



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central High (Continuation) School	43 69583 4334488	May 15, 2024	June 18, 2024

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 Central High (Continuation) School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
**Comprehensive Support and Improvement**  
 Central was identified for Comprehensive Support and Improvement (CSI) for Graduation Rate based on a two-year average using the 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.

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

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# Plan Description

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

This plan is being used by Central High (Continuation) School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Comprehensive Support and Improvement

Central was identified for Comprehensive Support and Improvement (CSI) for Graduation Rate based on a two-year average using the 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.

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

### Educational Partner 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, including 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 students who are deficient in credits to earn their diplomas. Central has a smaller student population whose educational 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 completing credits toward graduation, career orientation, work experience, and life skills development. 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 daily six-period bell schedule and 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 where students feel safe, academically challenged, and supported in their efforts toward 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.

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 the main focuses is improving graduation rates while ensuring students are career- and college-ready. Students are exposed to local community colleges while receiving 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 and 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.

## Educational Partner Involvement

How, when, and with whom did Central High (Continuation) 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.

Central High Staff meets monthly to review student progress and determine the needs of the school site. This includes reviewing common assessment data every 6 weeks.

Students provide information through the Interact group that meets weekly to discuss various topics including student engagement.

Families participated in a phone survey with the community liaison to provide input.

Student participated in Hanover Survey which provided additional information for the School Site Council and Leadership team to develop the SPSA.

The SSC was held on 9/27/23, 10/18/23, 11/15/23, 1/17/24, 3/20/24, 2/18/24m 5/14/24.

Teachers participated in a root cause analysis focusing on barriers to graduation. Students also provided input via a survey regarding graduation support.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The issue of resource inequities is particularly pronounced for Hispanic students and students who are facing socioeconomic difficulties and often face significant barriers to accessing the educational resources and support they need to succeed. While efforts at Central have been made to address these inequities, such as graduation rates, there is still much work to be done to ensure that all students have equal access to the resources and opportunities they need to thrive and increase graduation rates for Central students, who identify as Hispanic (67.9%) and students facing socioeconomic difficulties (63.6%).

Students with socioeconomic difficulties are disproportionately suspended at higher rates than their peers. This inequitable situation can have serious negative consequences for these students, including loss of instructional time, disengagement from school, and an increased risk of dropping out. These students may struggle with self-regulation and difficulty following rules and norms, which can lead to behavior dysregulation in the school setting. However, research suggests that suspensions are ineffective in addressing these underlying issues and may even exacerbate them. The over-representation of students facing socioeconomic difficulties in suspension data points to a systemic problem within schools that needs to be addressed.

CHS staff must work to provide appropriate support and accommodations for students to prevent behavior issues from arising in the first place. By addressing the root causes of behavior issues, schools can reduce the need for suspensions and create a more equitable and inclusive learning environment for all students.

## 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.

The overall graduation rate of students at Central for 2023 was: 42/60, 70%

This continues to be an area of growth. The overall graduation rate based on the DASS is calculated as 42/60, 70%

The traditional dashboard includes post-secondary students: 15 students enrolled in the post-secondary program in the 22-23 school year.

The two groups of students in the red category for graduation rates are students who identify as Hispanic and Socioeconomically disadvantaged.

The Academic Counselor has implemented a routine of graduation status meetings with all students. This includes parent meetings to support the students who are not on track to graduation with their cohort.

Central has provided students with workshops based on their post-secondary interests.

Central has worked with the comprehensive sites to identify students needing a smaller setting for credit recovery in a timely fashion to be eligible to graduate with their cohort. This includes presentations for at promise students at the comprehensive sites and parent meetings with Central staff to ensure that students are referred in a timely fashion.

Students are also given after-school tutoring twice a week to support academic success. Parents are encouraged to support students using this opportunity to support academic success.

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.

The two groups of students in the red category are students who identify as Hispanic and Socioeconomically disadvantaged.

### Other Needs

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

2024 LCAP School Climate and Culture Data

45 Students participated in the Hanover Survey

91% of students strongly agree the school supports high school success

88% of students strongly agree they feel the school prepares them for success in college or career

95% of students strongly agree that they feel the school offers options for credit recovery

Students who are experiencing homelessness report the following:

90% of students strongly agree they school prepares them for high school success

80% of students strongly agree they feel the school prepares them for success in college or career

100 % of students strongly agree that they feel the school offers options for credit recovery

Students identified as Latino report the following:

94% of students strongly agree they school prepares them for high school success

89% of students strongly agree they feel the school prepares them for success in college or career

100 % of students strongly agree that they feel the school offers options for credit recovery

Students who identify as English Language Learners report the following:

83% of students strongly agree they school prepares them for high school success

83% of students strongly agree they feel the school prepares them for success in college or career

92 % of students strongly agree that they feel the school offers options for credit recovery

Attendance Data to date 2023-2024, as documented in Aeries Central has a high percentage of chronically absent students.

Overall: 58.3% of students are chronically absent

Students who identify as Hispanic: 59.2% are chronically absent

Students who are Socio-Economically Disadvantaged: 61.2%

Student Perspective Data:

A student survey was conducted in the Spring of 2024. The survey was to capture student voices regarding graduation support as well as services on Central's campus. The survey revealed the following:

100% of students are aware of graduation requirements

33% of students utilize academic counselors to support their academic goals

25% of students utilize the Wellness Center

25% of students utilize Cal Soap Services

16% of students utilize CARE services

75% of students state that Central has appropriate services to support students' graduation plans

25% of students stated they did not know if there are appropriate services in place to support graduation plans.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Central High (Continuation) School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.72%	0%	%	1	0	
African American	1.45%	0.61%	1.05%	2	1	1
Asian	1.45%	1.82%	2.11%	2	3	2
Filipino	0.72%	0.61%	%	1	1	
Hispanic/Latino	82.61%	76.97%	80.00%	114	127	76
Pacific Islander	%	0.61%	1.05%	0	1	1
White	11.59%	16.36%	11.58%	16	27	11
Multiple/No Response	%	3.03%	3.16%	0	5	3
<b>Total Enrollment</b>				138	165	95

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8	3		
Grade 9	3	6	
Grade 10	2	16	4
Grade 11	35	65	26
Grade 12	95	78	65
<b>Total Enrollment</b>	138	165	95

#### Conclusions based on this data:

1. Central is the alternative education school for MHUSD, encompassing programs, and 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

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	28	35	31	12.2%	20.3%	32.6%
Fluent English Proficient (FEP)	43	42	20	38.2%	31.2%	21.1%
Reclassified Fluent English Proficient (RFEP)				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 students identified as English Learners enrolled has remained steady, with no significant increase.
2. Students identified as FEP students have decreased by 5.7%.
3. There has not historically been a significant amount of students reclassified.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*				
Grade 11	84	45	63	0	41	56	0	41	56	0.0	91.1	88.9
All Grades	84	46	63	0	42	56	0	42	56	0.0	91.3	88.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*			*			*	
Grade 11		2445.	2464.		0.00	1.79		12.20	12.50		17.07	25.00		70.73	60.71
All Grades	N/A	N/A	N/A		0.00	1.79		11.90	12.50		19.05	25.00		69.05	60.71

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*	
Grade 11		2.44	1.79		41.46	44.64		56.10	53.57
All Grades		2.38	1.79		42.86	44.64		54.76	53.57

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*	
Grade 11		2.44	0.00		19.51	39.29		78.05	60.71
All Grades		2.38	0.00		21.43	39.29		76.19	60.71

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*	
Grade 11		4.88	5.36		65.85	71.43		29.27	23.21
All Grades		4.76	5.36		66.67	71.43		28.57	23.21

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*	
Grade 11		7.32	0.00		56.10	71.43		36.59	28.57
All Grades		7.14	0.00		57.14	71.43		35.71	28.57

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**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. The ongoing focus is on effectively teaching the Common Core State Standards and providing comprehensive support to all students to ensure they successfully earn their high school diploma.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*				
Grade 11	84	45	64	0	40	57	0	40	57	0.0	88.9	89.1
All Grades	84	46	64	0	41	57	0	41	57	0.0	89.1	89.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*			*			*	
Grade 11		2418.	2423.		0.00	0.00		0.00	1.75		7.50	7.02		92.50	91.23
All Grades	N/A	N/A	N/A		0.00	0.00		0.00	1.75		7.32	7.02		92.68	91.23

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8		*			*			*	
Grade 11		0.00	0.00		7.50	5.26		92.50	94.74
All Grades		0.00	0.00		7.32	5.26		92.68	94.74

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 8</b>		*			*			*	
<b>Grade 11</b>		0.00	0.00		57.50	50.88		42.50	49.12
<b>All Grades</b>		0.00	0.00		58.54	50.88		41.46	49.12

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 8</b>		*			*			*	
<b>Grade 11</b>		0.00	0.00		45.00	54.39		55.00	45.61
<b>All Grades</b>		0.00	0.00		46.34	54.39		53.66	45.61

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**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 communicating/reasoning. The percentage of students at or near increased by 9% overall, decreasing the % below standard.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	1551.9	*	1533.4	1539.5	*	1518.1	1563.7	*	1548.1	11	10	18
12	*	*	*	*	*	*	*	*	*	*	7	7
All Grades										16	19	27

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	9.09	*	0.00	36.36	*	27.78	54.55	*	50.00	0.00	*	22.22	11	*	18
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	10.53	0.00	31.25	21.05	26.92	50.00	68.42	46.15	12.50	0.00	26.92	16	19	26

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	9.09	*	5.56	72.73	*	50.00	18.18	*	33.33	0.00	*	11.11	11	*	18
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	15.79	7.69	56.25	31.58	42.31	25.00	47.37	34.62	12.50	5.26	15.38	16	19	26

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	5.56	27.27	*	5.56	45.45	*	61.11	27.27	*	27.78	11	*	18
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	10.53	3.85	25.00	5.26	3.85	43.75	73.68	61.54	31.25	10.53	30.77	16	19	26

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	5.88	100.00	*	64.71	0.00	*	29.41	11	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.26	4.00	81.25	78.95	60.00	18.75	15.79	36.00	16	19	25

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	54.55	*	38.89	36.36	*	44.44	9.09	*	16.67	11	*	18
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	26.32	38.46	37.50	68.42	42.31	18.75	5.26	19.23	16	19	26

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	5.56	72.73	*	33.33	27.27	*	61.11	11	*	18
12	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	5.26	3.85	68.75	47.37	30.77	31.25	47.37	65.38	16	19	26

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	27.27	*	5.56	63.64	*	83.33	9.09	*	11.11	11	*	18
12	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	18.75	15.79	7.69	62.50	84.21	80.77	18.75	0.00	11.54	16	19	26

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. There was a 73% increase in English Language Learners from the 20-21 school year to the 22-23 school year. However, there was not significant data available for the 22-22 school year.
2. When comparing 22-23 data to the last year with a significant group (20-21), there was a significant increase in students scoring somewhat/moderately developed.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>165</b>	<b>58.2</b>	<b>21.2</b>	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	21.2
Foster Youth		
Homeless	25	15.2
Socioeconomically Disadvantaged	96	58.2
Students with Disabilities	32	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6
Asian	3	1.8
Filipino	1	0.6
Hispanic	127	77
Two or More Races	5	3
Pacific Islander	1	0.6
White	27	16.4

### Conclusions based on this data:

- As mentioned, students are referred from the two district comprehensive high schools. Central offers the district's secondary therapeutic day class.

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 remains committed to supporting students in achieving their high school diploma, resulting in positive gains in our graduation rate across all student demographics.

# School and Student Performance Data

## Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### Mathematics



Orange

#### Academic Engagement

##### Graduation Rate



Red

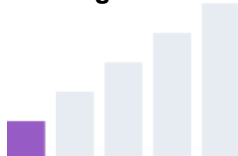
#### Conditions & Climate

##### Suspension Rate



Green

##### College/Career



Very Low

##### Chronic Absenteeism



No Performance Color

#### 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 2023, the adjusted rate is:42/60, 70%
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

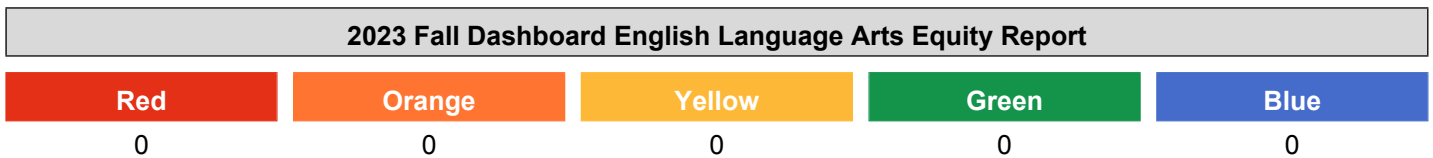
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
147.1 points below standard Maintained +1.2 points  39 Students	171.8 points below standard 13 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  9 Students	147 points below standard Maintained -1.1 points  31 Students	Less than 11 Students  6 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
137.2 points below standard Increased Significantly +22.3 points 33 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  5 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
171.8 points below standard 13 Students	0 Students	144.1 points below standard Decreased -14.8 points 16 Students

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

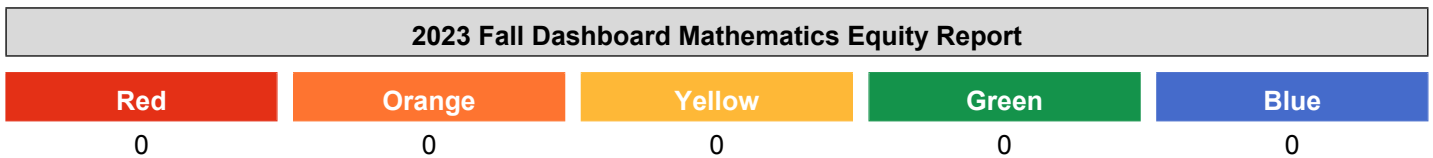
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This section provides number of student groups in each level.







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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 211.1 points below standard Increased +4.3 points 39 Students	<b>English Learners</b> 215.5 points below standard 13 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b> 211.5 points below standard Decreased -6.5 points 31 Students	<b>Students with Disabilities</b> Less than 11 Students 6 Students



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

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
207.7 points below standard Maintained -0.4 points  33 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  5 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
215.5 points below standard  13 Students	0 Students	213.6 points below standard Maintained -1.8 points  16 Students

**Conclusions based on this data:**

1. There are not significant numbers however there was a slight increase in overall scores.
2. Insufficient student data by subgroups limits the ability to generate meaningful insights on the dashboard. Additional data analysis methods should be explored to address this issue and gain a comprehensive understanding of student performance across different groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
11.8% making progress towards English language proficiency
Number of EL Students: 34 Students
Performance Level: 1

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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	7	0	4

#### Conclusions based on this data:

- Students in the fall decreased; however, the numbers tested were not significant.
- The majority of students have decreased ELPI scores. To ensure that students are seriously participating in the assessment, Central will provide students with a pre-test information session to explain the test as well as the importance of students putting forth their best effort to ensure that scores are reflective of students' abilities.

# School and Student Performance Data

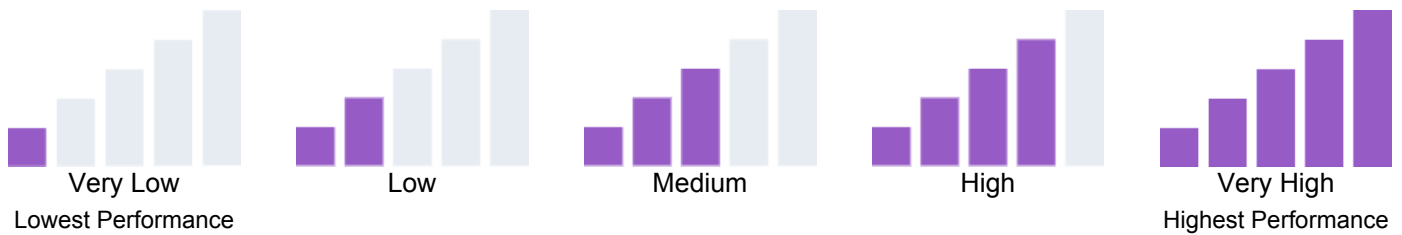
## Academic Performance College/Career Report

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

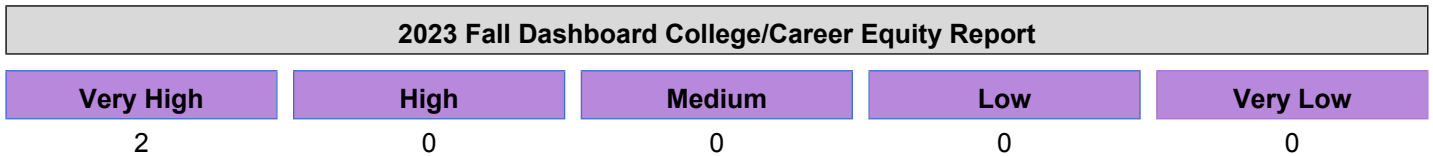
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

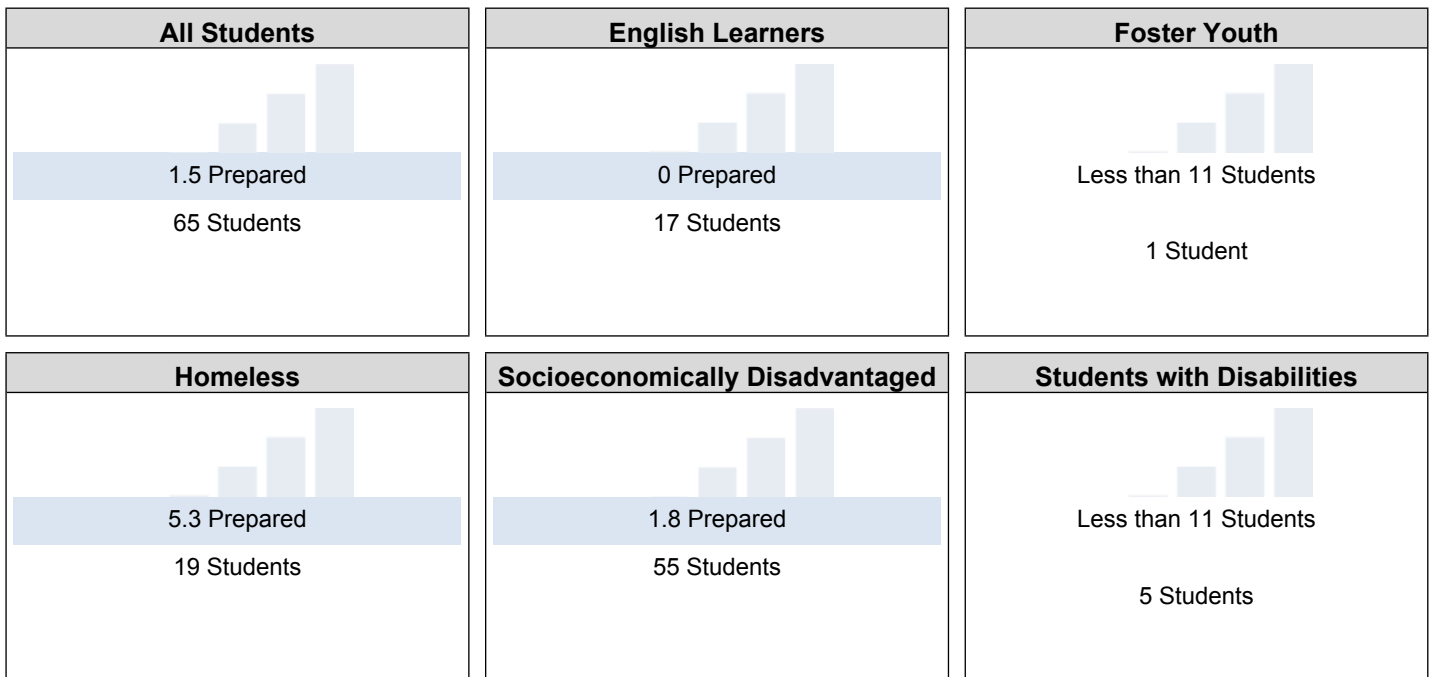


This section provides number of student groups in each level.

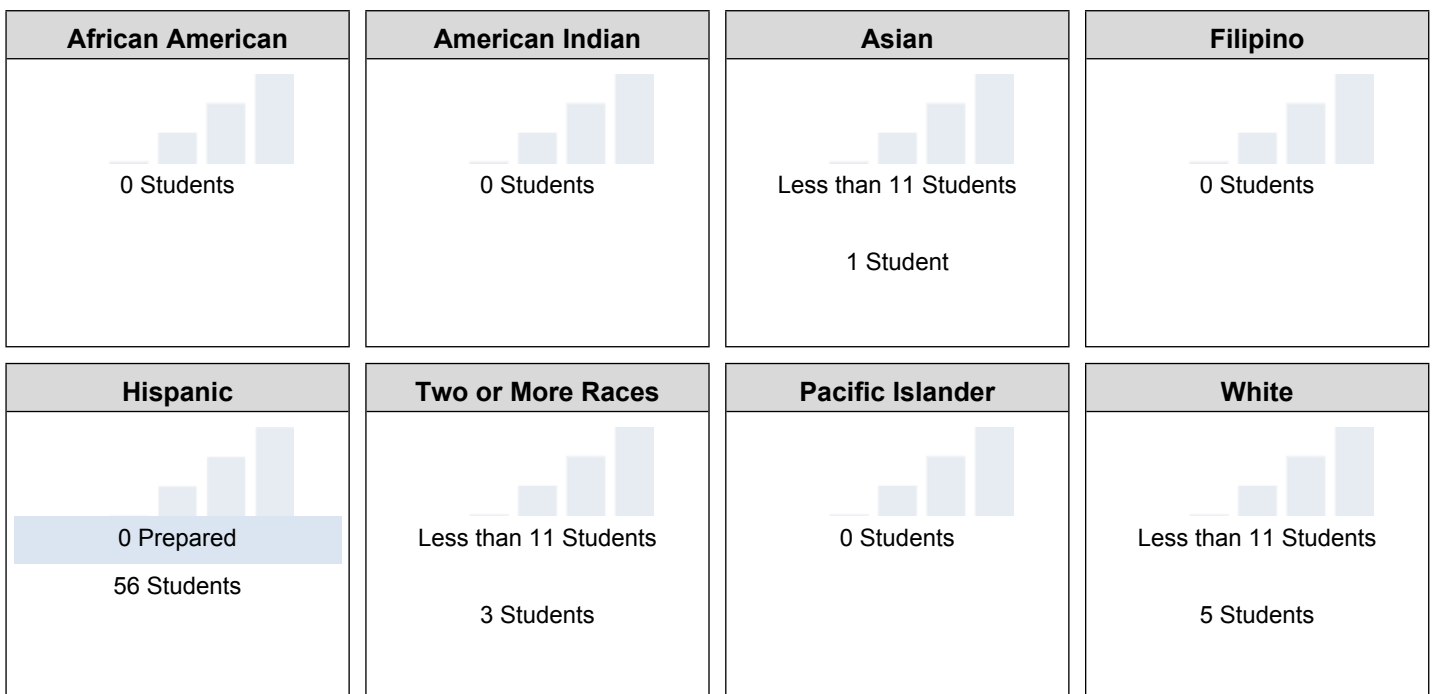


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



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



**Conclusions based on this data:**

1. 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 Graduation Rate

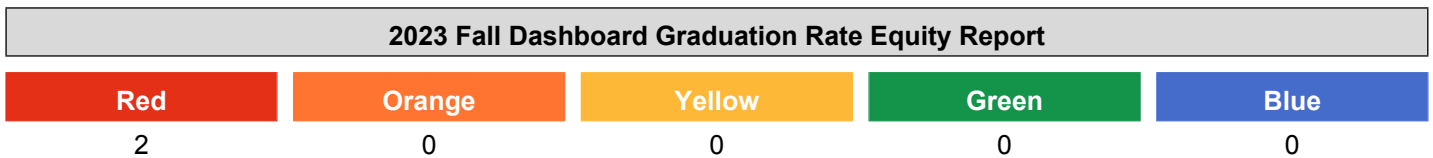
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>66.2% graduated</p> <p>Decreased Significantly -10.8</p> <p>65 Students</p>	<p><b>English Learners</b></p> <p>58.8% graduated</p> <p>Decreased Significantly -12.6</p> <p>17 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>68.4% graduated</p> <p>Decreased Significantly -5.5</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>63.6% graduated</p> <p>Decreased Significantly -11.4</p> <p>55 Students</p>	<p><b>Students with Disabilities</b></p> <p>Less than 11 Students</p> <p>5 Students</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 67.9% graduated Decreased Significantly -6  56 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  5 Students

**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. The graduation rate as calculated by the DASS: 70%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

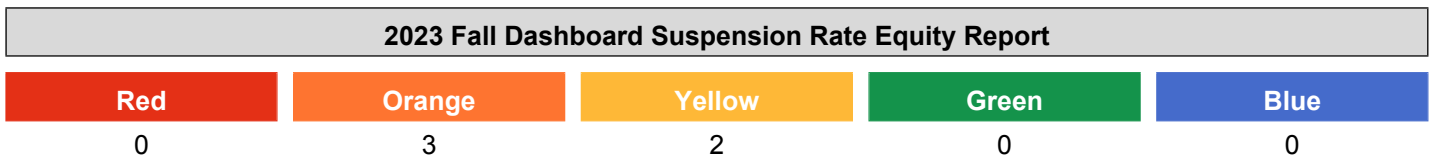
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.7% suspended at least one day</td> </tr> <tr> <td>Declined -0.7 228 Students</td> </tr> </tbody> </table>	All Students	 Green	5.7% suspended at least one day	Declined -0.7 228 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>Increased 6.3 48 Students</td> </tr> </tbody> </table>	English Learners	 Orange	6.3% suspended at least one day	Increased 6.3 48 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students		
All Students														
 Green														
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Less than 11 Students 3 Students														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">11.4% suspended at least one day</td> </tr> <tr> <td>Declined -6.2 35 Students</td> </tr> </tbody> </table>	Homeless	 Orange	11.4% suspended at least one day	Declined -6.2 35 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.2% suspended at least one day</td> </tr> <tr> <td>Increased 0.4 139 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	7.2% suspended at least one day	Increased 0.4 139 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.9% suspended at least one day</td> </tr> <tr> <td>Declined -1.1 45 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	8.9% suspended at least one day	Declined -1.1 45 Students
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>6.5% suspended at least one day</p> <p>Declined -0.8 169 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>2.6% suspended at least one day</p> <p>Declined -1.8 39 Students</p>

**Conclusions based on this data:**

1. There was an overall decrease in suspension, this is due to implementation of Restorative Practices.
2. While the overall number has decreased, there is still a need to focus on the needs of the students identified as Hispanic, those identified as Socioeconomically Disadvantaged, and English Learners.
3. It is important to continue providing support and resources to ensure the well-being and success of all students, as their stable and supportive environments may contribute to their lower suspension rates. Efforts should be made to further understand the factors that contribute to their positive behavior and replicate them across other subgroups.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Academics

Graduation Rates:

The percentage of all student groups graduating will increase by 5% by June 2025.

College and Career Readiness:

The percentage of students completing the FAFSA will increase by 5% by June 2025.

Academics:

Increase the number of students with disabilities graduating to align with mainstreamed students yearly.

11th-grade students by June of 2025 will increase their Reading RIT scores by .5 (current national average)

12th-grade students by June of 2025 will increase their Reading RIT scores by .4

11th-grade students by June of 2025 will increase Math RIT scores by 1.2

12th-grade students by June of 2025 will increase Math RIT scores by .5

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

LCAP goal to which this school goal is aligned.

Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.

English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.

### 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.

The mission statement needs to be revised to reflect the input of students, staff, families, and the community and to reflect College and Career Readiness.

According to NWEA assessments from Fall to Winter for Math, students did not meet their growth goals. Student groups did not meet their NWEA growth goal for Reading; the scores remained stable from Fall to Winter.

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.

### 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
Graduation Rates Rate, Status & Change <ul style="list-style-type: none"> <li>• -All Student</li> <li>• -w/Disabilities</li> </ul>	2023 All students: 70% Students with Disabilities: 40% Students who identify as Hispanic: 67.9% Students who are Socio-Economically Disadvantaged: 63.6%  2024: All students: pending Students with Disabilities: Students who identify as Hispanic: Students who are Socio-Economically Disadvantaged:  Based on DASS criteria	By June 2025, increase graduation rates for all student groups by 5%
FAFSA Submission and Completion Rates	Class of 2023 # Enrolled:60 # Submitted:17 # Completed:11  Class of 2024 # Enrolled: pending # Submitted: # Completed: * FAFSA is still open data is pending	Increase FAFSA application completion for students post-secondary by 5% by June 2025.
CAASPP 2024	11.5% of English Language Learners made progress towards proficiency which is an increase of 8.5% from the previous year.	By June 2025 5% more Current EL students will progress towards proficiency as indicated by the CAASPP scores.
MAP (growth)	Students were assessed in the Fall and Winter of 2023-2024\ 10th Grade students increased the average RIT score by 4.8 points 11th Grade students increased the average RIT score by 1.28 12th Grade students had an insignificant decrease in the average RIT score by .14	Meet or exceed the national normed growth rates for each student group measured from Fall to Winter.
California Dashboard % College Career Ready	California Dashboard 2023 not reported	Increase CCR status by 3% per year

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Programs and services funded in this School Plan to encourage student growth by providing staff with support of a teacher to attend PD and lead PLT work:</p> <ol style="list-style-type: none"> <li>1. Provide a stipend for a teacher to lead the PLT work on the site to focus on common assessment and data to ensure that all students are learning.</li> </ol>	All Students	<p>2598.42 LCFF</p> <p>Stipend for Teacher to lead PLT time to review student data</p>
1.2	<p>Programs and services funded in this School Plan to enhance student success by encouraging innovative curriculum development and improving teacher skills in student engagement by providing:</p> <ol style="list-style-type: none"> <li>1. Extra hours</li> <li>2. Substitutes</li> <li>3. Program Development stipends</li> <li>4. Professional Development services</li> <li>5. Conferences for staff to support student engagement</li> </ol>	All Students	<p>500.00 LCFF</p> <p>Conference Registrations and Fees/Consulting Services</p>
1.3	<p>Programs and services funded in this School Plan to ensure access to instructional materials and curriculum include:</p> <ol style="list-style-type: none"> <li>1. Software and program licenses</li> <li>2. Chromebook replacement and repairs</li> <li>3. Instructional materials (novels, common core supplementals)</li> <li>4. Site copies and office/stationery supplies (Central, Workability, Transitional Partnership Program)</li> <li>5. Supplemental Classroom supplies and activities</li> </ol>	All Students	<p>3845.80 LCFF</p> <p>Instructional materials (novels, common core materials) 6964.55 Unrestricted Lottery</p> <p>Instructional material 3000.00 LCFF</p> <p>Chromebook repairs/replacements as well as hotspots for home use by students to access schoolwork 6100.00 Unrestricted Lottery</p> <p>Site copies and office/stationery supplies to include replacement teacher laptops</p>
1.4	<p>Programs and services funded in this School Plan include field trips for students to increase awareness of post-high school providers by visiting and meeting with higher education and trade school organizations.</p>	Students identified as underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English	<p>733.80 Title I</p> <p>Provide transportation and fees for post secondary visits 3500.00 LCFF</p>

	<p>1. Provide students with opportunities to explore post-secondary opportunities</p> <p>2. Additional staff hours will be provided to ensure IEPs are responsive to students' needs and adequately address their needs to support improved graduation rates</p>	Learners, and Students with Disabilities.	Provide transportation and fees for post secondary visits
1.5	<p>Programs and services funded in this School Plan include funding staff to maintain and update the website to ensure that educational partners are informed of school activities and updates.</p> <p>1. Website Maintenance</p> <p>2. Additional maintenance expenses/hour</p>	All Students	<p>2,896.68</p> <p>Unrestricted Lottery</p> <p>Provide staff Website stipend to maintain the website.</p>

## 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.

Central invests funds in teacher and counselor Professional Development opportunities to support student success. This ongoing expenditure provides staff with the tools necessary to help students. Central supports students by funding staff Professional Development to ensure that best practices are current and innovative.

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.

Central High School strives to develop systems that use data analysis and student support personnel to create an environment and school that can 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 2

### Title and Description of School Goal

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

#### Family/Guardian and Community Engagement

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

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

LCAP goal to which this school goal is aligned.

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

### 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.

Central had minimal attendance at parent evenings.

Increase parent monitoring of student progress

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

### 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
Administer surveys in both electronic and paper forms	2023 Survey responses 45% students responded to LCAP Survey 14 parents responded to the LCAP Survey	By June 2025, increase responses by 25%
Parent/Guardian contacts as indicated in Aeries	This has not been monitored in this manner prior to this year	This will be measured through Aeries documentation by all staff
Parent/Guardian attendance at Parent meetings	2023 2 families attended Back to School Nigh in the Fall 3 Families attended Spring Open House	By June 2025 parent attendance will increase by 20%.
Mass Communication completion rates (Parent Square)	2023 Parent Square notification rate: 97%	Mass Communication to reach 100% of families

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Programs and services funded in this School Plan include funding to ensure that families receive hard copies of communication to increase community engagement with the school site to support student success.</p> <ol style="list-style-type: none"> <li>1. Postage for mailings to families</li> <li>2. End-of-year graduation expenses</li> </ol>	All Students	<p>753.15 Title I</p> <p>Postage for parent communication. 2000.00 Lottery</p> <p>Caps, gowns, and diplomas, Graduation ceremony 1088 Lottery</p> <p>Graduation extra hours for maintenance 500.00 LCFF</p> <p>Postage for parent communication.</p>
2.2	<p>Programs and services are embedded in the current job description however, they include the following family and community engagement activities to ensure that families are receiving information and support families by providing resources for academics as well as referrals to outside agencies.</p> <ol style="list-style-type: none"> <li>1. Student-parent conferences</li> <li>2. Outreach to increase parent volunteers</li> <li>3. Home visits</li> <li>3. Administer surveys in both electronic and paper forms</li> <li>4. Create and implement curbside surveys</li> </ol>	Students identified as underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	<p>500.00 Lottery</p> <p>Staff Mileage for home visits.</p>

## 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.

Parent/Guardian 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.

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. The Spring Open house and Back-to-School Nights were not well attended, so 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 essential to maintain a high level of parent participation with consistent traditions annually and communicate the impact of parent engagement at school and home. While we want to maintain school-level parent support, not all parent engagement needs to occur at school. For working parents, it is essential 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 intentional connections in our parent meetings and support them by providing childcare. We also will continue to implement home visits to offer 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 3

### Title and Description of School Goal

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

#### Student Engagement, Social Emotional Learning

By June 2025, the percentage of students who feel connected to school will increase to at least 75 % as measured by Hanover LCAP Survey.

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

LCAP goal to which this school goal is aligned.

Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

### 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.

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

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
Student Participation in Workshops on Campus facilitated by the Academic Counselor.	New metric. Baseline to be established.	By Spring 2025, 75% of Central students will attend workshops with the Academic counselor.
FAFSA Completion Rate (assisted by Cal Soap)	Class of 2023, 17% of students completed the FAFSA as of March 2023	By March 2025, 75% of graduating students will work with Cal Soap Counselor to complete the FAFSA
Cal Soap Student meeting	New metric. Baseline to be established.	Before Graduation, all graduating Seniors will meet with the Cal Soap counselor to discuss post-high school plans as measured by data provided to the site by Cal Soap.
Graduation Rates Based on the Alternative Dashboard	Class of 2023 Number of Students in Cohort: 60 Graduates: 42 Certificate of Completion: 0 Non-graduates:15 Other: Students enrolled less than 90 days or Post-secondary students (ages 18-22): 18 Adjusted Graduation Rate 42/60 70%	By June 2025, graduation rates will increase by 3% based on the alternative dashboard.



\*Certificates of Completion are considered as graduates per the DAS

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Programs and services funded in this School Plan include funding on-site staff to provide students with tutoring as well as athletic opportunities to enhance school engagement.</p> <ol style="list-style-type: none"> <li>1. Continue PBIS Implementation</li> <li>2. Provided Extended day program including extracurricular program stipends for supervision and coaching, activities, and credit recovery</li> <li>3. Provide Transportation</li> <li>3. Continue the weekly system of truancy letters to ensure SARB compliance. Postage and stationery costs</li> <li>4. Continued implementation of weekly notice to parents for chronic absenteeism.</li> <li>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)</li> </ol>	All Students	<p>8095.09 Title I</p> <p>Stipends to pay on site Coaches/Advisors</p>
3.2	<p>Programs and services funded in this School Plan to support student social skill development to increase access to instruction include (not site-based):</p> <ol style="list-style-type: none"> <li>1. Small Group Social-Emotional intervention and rehabilitation programs</li> <li>2. Develop and Implement tiered restorative practices and restorative justice as alternatives to suspension</li> <li>3, Provide California Student Opportunity and Access to resources and services to Central Students</li> </ol>	Students identified as underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	<p>0.00 District Funded</p> <p>0.00 District Funded</p>

## 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.

In an effort to continually remind the community of the importance of positive attendance and academic success, Central strives to increase credit completion rates. More parent communication and meetings are occurring. Staff will continue to notify families and create more positive rewards to incentivize credit completion rates.

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 staff purposefully notifies parents of graduation plans, they are committed to educating target families on the importance of student achievement. Staff plan to continue home visits and personal notification to support families while also rewarding positive progress toward graduation, as in goal # 3.1. 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 4

### Title and Description of School Goal

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

Special Education / Diverse Learners

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

LCAP goal to which this school goal is aligned.

### 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.

### 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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## 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.

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

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.



# 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	\$43,075.49
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 (\$)
Title I	\$9,582.04

Subtotal of additional federal funds included for this school: \$9,582.04

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	\$13,944.22
Lottery	\$3,588.00
Unrestricted Lottery	\$15,961.23

Subtotal of state or local funds included for this school: \$33,493.45

Total of federal, state, and/or local funds for this school: \$43,075.49

# 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	13,944.22
Lottery	3,588.00
Title I	9,582.04
Unrestricted Lottery	15,961.23

## Expenditures by Budget Reference

Budget Reference	Amount
	27,540.83

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	13,944.22
	Lottery	3,588.00
	Title I	9,582.04
	Unrestricted Lottery	15,961.23

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,139.25
Goal 2	4,841.15
Goal 3	8,095.09

# 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
- 2 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Lisa Martin	Principal
Wiatt Grant, Teacher	Classroom Teacher
Merlyn Hernandez, Parent	Parent or Community Member
Temo Esparza, Community Liaison	Other School Staff Parent or Community Member
Joel Lopez, Student	Secondary Student
Richard Mendoza, Counselor	Other School Staff

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 5/15/24.

Attested:

Principal, Lisa Martin on 5/15/24

SSC Chairperson, Merlyn Hernandez on 5/14/24



# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)



1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# 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.

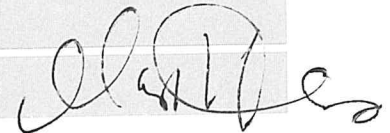
This SPSA was adopted by the SSC at a public meeting on 5/15/24.

Attested:

Principal, Lisa Martin on 5/15/24






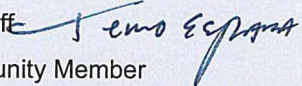

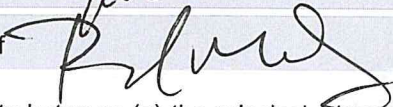
SSC Chairperson, Merlyn Hernandez on 5/15/24



# 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 
3. Merlyn Hernandez, Parent	Other School Staff 
4. Temo Esparza, Community Liason	Other School Staff Parent or Community Member 
5. Joel Lopez, Student	Secondary Student 
Richard Mendoza, Counselor	Other School Staff 

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.



**Continuous School Improvement (CSI) Plan | 2024**

**School:** Morgan Hill Unified School District - Central Continuation High School

<p><b>Eligible Student Group:</b> Schoolwide- all student groups, including: Hispanic students Socially-Economically Disadvantaged</p>	<p><b>Eligible State Indicators:</b> Low graduation rate</p>
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**Names of team members for broad data analysis and selection of focus areas:**  
 Lisa Martin  
 Richard Mendoza  
 Crystal Alvarez  
 Sarah Melville  
 Jessie Swift  
 Dr. Julie Aguirre-Jacinto  
 Dr. Diana Jimenez  
 School Site Council

Focus Area(s) Aligned to Local Priorities	Additional Data Sources
<p>LCAP Goal 1 Advance College, Career, and Civic Readiness for Improved Year-Over-Year Student Achievement in Pre-K through 12th grades</p> <p>Focus Goal 1.3 High School Student Success</p>	<p>DataQuest DataZone CA Dashboard CALPADS MAP</p>

**Step 1: Needs Assessment**

<p><b>Data Analyzed (State &amp; Local)</b></p>	<p>Central Continuation High School was identified for Comprehensive Support and Improvement for the Graduation Rate. MHUSD will continue to receive support in 2024-25 based on this identification.</p> <p>Graduation Data: For 2023: Central High School’s graduation rate is flagged “low” with a rate of 66.2%. Students who experience socioeconomic challenges have a rate of 63.6% and those identifying as Hispanic have a rate of 67.9%.</p> <p>For 2022: Central High School’s graduation rate is flagged “low” with a rate of 76.9%. Students who experience socioeconomic challenges have a rate of 75% and those identifying as Hispanic have a rate of 73.8%.</p> <p>Central High School has been certified as an Alternative Dashboard School since 2017.</p>
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## Dashboard Alternative School Status (DASS)

Modified methods of measurement for indicators aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students.

Beginning with the 2022 Dashboard, the California Department of Education (CDE) treats Dashboard Alternative School Status (DASS) schools the same as all other schools on the Dashboard. The 2018 and 2019 Dashboard had previously used modified methods to calculate the Academic and Graduation Rate Indicators for alternative schools. On July 27, 2022, the U.S. Department of Education (ED) declined California's waiver request that would allow for the continued use of these modified methods within the Accountability system.

For the graduating class of 2023, the rates based on the DASS are as follows:

All students: 66.2%

Students with Disabilities: 40%

Students who identify as Hispanic: 67.9%

Students who are Socio-Economically Disadvantaged: 63.6%

## Achievement Data

### 2023 CAASPP ELA Students Overall in 2023

#### All Students

All Students State



No Performance Color

147.1 points below standard

Maintained 1.2 Points

Number of Students: 39

### 2023 CAASPP Math Students Overall in 2023

#### All Students

All Students State



Orange

211.1 points below standard

Increased 4.3 Points

Number of Students: 39

## 2023-24 NWEA/MAP Data

### Math Scores

Students were assessed in the Fall and Winter

10th Grade students increased the average RIT score by 4.8 points

11th Grade students had a slight decrease in the average RIT score by .85

12th Grade students had a slight increase in the average RIT score by .89

### Reading Scores (NWEA/MAP)

Students were assessed in the Fall and Winter of 2023-2024

10th Grade students increased the average RIT score by 4.8 points

11th Grade students increased the average RIT score by 1.28

12th Grade students had an insignificant decrease in the average RIT score by .14

Central Staff Reviewed the NWEA/MAP data during PLT time.

#### 2024 LCAP School Climate and Culture Data

45 Students participated in the Hanover Survey

- 91% of students strongly agree the school supports high school success
- 88% of students strongly agree they feel the school prepares them for success in college or career
- 95% of students strongly agree that they feel the school offers options for credit recovery

Students who are experiencing homelessness report the following:

- 90% of students strongly agree they school prepares them for high school success
- 80% of students strongly agree they feel the school prepares them for success in college or career
- 100 % of students strongly agree that they feel the school offers options for credit recovery

Students identified as Latino report the following:

- 94% of students strongly agree they school prepares them for high school success
- 89% of students strongly agree they feel the school prepares them for success in college or career
- 100 % of students strongly agree that they feel the school offers options for credit recovery

Students who identify as English Language Learners report the following:

- 83% of students strongly agree they school prepares them for high school success
- 83% of students strongly agree they feel the school prepares them for success in college or career
- 92 % of students strongly agree that they feel the school offers options for credit recovery

Attendance Data to date 2023-2024, as documented in Aeries Central has a high percentage of chronically absent students.

Overall: 58.3% of students are chronically absent

Students who identify as Hispanic: 59.2% are chronically absent

Students who are Socio-Economically Disadvantaged: 61.2%

Student Perspective Data:

A student survey was conducted in the Spring of 2024. The survey was to capture student voices regarding graduation support as well as services on Central's campus. The survey revealed the following:

100% of students are aware of graduation requirements

33% of students utilize academic counselors to support their academic goals

25% of students utilize the Wellness Center

25% of students utilize Cal Soap Services

16% of students utilize CARE services

	<p>75% of students state that Central has appropriate services to support students' graduation plans 25% of students stated they did not know if there are appropriate services in place to support graduation plans.</p> <p>The district qualifies for CSI for Central High School and is continuing Differentiated Assistance work with the SCCOE.</p>
<p><b>Strengths</b></p>	<p>Central has strengthened our improvement efforts to investigate deeper root causes and identified specific milestones to support high school graduation and make improvement efforts more sustainable.</p> <p>Teachers meet the students where they are academically and socially and do their best to move students forward toward obtaining credits for a high school graduation. Teachers and others find ways for students to succeed academically in their classes, and if they are credit deficient through Cyber High or Adult School.</p> <p>Students have regular access to a Student Support Specialist (Foster and unhoused youth), CARE counselors, Community Liaison (Spanish-speaking families), mental health therapists, food support, and a caring staff who demonstrate their care for students daily.</p> <p>Central High School staff is very collaborative and work well together to develop plans and actions for the school. There is a collaboration between Central and the comprehensive high schools around essential standards.</p> <p>The Professional Learning Team has begun examining common assessment data to advance instructional practice and student learning. The focus on the school site has been English Language Arts Standards.</p>
<p><b>Areas of Need</b></p>	<p>The overall goal is to change predictable outcomes for all students. To increase graduation rates for all students at Central High School, staff and educational partners, along with the 2023 visiting WASC committee, identified the following areas of need:</p> <ul style="list-style-type: none"> <li>● The principal and teaching staff will identify the student learners' needs and establish baseline data as a foundation for all school improvement efforts and resource allocations.</li> <li>● The Principal and district office staff will provide continuing professional development on the cycle of inquiry, focused specifically on how this can be done effectively in a small school setting to improve instructional practices further.</li> <li>● 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.</li> </ul>

**Step 2: Root Cause Analysis & Resource Inequities**

<b>Root Cause Analysis Tool(s)</b>	Central High School staff participated in a root cause analysis. The process used was the fishbone diagram, also known as a cause-and-effect diagram or Ishikawa diagram, which can be a helpful tool in identifying and addressing the root causes of low graduation rates for all students.
<b>Identified Root Causes</b>	<p>Root Cause 1 Student Attendance Action 1: Offer counseling services, mentoring programs, and support groups to address underlying issues such as academic struggles, mental health concerns, or family issues. Establish a student support team to identify at-risk students and develop personalized intervention plans.</p> <p>Root Cause 2: Work Completion is low when students are attending Action 2: Regularly assess student progress and intervene early if signs of struggle or disengagement arise. Use formative assessments, class discussions, and one-on-one check-ins to gauge understanding and address challenges promptly.</p> <p>Root Cause 3: Non-Academic Factors Action 3: Provide academic support tailored to each student's needs, including tutoring, and options for additional credit recovery outside the traditional school day.</p> <p>Root Cause 4: Need continuous monitoring to support post-high school goals Action 4: Work with students to identify their aspirations and develop clear, achievable post-high school goals. Support students in exploring various post-secondary options, including college, vocational programs, apprenticeships, military service, or employment, based on each student's interests, strengths, and career aspirations.</p>

**Step 3: Developing Your Plan**

<b>Goal Statement</b>	<p>To achieve the goal of increasing the graduation rate percentage for all students by 5%, including students who identify as Hispanic and students experiencing socio-economic difficulties, the following steps are to be taken:</p> <ol style="list-style-type: none"> <li>1. Data Analysis:             <ul style="list-style-type: none"> <li>• Conduct a thorough analysis of current graduation rates for all students, Hispanic students, and students experiencing socio-economic difficulties. Identify any disparities or trends that need to be addressed.</li> </ul> </li> <li>2. Set Specific Targets:             <ul style="list-style-type: none"> <li>• Set specific targets for increasing graduation rates for each student group. For example, aim to improve the graduation rate by 5% for all students, Hispanic students, and students experiencing socio-economic difficulties.</li> </ul> </li> <li>3. Develop Action Plans:             <ul style="list-style-type: none"> <li>• Develop tailored action plans to address the root causes identified. These action plans should include specific strategies and interventions to improve outcomes for each student group.</li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>• Examples of interventions could include: <ul style="list-style-type: none"> <li>○ Expanding access to academic support services such as tutoring and counseling.</li> <li>○ Enhancing family engagement and community partnerships to provide additional support outside of the classroom.</li> </ul> </li> </ul> <p>4. Allocate Resources:</p> <ul style="list-style-type: none"> <li>• Allocate necessary resources, including funding, staff, and time, to effectively support action plan implementation. Ensure that resources are distributed equitably to address the needs of all student groups.</li> </ul> <p>5. Monitor Progress:</p> <ul style="list-style-type: none"> <li>• Establish regular monitoring and evaluation mechanisms to track progress toward increasing graduation rates. Collect data on key indicators such as course completion, credit accumulation, and student engagement.</li> <li>• Use data-driven decision-making to adjust action plans as needed and ensure that interventions are having the desired impact.</li> </ul> <p>6. Celebrate Success and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>• Celebrate achievements and milestones reached along the way towards increasing graduation rates. Recognize the efforts of students, staff, and stakeholders who have contributed to improving outcomes.</li> <li>• Continuously review and refine strategies based on ongoing data analysis and feedback from educational partners to ensure that progress is sustained, and further improvements are made over time.</li> </ul> <p>By following these steps and maintaining a focus on equity and inclusion, Central will work towards increasing graduation rates for all students, including those who identify as Hispanic and students experiencing socio-economic difficulties. This will ultimately lead to improved outcomes and opportunities for success.</p>
<p><b>Evidence-Based Interventions</b></p>	<ol style="list-style-type: none"> <li>1. Data-Informed Decision Making: Using data to inform decision-making at the school and district levels allows educators to identify trends, monitor progress, and adjust interventions as needed to support student success.</li> <li>2. Teacher Professional Development: Providing ongoing professional development for teachers on topics such as differentiated instruction, culturally responsive teaching practices, and classroom management strategies can improve teaching effectiveness and student outcomes.</li> <li>3. Individualized Academic Support: Providing individualized academic support, such as tutoring, mentoring, or academic coaching, can help struggling students improve their performance and stay on track to graduation.</li> <li>4. Social-Emotional Learning (SEL) Programs: SEL programs teach students skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills can improve students' overall well-being and academic success.</li> <li>5. Career and College Readiness Programs: Offering programs that help students explore career options, develop job skills, and prepare for college or vocational training can increase motivation and engagement, leading to higher graduation rates.</li> </ol>

<b>Action Plan</b>		
<b>Action</b>	<b>Person(s) Responsible/ Date</b>	<b>Metric that will be used to monitor and evaluate the action.</b>
1). Identify ELs at all levels and assign students the correct course for their EL level.	Administration/EL TOSA (support) July/August	EL placement
2) Continue Individualized Plans that support students in completing courses needed to be on track for graduation.	Counselor	Academic Plans
3) Conduct a student needs assessment to determine student needs to support graduation.	Administration/Counselor	Student Survey Results
2). Identify youth with Ds and Fs and provide them with an academic plan to get on track to graduate, focusing on students experiencing homelessness, economic hardship, foster youth, and EL and Hispanic students. Utilize DataZone to monitor student progress and attendance.	School Administration / Counselor / CARE (progress report/quarter/semester)	Academic plans
3). Numbers of students being identified, enrolled, and completing credit recovery at ASHS, LOHS, and CHS.	Counselors & Admin (July/Aug, progress/quarter/semester)	Student lists by high school
4). Provide an online credit recovery program.	Counselor & Teacher to case manage progress	
5). Provide after-school tutoring for students in all subject areas.	Administration and Teacher	Keep records of attendance at tutoring opportunities

# Central High Graduation Rates 2023

Latino Students : 67.9% & Students Facing Socio-Economic Challenges: 63.6%

Overall Graduation Rate: 66.2%

