacher
Maria Carranza	Other School Staff
Consuelo Ruiz	Parent or Community Member
Vivian Perez	Parent or Community Member
Caroline Garcia	Parent or Community Member
Renee Garza	Secondary Student
Allison Villasenor Ibarra	Secondary Student
Julissa Felix-Barraza	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**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/24.

Attested:



Principal, Socorro Sanchez on 4/29/24



SSC Chairperson, Autumn Carberry on 5/13/24