

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Online Home School	10 73965 0140269	May 9, 2023	August 22, 2023

Purpose and Description

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

Targeted Support and Improvement

The plan will help efforts to improve student learning overall, with particular focus on helping youth develop strategies to improve academics and social-emotional learning leading to successful school completion and graduation. The purpose of a TAS program is to assist schools and LEAs to meet their responsibility to provide for all their students served the opportunity to meet the challenging state academic standards (Every Student Succeeds Act [ESSA] Section 1115[b]).

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

Central Online Home School (COHS) is a digital online school serving students in grades K-12. Central Online Home School prepares students for success in college, career, and community by providing a rigorous curriculum, engaging instruction, and student social-emotional support. At the core of our mission, is the understanding that all students can succeed and achieve to their fullest potential. COHS operates using Edgenuity for Elementary and Secondary Edgenuity learning management platforms. Students self-guide their learning but are encouraged to collaborate, engage in class discussion, and collaborate with others. In partnership with parents/guardians and assigned teachers, COHS supports students in navigating through the learning process. This plan aligns with the Central USD 23-24 LCAP Goals and the approved LEA Addendum.

Learning through an online platform and learning in a home setting requires a student to maintain a clearly established schedule and learning space. The pacing of assignments, projects, and tests by means of a daily calendar will help ensure a student's progress through the curriculum. Parents/Guardians are facilitators in this learning process. A student's commitment to discipline and organization is essential in Central Online Home School. A student's academic success is the

primary goal of Central Online Home School. Students are expected to maintain academic integrity in the work completed for their class(es). Students should refrain from cheating and/or plagiarism. Offenses will be handled through the school district's Academic Integrity Policy disciplinary process. Teachers review academic integrity expectations with their students at the start and throughout the academic school year.

Central Online Home School is an alternative school of choice for families who seek a more flexible instructional format to educate students at home. In order for students to be successful, it is important that they are fully engaged in their learning by:

Actively participating in their class/courses by completing assignments

Actively engage in instruction in both Asynchronous and Synchronous sessions

Attend any required in-person state-issued assessments (i.e., SBAC, ELPAC, and CAST testing)

Attend weekly one on one check-ins with their academic advisor.

Attend daily class meetings/homerooms

Maintain activity, attendance, and Learning Logs

As the Central Unified School District (CUSD) population grows, much of the local business and industry remains centered in the city of Fresno. To accommodate the growth, CUSD opened Tilley Elementary in the fall of 2014 and Justin Garza high school opened in the fall of 2021.

The Central Unified community successfully passed an \$87 million bond in November 2016. This bond will fund renovating, constructing, and equipping existing classrooms/school facilities, building a new high school and elementary school, and being eligible for State matching funds.

Central Online Home School serves a diverse student population composed of 64.6% Hispanic, 14.4% White, 7.6% Asian, 7.2% African American, .1% American Indian or Alaskan Native, 4.4% multi-ethnicities, and .8% other.

The Central Unified School District sits on the edge of urban development and serves students in both urban and rural areas where there is open land and crops for a strong agricultural community, in addition to families working in the service fields of both the public and private sectors.

Vision: Central Online Home School (COHS) is a digital school serving students in grades K-12. Central Online Home School prepares students for success in college, career, and community by providing a rigorous curriculum, engaging instruction, and student social-emotional support.

COHS I mission statement: Central Online Home School is partnering with families to equip students for life's journey.

Core Values: Relationships, Resourceful, Self Reliant

Belief: Stay Curious

password

Central Online Homes School Owls R.I.S.E.!

O. Own their actions W. Work to succeed L. Lead with Kindness S. Show respect

R. Resourceful I. Integrity S. Self Reliant E. Engaged in Learning

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

According to the most recent Alternative School of Choice survey, 96% of parents agree that teachers care about their students. 97% of parents agree that teachers provide an excellent education for their students. 86% of parents agree that the school program is rigorous and their student is challenged. 96% of families agree that the school promotes an appreciation for diversity. 100% responded that they agree their students' school implementation of virtual learning is successful.

Findings from Panorama Survey indicate 82% of teachers & staff feel the school has a positive and welcoming climate. Additional findings of the most recent survey show 77% of students have a social connection between students and teachers within and beyond the classroom. The Central Online Home School staff is committed to maintaining a positive relationship with its stakeholders and will push for 100% satisfaction from students and parents.

The secondary students' sense of belonging grew slightly in the Spring of 2023 from the Fall of 2022 to 49% (up 6 from the Fall) feel as though are viewed as valued members of the school community.

Results from the Family Survey showed that only 16% of families feel the degree to which families become involved with and interact with their child's school, which is an increase from 12% last year.

Classroom Observations

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

The principal on a regular basis conduct classroom observations and provide teachers with timely feedback on what was and wasn't observed in the lesson. The "drop ins" are a tool to help teachers maximize learning and teaching opportunities. The teachers perceptions of their professional strengths and areas of growth went up to 92% in the Spring of 2023 from the Fall of 2022. of 82%. 87% of classrooms used virtual engagement strategies with their classes during homeroom meeting.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The academic priorities of COHS School require that:

- All students will participate in the local measures; performance tasks and other required testing/assessments.
- All English Learners will participate in the ELPAC.
- All courses will offer a California state standards-based curriculum.
- All courses must be completed with a 60% performance rate in order to earn course credit.
- All courses must be completed with 85% progress to completion.

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

Student achievement results from assessments (eg. ELPAC and SBAC) are used to inform staff on student placement, diagnosis, progress, and effectiveness of instruction. With a return to school post-COVID-19, COHS will use LEA assessments as well as formative assessments to monitor student progress. When class sizes are small it allows teachers to highly individualize instruction and adjust based on qualitative assessments. We have adopted a new curriculum for K-5 for the 2022-23 school year. In addition, to serve and meet the needs of students who have IEPs or are lacking core skills we have adopted an intervention curriculum for those students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All COHS employees meet current requirements for employment according to information from the California Commission on Teacher Credentialing. All teachers met the criteria for employment as required by ESSA. COHS teachers are mostly veteran teachers, with an average of just over 18 years of experience teaching at the elementary and secondary levels

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

Teachers in K-5 are trained in the new adoption of K-5 Edgenuity curriculum prior to the start of the school year and are offered workshops and webinar opportunities throughout the school year. In addition teachers will be logging time in the newly created Momentum PD training for best online practices.

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

The school's site and District sponsored staff development address most professional staff development needs. The District's Educational Services staff assists in guiding and providing COHS administration with direction and pertinent feedback regarding best teaching practices and strategies, as well as how to align curriculum to standards. Central Online Home School staff attends conferences such as the California Consortium of Independent Schools webinars to learn the latest best practices regarding independent studies. Relevant educational workshops and sessions regarding effective best teaching practices and literacy training are offered and attended by the staff, including sessions on aligning curriculum to the standards, student assessment, student engagement, effective intervention, and remediation best practices. Staff also attends training on iReady, Imagine Learning, and Edgenuity best practices.

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

Momentum is a Professional Development resource that teachers will be able to utilize to increase their capacity of online resources and engagement strategies for students who participate with the online school. The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained colleagues who are knowledgeable about the adopted programs and effective instructional pedagogy work to support teachers and deepen their knowledge about the content and the delivery of instruction. In addition the staff will be trained in the 7 Habits of Highly Effective People at the beginning of the 23-24 school year.

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

Teachers meet in professional learning communities to discuss data, best practices, and share resources to meet their students individual learning plans. One hour a week is set aside for team collaboration. Teams are divided into K-5 group and a 6-12 group as the online curriculum lends itself to such a grouping.

Teaching and Learning

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

All course outlines and materials are aligned to the California State Content and Performance Standards, along with California Common Core State Standards.

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

Through attendance and monitoring of students the sets, a required minimum of 4 hours daily to be adequate instructional time for the reading/language arts and mathematics. In addition, the school allocates additional time as appropriate for strategic support, ELD for identified ELs, and support to master the required academic skills. This provides all students, including English learners, students with disabilities (SWDs), students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions. The objectives are consistent with Central Unified School District's Site Curriculum Guide. Academic evaluations are designated on the Independent Study Contracts. Other acceptable methods include but are not limited to, formative and state assessments, quizzes, labs, student-structured discussions, progress/report cards, work samples, observations, journals, portfolios, presentations, and course-specific summative assessments.

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

The student's work will be evaluated by Central Unified School District certificated staff in accordance with performance expectations set forth by State standards and District criteria. The certificated teacher will report the student's academic progress on a weekly basis. The credentialed teacher will also communicate with parents and/or guardians regarding the student's academic progress via email or telephone on a weekly/monthly basis. Each student will have a learning log that is completed for every learning period. Assignment and work records and work samples are collected every learning period as evidence of the student's progress through their courses.

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

The district prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level for the standards-aligned, basic core ELA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and grades intensive intervention programs for all teachers to follow a common sequence of instruction and assessment.

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

All district adopted curriculum, and ancillary materials are standards-aligned and meet our students' educational needs. The materials are selected by our Professional Collaboration Committee adoption for their alignment to the rigorous standards set forth by the state and the educational needs of our students.

Opportunity and Equal Educational Access

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

Any student who is not performing at grade level, or needs support in other areas, such as English learners, individuals with learning disabilities, or at risk in order to be consistent with the student's individualized education program or 504 plan has the availability to support personnel: school psychologist, RSP teacher, certificated teachers, instructional aides, and academic school counselor. Eligible migrant students are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS) then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP) with recommended interventions and alternative supports for the migrant PFS student. A tiered approach to re-engagement will be provided.

Evidence-based educational practices to raise student achievement

The Blueprint for Academic Success promotes teacher clarity and research-based educational practices that are proven to be effective in raising student achievement. Developed with input from every school team, the Blueprint for Academic Success identifies key expectations for the practices of staff as well as the practices of students that should be developed to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on a diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity, and motivation.

Additional Targeted Support Improvement (ATSI) Commitment and Change for subgroups connected to the TNTP focus: Data on focus students of low-performing African American, Asian students, and Students with Disabilities will be monitored every PLC to determine if the implementation plan is increasing student proficiency in ELA and Math.

School plan for improvement:

- Students explain and justify their thinking beyond just stating the answers.
- Students use precise content language in their explanations and discussions.
- Teach Academic Academic Language with Academic Vocabulary sentence stems and Fryer Model. Students will Justify their thinking, Identify barriers that keep students from engaging.
- Formal vs. Informal register, for all students:

Grades K-2

- Commitment: Academic Vocabulary lessons in addition to meeting with sub-groups daily at 11:30 for Phonics and Phonemic Awareness instruction.

Grades 3-5:

- Academic Vocabulary lessons during class meetings in addition to increasing small group meetings with 3rd students 3 times a week and 4-5 grade students 4 days a week during Academic Support.

Grades 6-12

- Level 1: Bi-Monthly check-in with ATSI students using goal setting form
- Level 2: 4-way conference assign student to CICO
- Revamping the Homeroom schedule to work with students who are struggling and or earning F's based on performance in Edgenuity.
- Increase virtual and in-person support for Homerooms, Check-ins, ELD, and Academic Support sessions. - Use Breakout Rooms with Engagement Strategies
- Teachers implement a new strategy every two weeks.
- Chat Partners with topic-based focus questions
- Polls
- Collaborative Quizzes
- Learning Partner Activities

Parental Engagement

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

Regular communication with parents enables their support for students to meet attendance requirements, as well as academic requirements. We will be establishing our first School Site Council in August of 2023 as a way to connect with parents and receive their input on student achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Principal/Counselor Meetings

At least once a semester, all ninth through twelfth-grade students that are enrolled at Central Online Home School meet with the Principal and/or Counselor to review and discuss their current graduate standings, progress in the curriculum, attendance, and personal goals. Students are placed in appropriate academic courses according to their graduation requirement needs.

Monthly Workshops will be provided by staff to support parents in the use of technology, curriculum, and best teaching practices.

School Psychologist

School psychologists tailor their services to the particular needs of each child and each situation. They provide mental health services that address needs at home and school to help students succeed academically, emotionally, and socially. School psychologists use many different approaches, but core services at Central Online Home School include Consultation, Intervention, Prevention, Education, Research and Planning, Assessment, and Health Care Provision. The school psychologist also will make referrals to the SAFE team and All 4 Youth as needed. During the 2022-2023 school year, the District provided an Intervention Counselor for the schools. The counselor works one on one and in a group, setting to meet the mental and emotional health of our students. Additionally, they will be conducting SEL lessons with students from all targeted ATSI subgroups.

Parents are strongly encouraged to take an active role and visit synchronous lessons as well as back-to-school nights, Orientations, Workshops, and any other functions. K-5 school staff meet with parents weekly via Zoom conference. Grades 6-12 school staff connect parents weekly or bi-weekly via phone, email, Parent Square, or Zoom to meet with them based on student needs. Parents are invited to participate in the School Site Council, and parent input is always welcome in any form.

Funding

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

The school's LCFF funds will be used to provide our students and staff with the appropriate resources to improve student learning, attendance, and remediation. These funds will be used to replace outdated library books with more contemporary and high-student-interest ones. Title I funds are used to increase the quality of instruction provided by the teacher and to enhance the classroom and school climate, using scientifically research-based instructional and Social-Emotional Learning methods and strategies that strengthen the core academic program of the school and align with the general classroom instruction and Common Core Standards-based curriculum.

Fiscal support (EPC)

Title I funds will be budgeted for staff to attend conferences and staff development training, instructional supplies, educational software, and hardware as needed, as well as ancillary educational materials. Staff members can attend EL-related conferences and EL students can attend curriculum-related academic field trips if available. Teachers of English Learners may also attend curriculum-related in-services and training opportunities. Staff members are encouraged to attend related conferences related to the needs of at-risk youth. Outside vendors may be employed to teach or train staff members on using strategies appropriate for English Learners and "At-Risk" students.

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and Mathematics and the School Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the Local Control Accountability Plan (LCAP) and the LEA Addendum.

The district, working in conjunction with the school, provides ongoing support, and fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and the LCAP demonstrate an ongoing commitment to continue support for EPC-related school reform.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school's purpose is communicated in bi-weekly meetings during our "Mission Moment" at staff meetings before every parent meeting the CUSD Guiding Principles are shared. Surveys on Parent Square, Parent Orientation, Master Agreements, Handbook, and Townhall Meetings are collected for input from the members of the community. In collaboration with District Office representatives (Student Support Services, Special Education, Area Administrators, Human Resources, and Educational Services, State and Federal Departments, Library Services, and Technology) the school's purpose was developed and a communication plan was drafted to inform parents. Meetings were held to gather stakeholder information that is published via Parent Square, PeachJar, and the District Website. Stakeholders have the opportunity to share information during weekly check-in meetings with the COHS staff. As we continue to grow we will create systems in place to monitor how effective we are in fulfilling the vision, mission, and Studn.COHS's proposed plan is to provide

annual surveys and stakeholder feedback meetings to measure the effectiveness of our vision, mission, and Student Learning Outcomes (SLO)

The COHS is effective in employing a collaborative model to solicit input from diverse stakeholders. Parents, staff, and students are regularly invited to participate in various meetings such as Town Hall meetings, Orientation meetings, and College and Career planning days to discuss issues such as the Master Agreement, Mascot and colors, Missions Statements, and Goal development. The intention of including various stakeholders has helped the school identify program improvement needs and student support services. The COHS is looking to partner with local businesses and community organizations to provide staff and students with professional and community growth opportunities. Our goal is to connect with the California Mathematics Project and develop a plan to support math literacy in grades K-12.

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to the process of writing a School Plan for Student Achievement (SPSA). Central USD and Central Online Home School continue to focus on increasing parent involvement in the input process. Central Online Home School reaches out to stakeholders by meeting individually with each student and parent upon enrollment, having meetings with parents at school or at parent request, having quarterly student recognition events, hosting field trips and school events (e.g. Stop, Drop, and Read and Family Literacy Nights), and using the Parent Square text, email, to send parents updates on school events. Central Online Home School appreciates and takes seriously the input of all of the stakeholder groups as this information informs our goals and actions. As a result of the stakeholder input sessions, the SPSA includes after-school tutoring, enrichment activities for students, and writing and math prompts to inform students, parents, and teachers about student progress and development.

Resource Inequities

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

Central Online Home School (COHS) has been designated as an alternative school of choice for Central Unified. As the only online school, the number of students enrolled in 21-22 went from 84 students in July to 515 by the end of August. Due to the growth, some of the teacher's caseloads were over 100 for several months while attempting to secure teachers. In addition, the facility of the school was not adequate for the number of staff once the acquired teachers were approved. Our counselor and 5 teachers had to work off-site. The technology available for staff was lacking as well as the number of Chrome books needed to serve the ever-growing population. COHS qualifies as a Tier 2 for school improvement according to LCFF. Resource inequities for the COHS were reflected in data analysis and included access to mental health therapy and time for regular weekly meetings with students to establish a relationship and connection to the school. The school was funded by the general fund for the first two years of operation. The school has been provided the basics to start and will be developing a School Site Council for the 2022-2023 school year to oversee funding from State and Federal resources.

During 2022-2023 COHS has been able to provide a workspace for all teachers and staff members. The SSC was instrumental in allocating expenditures to help with the development of the facilities by providing resources such as signage, radios, and equipment to support the teachers when meeting with their students. COHS is in a much better place than when it was first opened.

In February 2023 COHS was notified had become eligible for additional targeted support and improvement (ATSI). The ATSI status was based on data (low-performing status for African American, Asian students, and Students with disabilities) reported for the CA Dashboard in the 22-23 school year.

The online school offers extra academic support from the classroom teacher. All the other schools in Central Unified have reading and math labs that are funded through district funding. Math and ELA performance indicate the necessity of having a full-time long-term sub to provide intervention support to students outside the homeroom requirements and weekly check-in meetings. Additionally, we have several students opting to attend COHS because of mental health concerns, such as anxiety and depression. At COHS students feel cared about and make connections with staff. Data collected from the 2023 Alternative Choice of Schools Survey shows that 97.5% of students felt that their teachers care about them. This data is also reflected in the Spring 23 Panorama Survey 49% of 6-12 grade students felt a sense of belonging compared to the District average of 31%. 75% of students felt they had a positive teacher-student relationship compared to the District average of 45%.

COHS is meeting the student's social and emotional needs yet we are lacking in mathematics and ELA achievement. The intended focus for the 2023-24 school year was to offer a Math and Writing lab to support ATSI students and other students who are lacking the basic skills to be successful with the online curriculum. The lab was to be funded by Title 1 resources, however, such allocations were significantly reduced for the 2023-24 school year, thus eliminating the ability to staff the lab. Since the District does not provide the resources to pay for an intervention staff member, COHS was going to fund its own intervention staff, however, COHS does not have the resources to fund a full or part-time intervention long-term sub-teacher to work with students who are in need of support or meet the ATSI requirement.

Socioeconomically Disadvantaged, Students with Disabilities, African American, and Asian, are identified as ATSI students for Chronic Absenteeism. Based on data analysis and discussion with our stakeholders, we see that manner in which we were taking attendance was based on the number of hours a student attended asynchronous and synchronous instruction as noted in AB 130, instead of the number of assignments turned in during a specific learning period, this skewing the reported number of absenteeism as very high. Also, we see that many of our Students with Disabilities have challenges with illness and family situations that impact attendance. Many families still followed COVID protocols that were no longer in place. There is a need to educate our families on the new protocols. There is also a need to check in with these families to identify resources to support students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	27	36	5
Grade 1	12	43	11
Grade 2	15	52	13
Grade3	14	41	9
Grade 4	11	50	12
Grade 5	8	51	16
Grade 6	8	38	8
Grade 7	7	42	16
Grade 8	10	43	29
Grade 9	12	48	26
Grade 10	14	43	31
Grade 11	11	51	49
Grade 12	11	39	44
Total Enrollment	160	577	269

Conclusions based on this data:

1. School was opened during COVID Pandemic and was funded through COVID and the General fund.
2. 2021-2022 enrollment increased 5 times that of 2020-2021 to 578 and finally leveling off at 524 in June 2022. 2022-23 Enrollment leveled off at 250 by the Spring of 2023.
3. The numbers between 21-22 and 22-23 for secondary students remain consistent compared to elementary numbers.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	6	44	17	10%	11.7%	14%
Fluent English Proficient (FEP)	22	79	50	13.8%	6.5%	20%
Reclassified Fluent English Proficient (RFEP)	1(K-5)	69	47		7.4%	19%

Conclusions based on this data:

1. The percentage of EL student increased from 11.7% in 2022 to 14% in 2023 due to the total student enrollment number decreased by 52%.
2. The percentage of EL students being reclassified increased to 19% from 11.7% the previous year, due to more individualized and focused designated ELD small group support.
3. During the 2022-2023 school year COHS has Reclassified 10 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11	28	7	0	26	5	0	26	5	0.0	92.9	71.4
Grade 4	11	31	8	0	28	8	0	28	8	0.0	90.3	100.0
Grade 5	10	27	11	0	26	9	0	26	9	0.0	96.3	81.8
Grade 6	11	27	9	0	26	9	0	25	9	0.0	96.3	100.0
Grade 7	10	52	19	0	48	19	0	48	19	0.0	92.3	100.0
Grade 8	10	48	25	0	42	24	0	42	24	0.0	87.5	96.0
Grade 11	10	71	51	10	56	43	10	56	43	100.0	78.9	84.3
All Grades	73	284	130	10	252	117	10	251	117	13.7	88.7	90.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	*		19.23	*		26.92	*		19.23	*		34.62	*
Grade 4		2440.	*		14.29	*		21.43	*		28.57	*		35.71	*
Grade 5		2493.	*		19.23	*		23.08	*		30.77	*		26.92	*
Grade 6		2496.	*		16.00	*		12.00	*		32.00	*		40.00	*
Grade 7		2503.	2500.		8.33	10.53		27.08	15.79		22.92	31.58		41.67	42.11
Grade 8		2531.	2529.		2.38	0.00		38.10	25.00		23.81	50.00		35.71	25.00
Grade 11	*	2544.	2583.	*	7.14	9.30	*	35.71	46.51	*	25.00	34.88	*	32.14	9.30
All Grades	N/A	N/A	N/A	*	10.76	5.98	*	28.29	28.21	*	25.50	32.48	*	35.46	33.33

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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		14.58	*		58.33	*		27.08	*
Grade 8		7.14	*		64.29	*		28.57	*
Grade 11	*	12.96	13.95	*	59.26	76.74	*	27.78	9.30
All Grades	*	12.45	10.26	*	61.45	69.23	*	26.10	20.51

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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		10.42	*		50.00	*		39.58	*
Grade 8		7.14	*		52.38	*		40.48	*
Grade 11	*	14.55	25.58	*	56.36	58.14	*	29.09	16.28
All Grades	*	11.20	12.82	*	53.60	53.85	*	35.20	33.33

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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		14.58	*		68.75	*		16.67	*
Grade 8		11.90	*		73.81	*		14.29	*
Grade 11	*	14.55	11.63	*	61.82	76.74	*	23.64	11.63
All Grades	*	13.20	8.55	*	69.20	75.21	*	17.60	16.24

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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		2.08	*		62.50	*		35.42	*
Grade 8		9.52	*		76.19	*		14.29	*
Grade 11	*	7.27	6.98	*	70.91	74.42	*	21.82	18.60
All Grades	*	8.40	4.27	*	70.00	70.09	*	21.60	25.64

Conclusions based on this data:

1. In 2023 Students with Disabilities scored very low 96.5 points below standards in ELA. Hispanic, Socioeconomically Disadvantaged and White students scored Low in ELA at 48.3 points below standards.
2. In 2022, students in grades 3-8, 11, and 12 took the CAASPP online at home.
3. In 2023 students took the CAASPP assessment in person at the COHS site.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11	28	7	0	27	5	0	26	5	0.0	96.4	71.4
Grade 4	11	31	8	0	29	8	0	29	8	0.0	93.5	100.0
Grade 5	10	27	11	0	26	9	0	26	9	0.0	96.3	81.8
Grade 6	11	27	9	0	26	9	0	26	9	0.0	96.3	100.0
Grade 7	10	52	19	0	49	19	0	49	19	0.0	94.2	100.0
Grade 8	10	48	25	0	41	24	0	41	24	0.0	85.4	96.0
Grade 11	9	71	51	9	55	44	9	55	44	100.0	77.5	86.3
All Grades	72	284	130	9	253	118	9	252	118	12.5	89.1	90.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.	*		7.69	*		23.08	*		30.77	*		38.46	*
Grade 4		2428.	*		6.90	*		17.24	*		41.38	*		34.48	*
Grade 5		2434.	*		3.85	*		7.69	*		34.62	*		53.85	*
Grade 6		2461.	*		11.54	*		7.69	*		26.92	*		53.85	*
Grade 7		2461.	2429.		6.12	0.00		8.16	10.53		26.53	5.26		59.18	84.21
Grade 8		2494.	2439.		7.32	0.00		12.20	8.33		21.95	12.50		58.54	79.17
Grade 11	*	2485.	2509.	*	1.82	0.00	*	9.09	9.09	*	16.36	22.73	*	72.73	68.18
All Grades	N/A	N/A	N/A	*	5.95	0.00	*	11.51	9.32	*	26.59	19.49	*	55.95	71.19

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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		8.16	*		36.73	*		55.10	*
Grade 8		7.32	*		39.02	*		53.66	*
Grade 11	*	3.64	4.55	*	38.18	25.00	*	58.18	70.45
All Grades	*	6.75	3.39	*	39.29	27.97	*	53.97	68.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		6.12	*		44.90	*		48.98	*
Grade 8		4.88	*		53.66	*		41.46	*
Grade 11	*	1.82	0.00	*	65.45	77.27	*	32.73	22.73
All Grades	*	6.75	1.69	*	52.38	56.78	*	40.87	41.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		4.08	*		55.10	*		40.82	*
Grade 8		4.88	*		60.98	*		34.15	*
Grade 11	*	3.64	2.27	*	58.18	61.36	*	38.18	36.36
All Grades	*	7.54	1.69	*	58.73	55.08	*	33.73	43.22

Conclusions based on this data:

1. Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students all scored very low in mathematics scoring 101.6 points below standard.

2. 2021-2022 school year, students who took the CAASPP did so online from home. All the subgroups scored very low in mathematics for 2022 with 17.5 proficiency rate.
3. 2022-2023 school year the CAASPP was taken in person for most all COHS students preliminary results show a significant drop from the previous year 17.5% proficiency rate to 3%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*		*	*		*	*		*	5		
1		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		
6		*	*		*	*		*	*		4	*	
7		*	*		*	*		*	*		5	*	
8		*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		5	5	
11		*	*		*	*		*	*		4	*	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											6	40	18

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
K	*	*		*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	25.00	11.11	*	30.00	66.67	*	32.50	22.22	*	12.50	0.00	*	40	18

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
K	*	*		*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	40.00	38.89	*	37.50	50.00	*	12.50	11.11	*	10.00	0.00	*	40	18

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
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	20.00	22.22	*	62.50	72.22	*	17.50	5.56	*	40	18

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
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	55.00	77.78	*	35.00	22.22	*	10.00	0.00	*	40	18

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
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	5.56	*	42.50	66.67	*	45.00	27.78	*	40	18

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
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*	
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	20.00	11.11	*	62.50	83.33	*	17.50	5.56	*	40	18

Conclusions based on this data:

1. COHS Designated ELD Instruction is having a positive impact on students performance in ELA and the ELPAC assessments.
2. COHS went from a 25% ELPAC proficiency rate in 2021 to 55% proficiency rate in 2022%.
3. 2022-23 17 students took the Summative ELPAC assessment and 11 students were reclassified for 2023.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
577	70.5	9.9	0.2
Total Number of Students enrolled in Central Online Home School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	9.9
Foster Youth	1	0.2
Homeless		
Socioeconomically Disadvantaged	407	70.5
Students with Disabilities	78	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	9.9
American Indian	4	0.7
Asian	62	10.7
Filipino	4	0.7
Hispanic	358	62.0
Two or More Races	12	2.1
Pacific Islander	1	0.2
White	76	13.2

Conclusions based on this data:

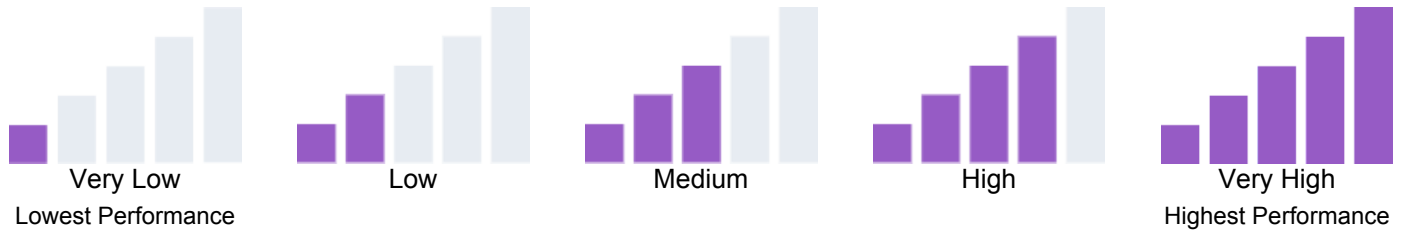
1. The data from this reporting year is much lower than the previous 2021-22 school year. We had 524 students; 44 ELD students; 64 SWD
2. COHS had a significant number of Students with Disabilities
3. A large percentage of the student population is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Medium	Suspension Rate Very Low
Mathematics Very Low	Chronic Absenteeism Very High	
English Learner Progress High		
College/Career Not Reported in 2022		

Conclusions based on this data:

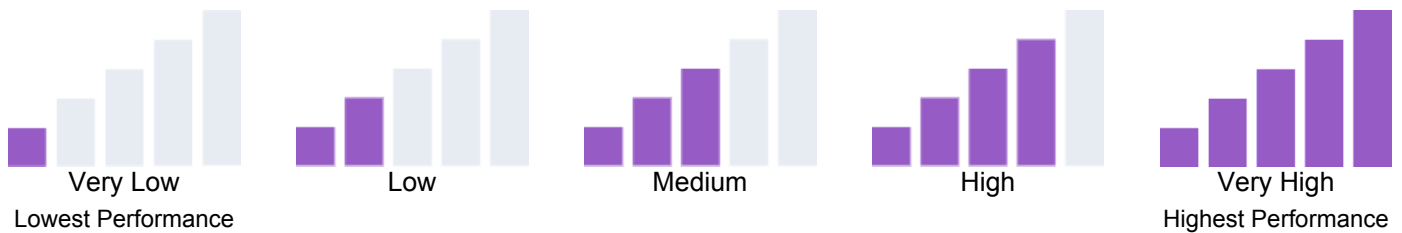
1. Chronic Absenteeism rate indicates there is an error in our reporting. It has been adjusted.
2. Graduation rate higher than anticipated due to drop-outs and students who earned a certificate vs. a diploma.
3. There is a disconnect between how students are performing in their classes vs. how they are performing on the SBAC.

School and Student Performance Data

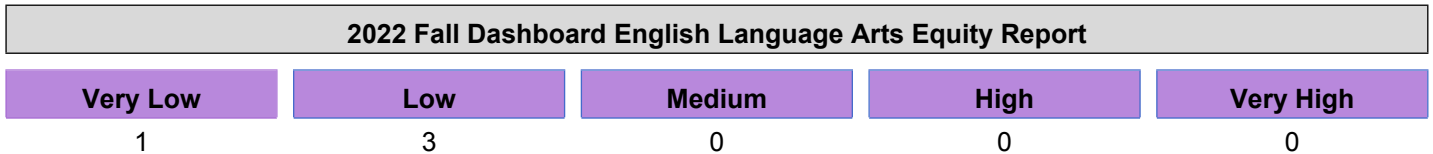
Academic Performance English Language Arts

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

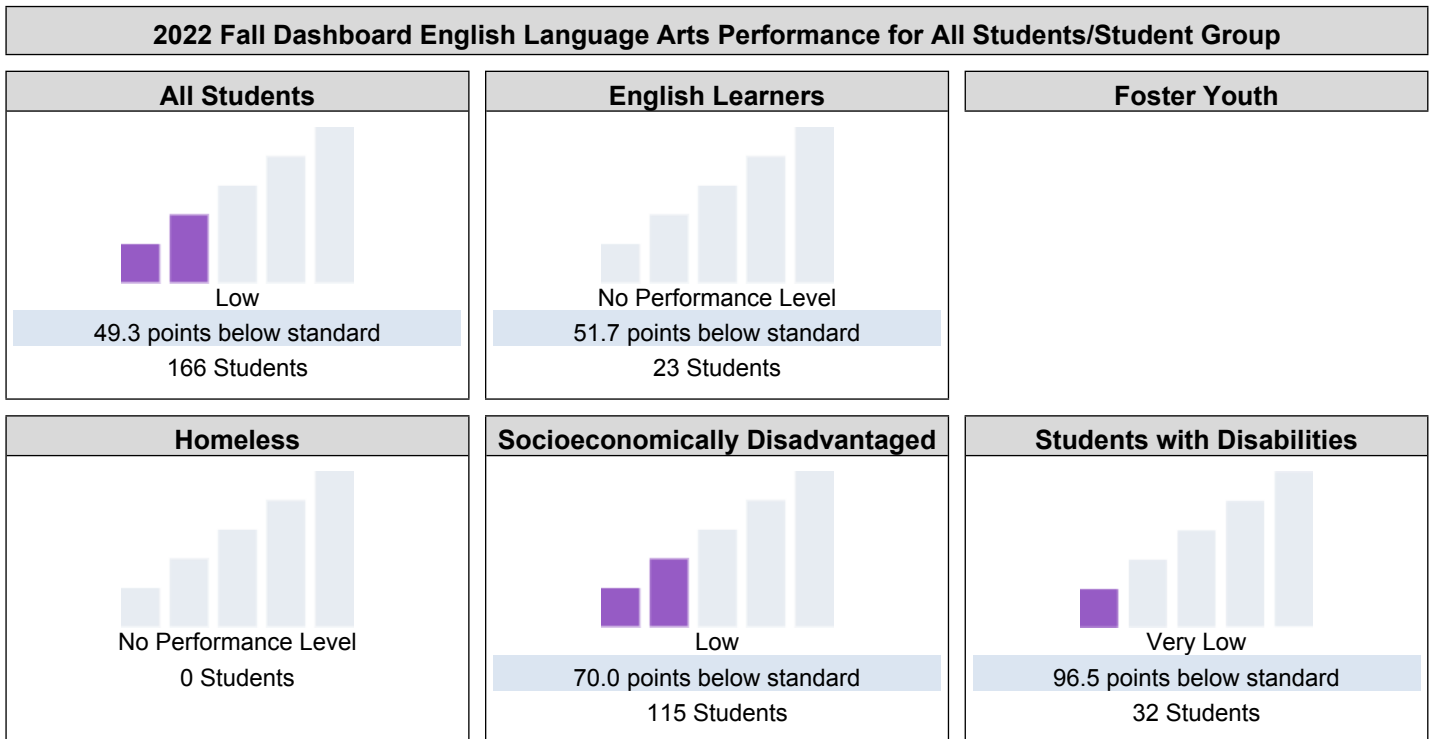
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



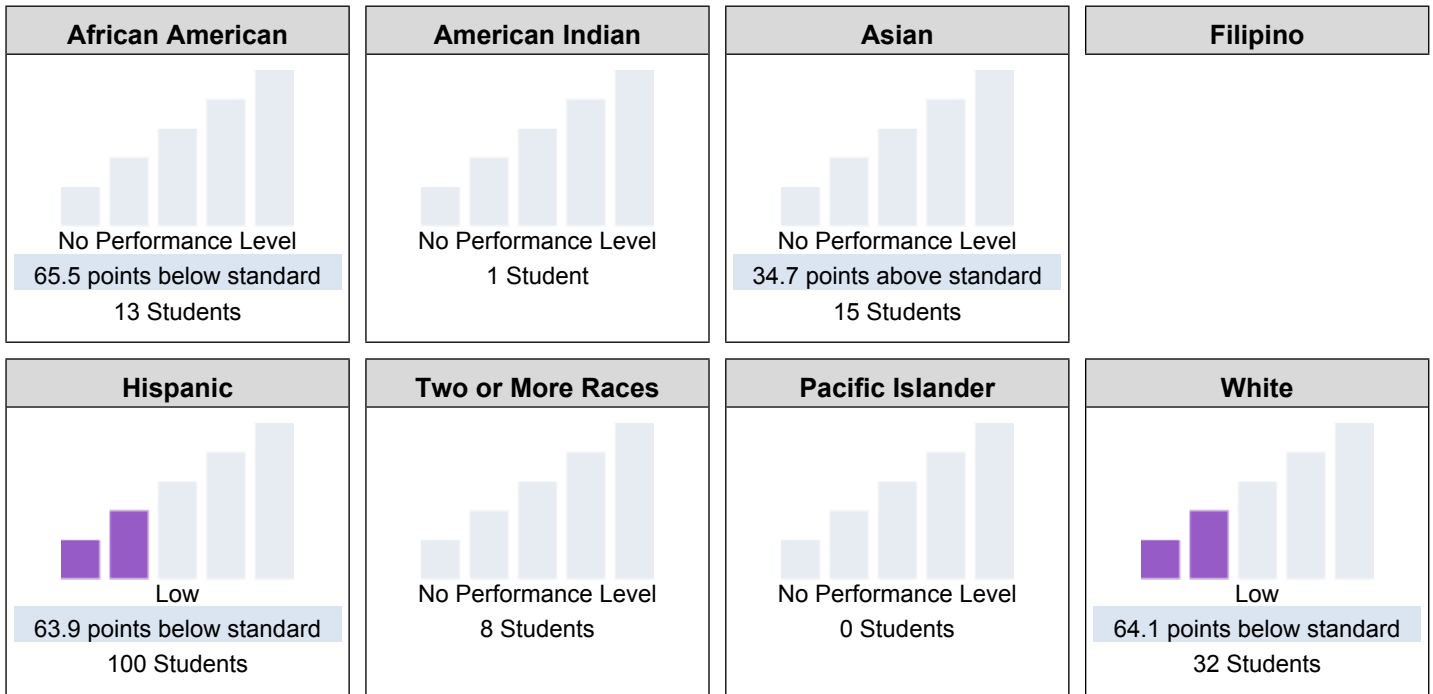
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>111.2 points below standard 14 Students</p>	<p>10 Students</p>	<p>55.8 points below standard 129 Students</p>

Conclusions based on this data:

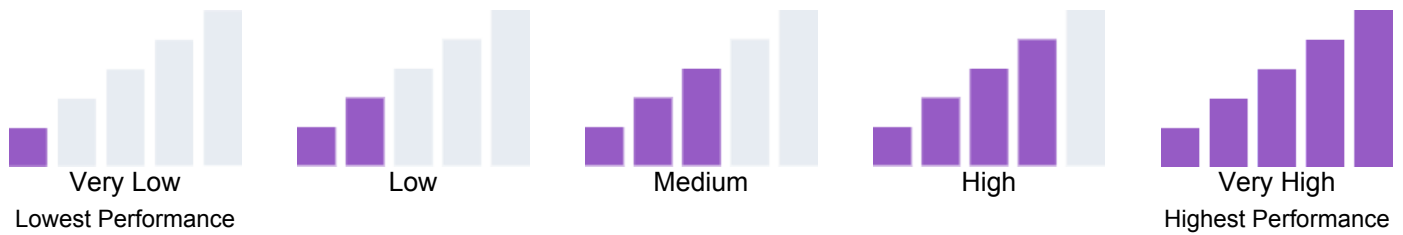
- Based on the data there is wider point spread for our English Learners than for our English only students in ELA.
- The COHS Hispanic group performed lower in ELA at 64% compared to our Socioeconomically Disadvantaged students.
- Students with disabilities scored very low in ELA.

School and Student Performance Data

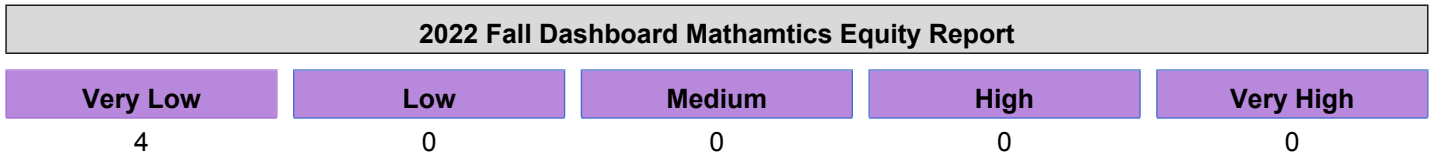
Academic Performance Mathematics

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

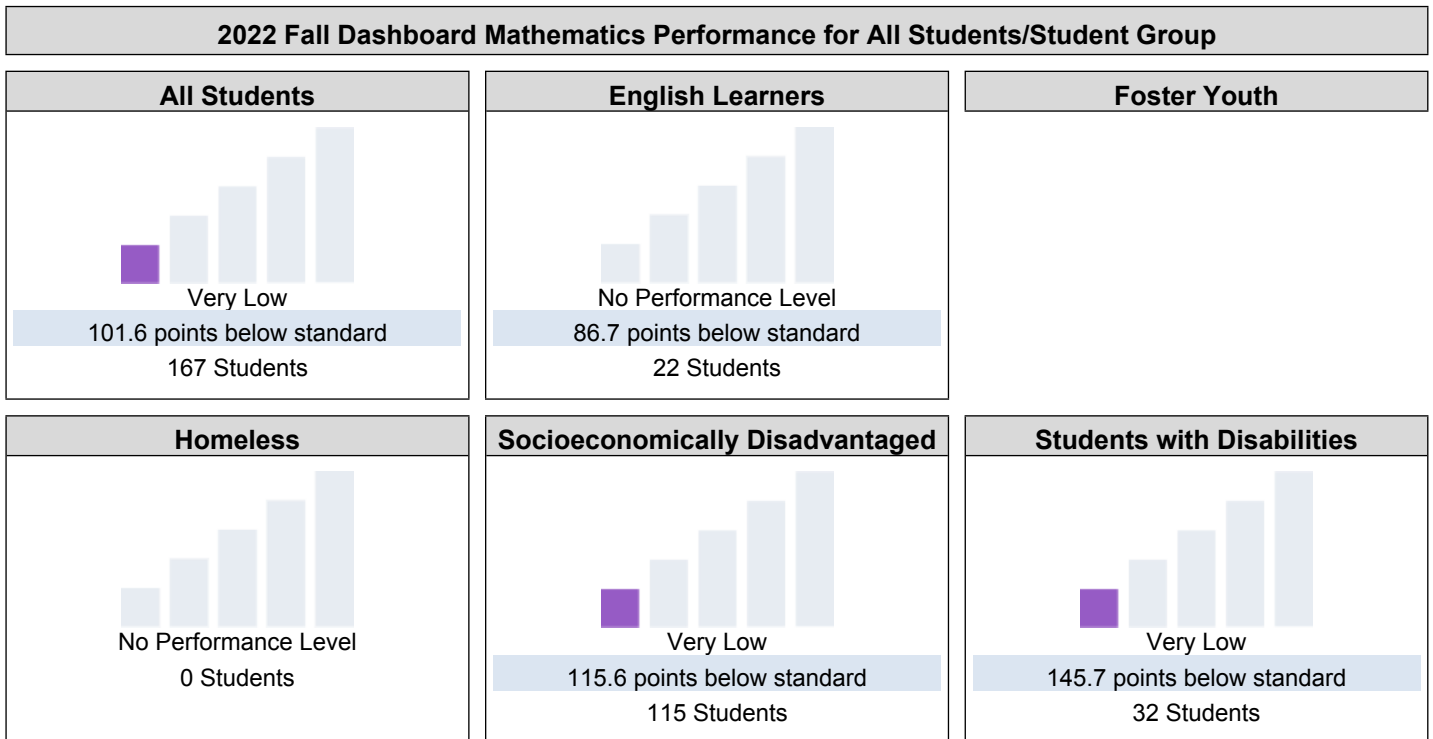
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



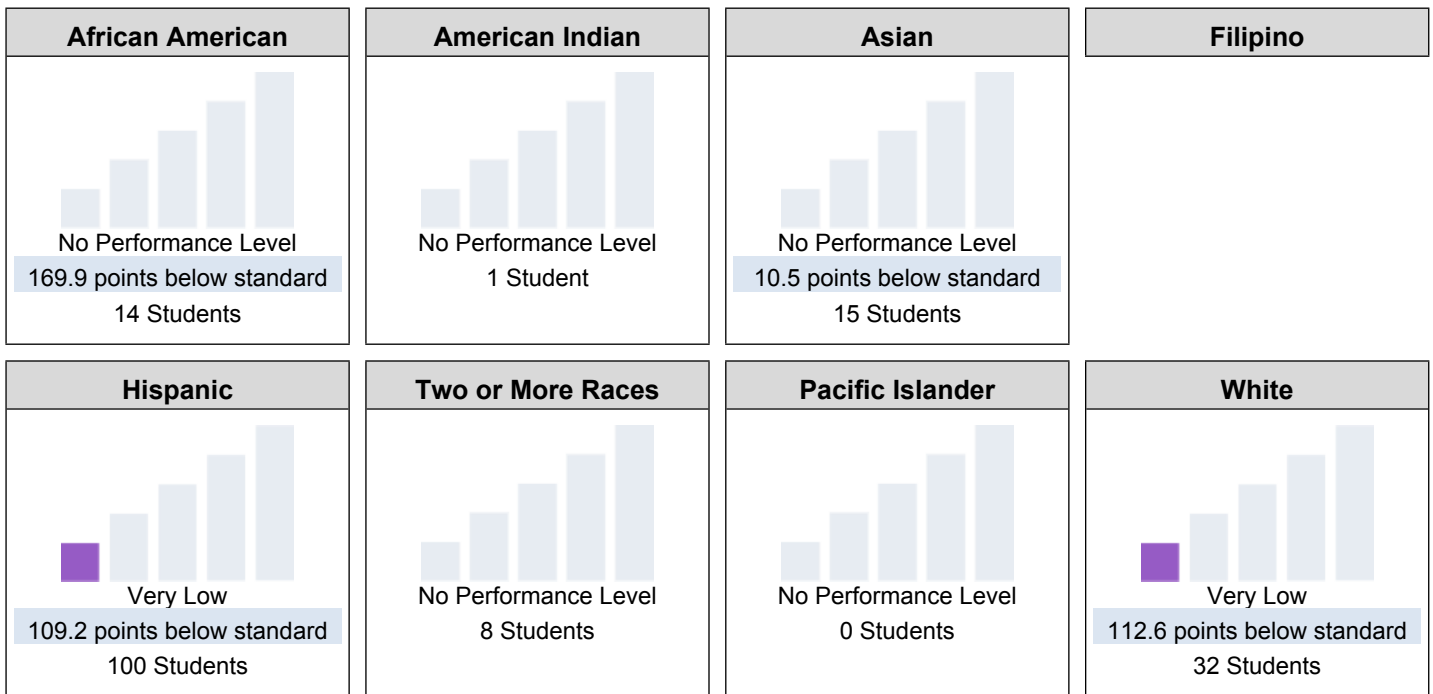
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">149.8 points below standard</p> <p>13 Students</p>	<p>10 Students</p>	<p style="background-color: #e6f2ff;">106.5 points below standard</p> <p>131 Students</p>

Conclusions based on this data:

1. All students scored very low in math proficiency 101.6 points below standard.
2. All English learners scored 86.7 points below standard which was the highest scoring group of the school, but they did not meet the significant number to be a subgroup
3. Students with disabilities had the largest point gap of all groups of 145.7 points.

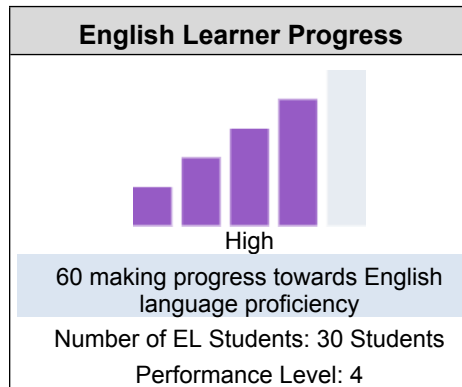
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.0%	20.0%	3.3%	56.7%

Conclusions based on this data:

- 60% of EL students made progress towards English Language Acquisition.
- 20% decreased by on ELPI Level.
- 20% maintained their ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

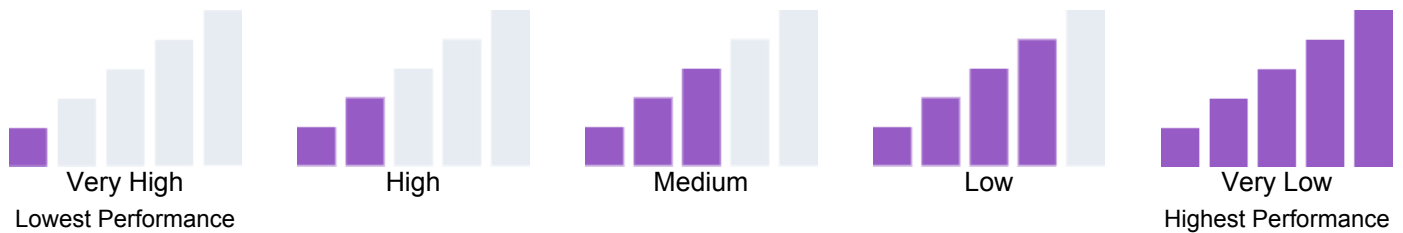
1. No data is available for this area at this time.

School and Student Performance Data

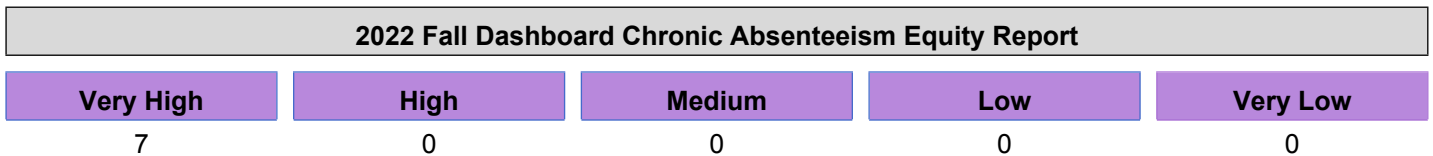
Academic Engagement Chronic Absenteeism

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

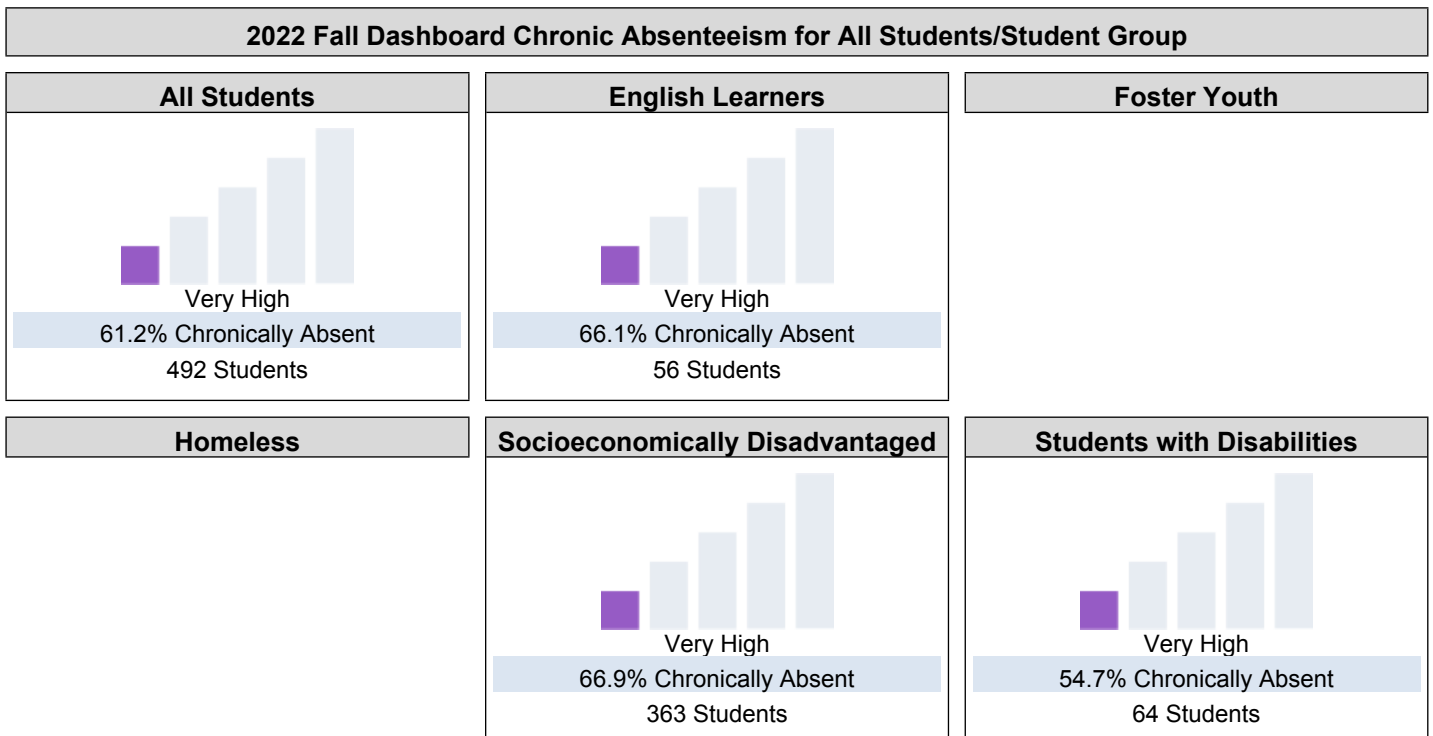
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



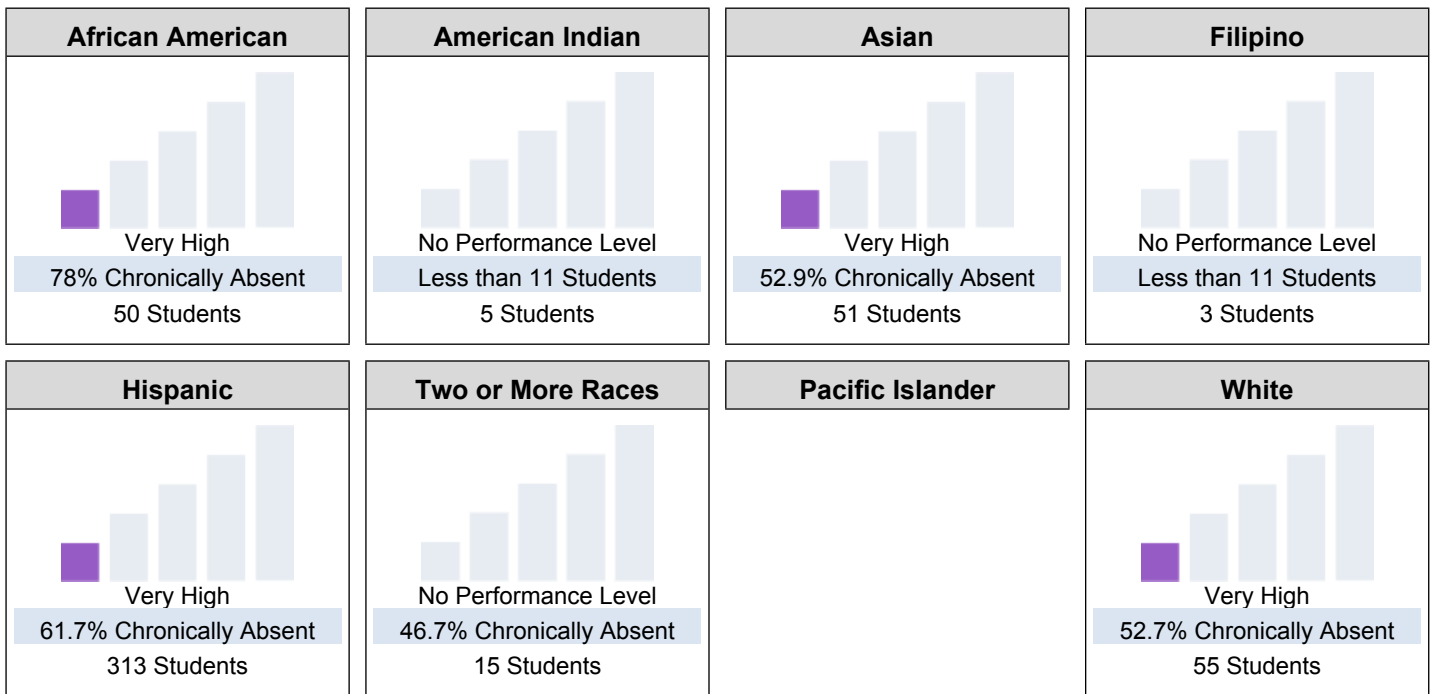
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



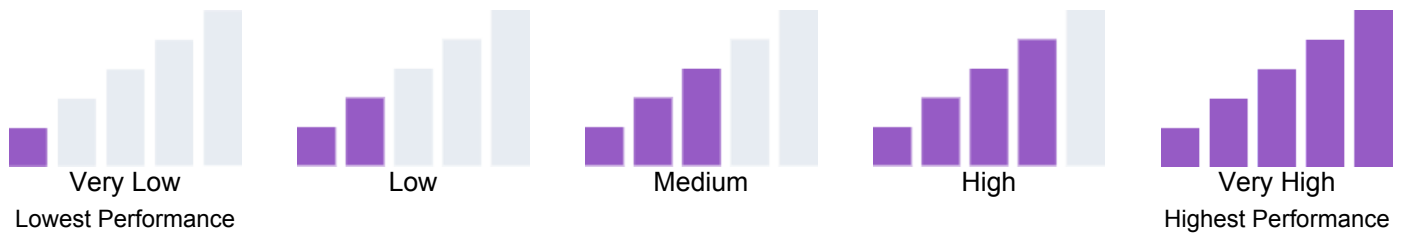
Conclusions based on this data:

1. Students were not meeting the State requirement for the number of minutes each day to earn attendance and were marked absent.
2. Biggest challenge was motivating the students to log into the synchronous lessons.
3. **Attendance reporting was skewed due the reporting being based on number of minutes and not number of assignments turned in a leaning period.

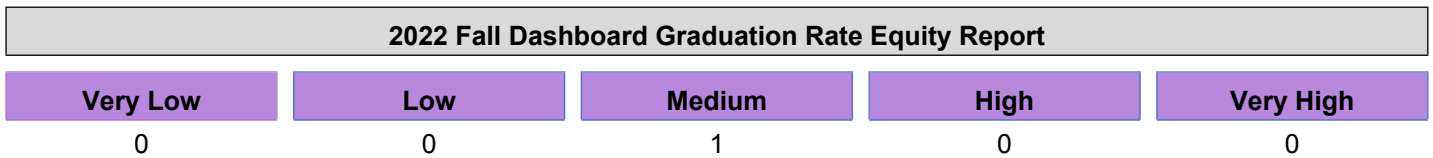
School and Student Performance Data

Academic Engagement Graduation Rate

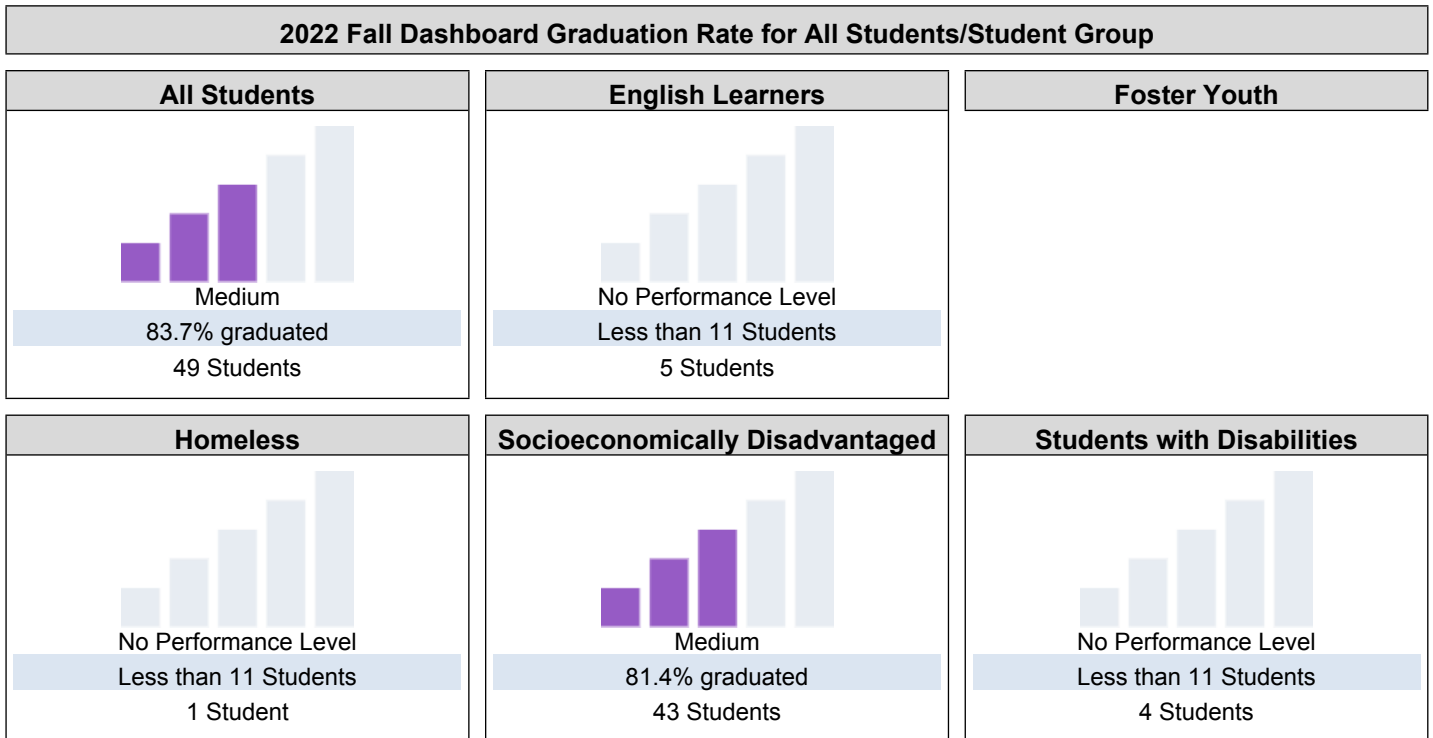
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



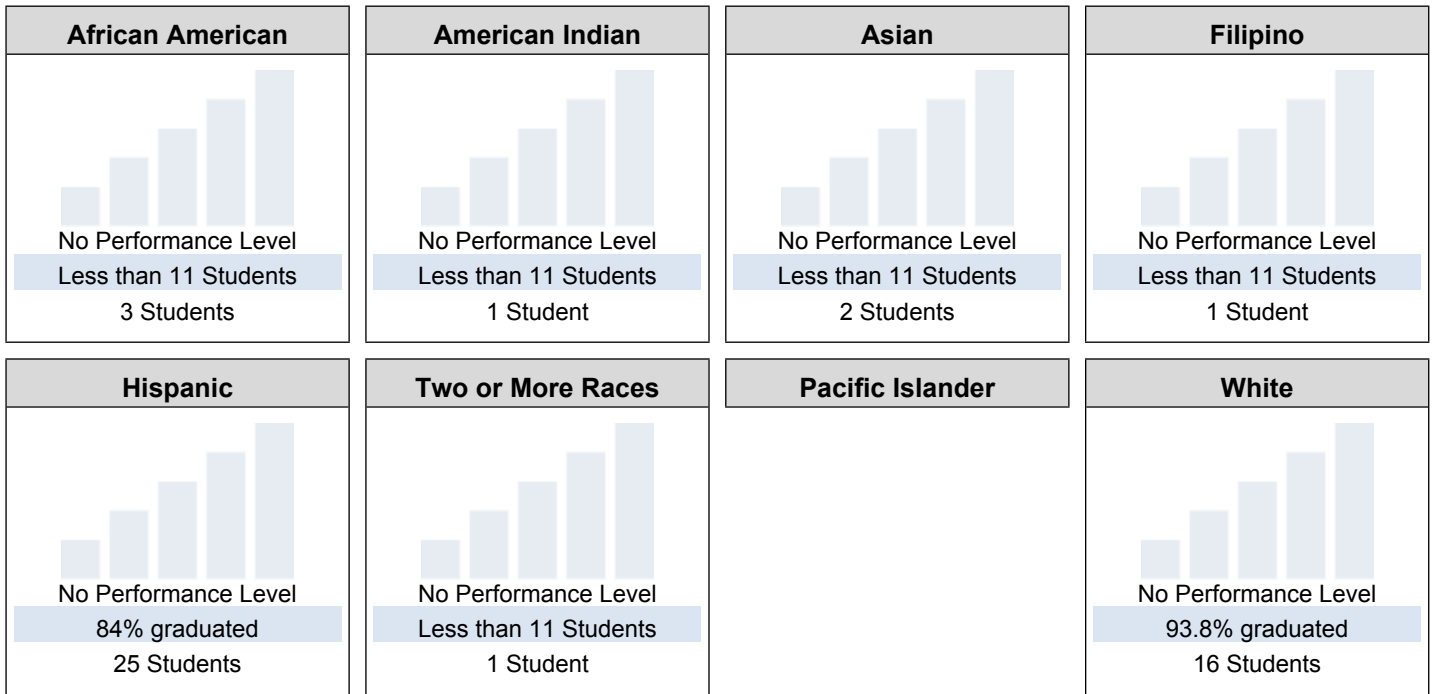
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

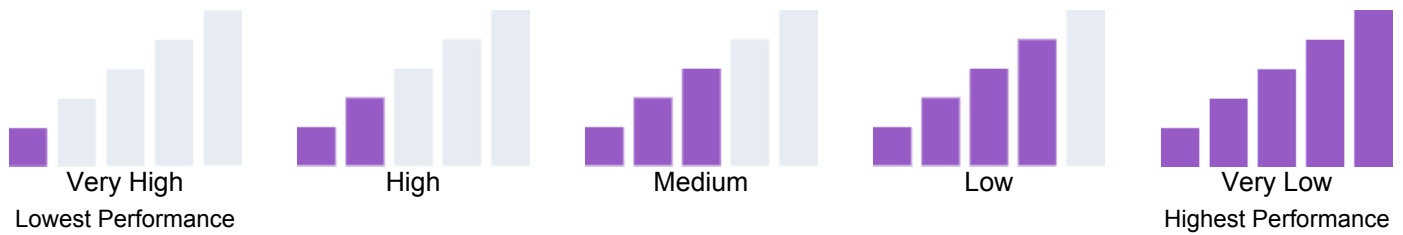
- 4 Seniors earned a certificate of completion from the Special Education Department. Those earning a certificate are not considered in the graduation rate which did impact our graduation rate.
- 2021-2022 45 out of 48 seniors graduated. The remainder of those who did not will attend a 5th year opportunity at CLASS
- 89.5% of graduating seniors are socioeconomically disadvantaged.

School and Student Performance Data

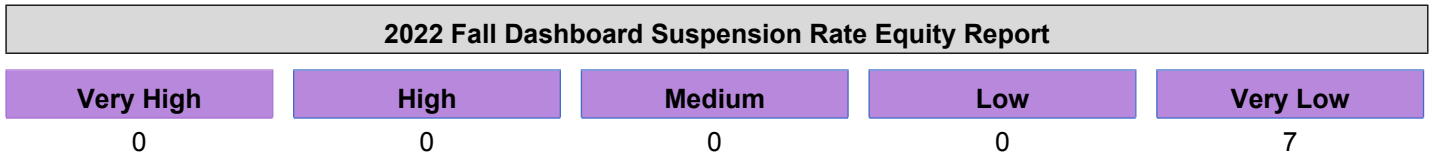
Conditions & Climate Suspension Rate

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

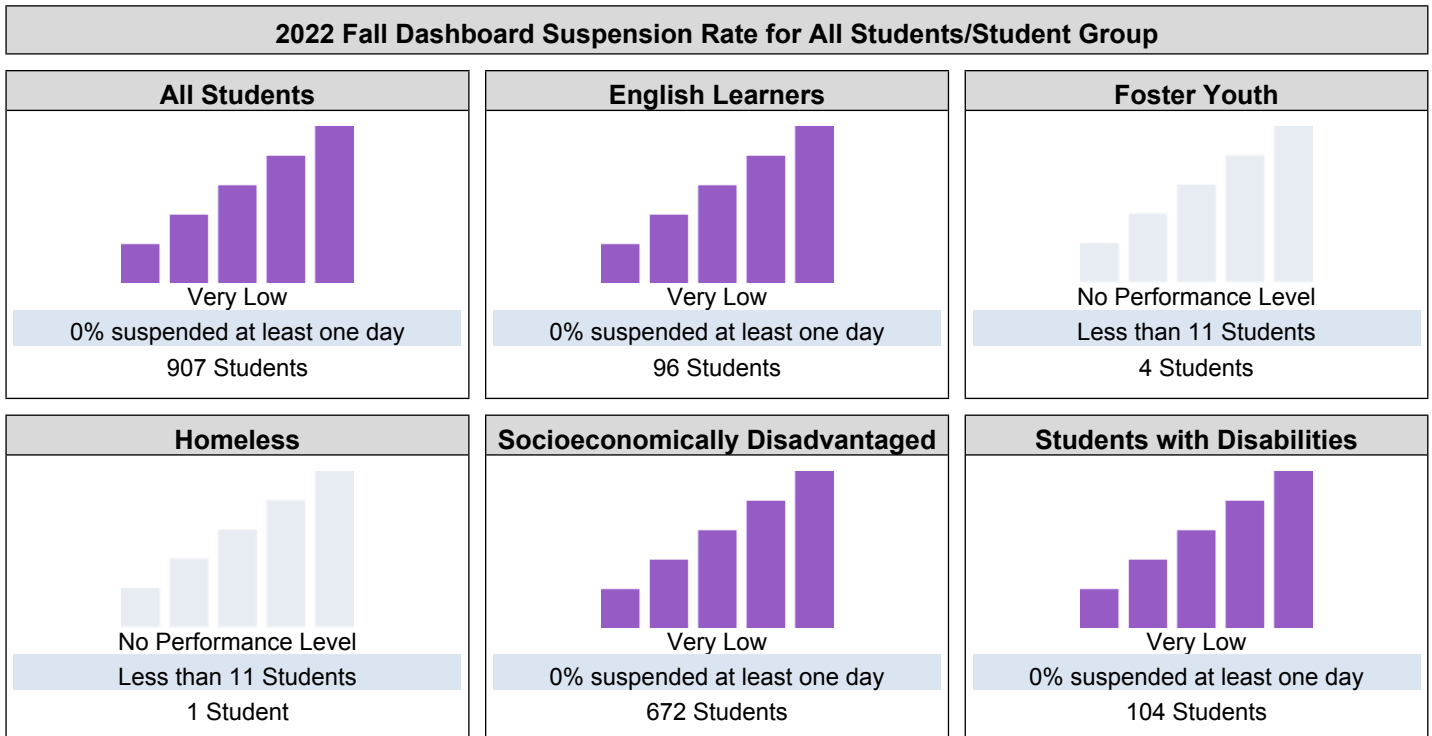
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



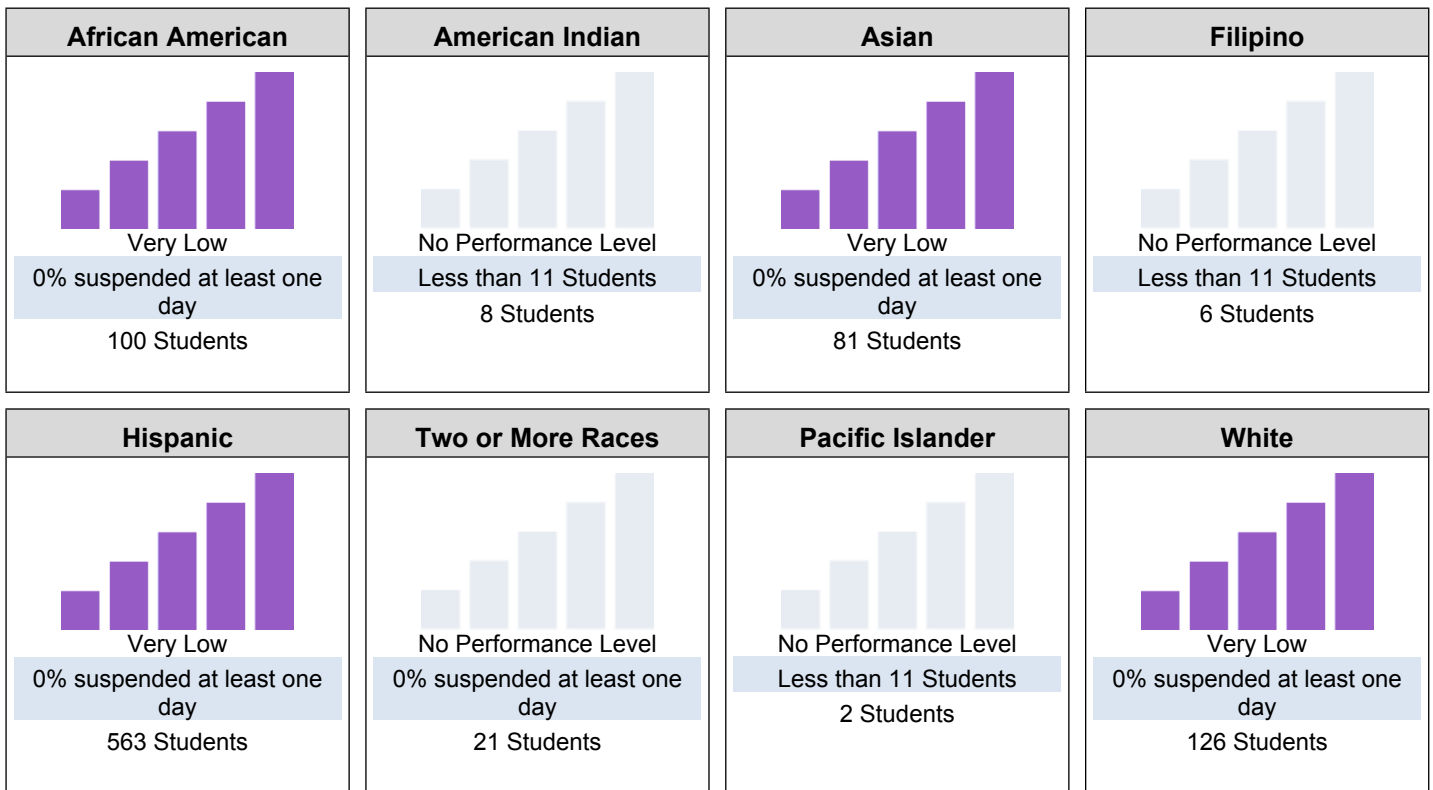
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Students enrolled at COHS after being suspended from other schools.
2. No Students were suspended from COHS

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

Central Unified will ensure all students meet or exceed academic standards and are prepared for college, career, and community.

Identified Need

Students at COHS are measured by their performance (proficiency) in the curriculum platform and their progress through the curriculum (percentage complete) platform. It was the goal of COHS for students to perform within the Edgenuity platform with 70% proficiency in ELA and Math. COHS students were able to meet that goal in the Fall of 2022. The goal was adjusted to 80% proficiency in ELA and Math by the end of May 2023

In comparison, the 2022 California Dashboard showed the following Data:

Enrollment Foster Youth	Socioeconomically Disadvantaged. Students with Disabilities	English Learners
577 0.2%	70.5% 11%	9.9%

Students took all academic assessments, including the CAASPP, from home in the Spring of 2022. We identified that students needed a more controlled environment to take the CAASPP. Based on the data, there is a strong need for intervention in ELA and Math and a concentrated effort with designated EL supports

ELA: Students need additional time with an educator to facilitate learning specific skills as indicated by the local and state assessments. These skills will be addressed during the afternoon offered five days a week.

Math: Students need specific instruction in a variety of math topics, teachers will provide additional support to students through afternoon Math labs to be offered 3 days a week.

English Learners Proficiency: A designated teacher will work in small groups to continue 30 minutes of designated ELD instructional time based on the skills needed to become fluent in Reading and Writing in English

Students with 2 or more D's & F's: 38% of students had 2 or more D's and F's. Smaller class sizes for 22-23 help staff to meet Individualized Learning Plans (ILD).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading	Data Year: 2022-23 Data Source: iReady Reading	Data Year: 2023-24 Data Source: iReady Reading

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27.6% of students scored at or above their grade level on the iReady ELA	30.6% of students scored at or above their grade level on the iReady ELA
iReady Math	Data Year: 2022-23 Data Source: iReady Math 42.1% of students scored at or above their grade level on the iReady Math	Data Year: 2023-24 Data Source: iReady Math 45.1% of students scored at or above their grade level on the iReady Math
NWEA MAP Reading	Data Year: 2022-23 Data Source: Schoolzilla 41.5% of students scored in the 50th percentile or above on the NWEA MAP reading assessment	Data Year: 2023-24 Data Source: Schoolzilla 44.5% of students scored in the 50th percentile or above on the NWEA MAP reading assessment
NWEA MAP Math	Data Year: 2022-23 Data Source: Schoolzilla 47.3% of students scored in the 50th percentile or above on the NWEA MAP math assessment	Data Year: 2023-24 Data Source: Schoolzilla 50.3% of students scored in the 50th percentile or above on the NWEA MAP math assessment
English Learner Proficiency Indicator (ELPI)	Data Year 2022-23 Data Source: REAT Report 52.9% of ELs are making progress toward English language proficiency	Data Year 2023-24 Data Source: REAT Report 55.9% of ELs make progress toward English language proficiency
EL Reclassification Rate	Data Year: 2022-23 Data Source Aeries 33% Reclassification Rate	Data Year: 2023-24 Data Source: Aeries Maintain at or above 20% reclassification rate
High School Course Failures by Grading Period	Data Year 2022-23 Data Source: Schoolzilla	Data Year 2023-24 Data Source: Schoolzilla

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5% of high school students failed one or more core courses	4% of high school students failed one or more core courses

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students to be more connected and engaged in learning to increase student engagement by holding mandatory homeroom meetings three days a week for students in 4-12 grades. Teachers will hold weekly meetings for students with to discuss strategies for building skills in ELA and Math who scored the lowest and low performance students bands for Hispanic, Socioeconomically Disadvantaged, SWD, African American, and White students.

Strategy/Activity

Conduct daily (K-3 grades) and three times a week (4-12 grades) synchronous homeroom meeting to improve student engagement and support for Social and Emotional Learning through the Suite 360 lesson, 7 Habits of Highly Effective Teens, and strategies for testing strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures PD for staff for the workshops of online software and programs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PD for teachers to implement and apply strategies for Edgenuity My Path, iReady instructional resources for all students with an IEP, 504, SWD, and Tier 2 and 3+ academic needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures
Pay for training for staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Close the achievement gap for all students, including with disabilities, English learners, and Forster Youth, and students of poverty, and any students in the ATSI at risk group.

Strategy/Activity

Students who are performing 2 or more grade levels below on NWEA/MAP and iReady assessments. A long term sub will be secured to provide small group and individual support in Math and ELA in grades 3-12.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
1.0 Long term sub pay for 182 days to support
Tier 2 and 3+ students Mab lab intervention
teacher

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At Risk

Strategy/Activity

Time for teachers outside the classroom to create instructional videos, resources, and materials for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Edgenuity Plagiarism and Speed Checker

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Provide students of school with a virtual library to check out books and do conduct research.

Strategy/Activity

Subscription for Virtual Library

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

735.00

Source(s)

LCFF-SLIP
5800: Professional/Consulting Services And
Operating Expenditures
Subscription for Virtual Library

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Technology to replace and purchase for staffing and student needs. In order to keep up with outdated devices and to provide devices for students and staff to keep the online program running efficiently

Strategy/Activity

Purchase of technology devices, printers, headphones,, upgrade, and replace devices, any and all hardware

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7100

Source(s)

LCFF
4000-4999: Books And Supplies
Purchase of various technology

5000

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Subscriptions to software

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ATSI and all Tier 2 and Tier 3 students

Strategy/Activity

Intersession during Thanksgiving, Winter, Spring Break for students to earn credits and graduate on time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8934.00

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Pay for staff to monitor the dashboard and grade work during intersessions throughout the school year and Saturday Schools

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All the activities of the SPSA were implemented with the exception of fulfilling a long term sub for our intervention position sub due to the lack of available persons to take the job. As a result we noticed that many were not able to provide the support for students lacking fundamental skills for more complex math and needed more guidance from an instructor to facilitate the various procedure, computational, and mathematical concepts. We will be monitoring our focus students, who are African American, Asian, and SWD performance in Edgenuity, grades, and CAASPP performance.

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

We noticed a significant growth for English Learners with the dedicated designated English Language development time set aside for ELD. Another difference that we made was with the implementation of Share Your Story a writing program designed for students in grades K-5. The program was instrumental in creating motivation for students to write. Additionally we utilized funding to bring two children's authors to our school for a visit and encouragement in writing.

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.

We were able to purchase much needed supplies and materials needed to establish our site as a school, such as a C-train to house materials. During the 2022-23 school year we purchased an app called Class that we wanted to utilize because it added features to Zoom that we didn't have.

After using the program we discovered that the program had too many glitches and that were impacting the homeroom meetings and so we will not be renewing the contract for the 23-24 school year,

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

Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities.

Identified Need

Students at COHS are required to be logged into the online platform for a minimum of 240 minutes a day. In addition, students must attend synchronous lessons daily for K-3 students and weekly classes for 4-12 students. Our focus is to have every student engaged with their learning both synchronously and asynchronously every day.

All students are checking in with their academic advisor and meeting their weekly goals in Edgenuity.

Chronic Absenteeism: Attendance is based on the work students turn in for grading. AB 181 came into practice requiring students to engage daily with the curriculum. Additionally, we were holding students accountable for 240 minutes a day to meet attendance requirements, which we no longer do because of changes to the attendance criteria. Students must turn in at least one work sample per learning period in order to earn attendance for that time period.

Attendance Rate: Attendance is based on students' course completion progress and attendance during one-on-one meetings, weekly check-ins, and daily or weekly synchronous lessons depending on the grade level. Students need to participate in the instruction for a minimum of four hours a day. Attendance logs are checked daily and noted in the School Information System. We have been holding students to a higher rate of attendance accountability than the state requires, thus affecting our attendance rate and chronic absenteeism.

Graduation Rate: The 2023 graduation rate is 88%. Students who came to COHS with deficient credits and those on the certificate track count as non-graduates. Those who were credit deficient will be attending the 5th year at CLASS.

Social Emotional Learning: There was a 5% growth in students feeling supported in their relationships with friends, family, and adults at school. During the 2020-21 school year, we had 148 students. The following year 2021-22 we had 524 students finish the school year. Considering the large class sizes in the Fall of 2021 we are pleased with the growth of the number of students who feel connected to the school.

Students did not have many opportunities to participate in co-curricular activities such as History Day, Science Fair, Spelling Bee, etc. Based on Survey information and student input there is a need for the school to provide more opportunities for students to participate. We are also seeing a need for students to own their learning by learning skills to help them persevere when challenges come their way. To address students' social and emotional issues, we will be teaching lessons from Growth Mindset Playbook, the Positivity Project, and the Leader in Me to provide students with the skills they need to be ready for college, careers, and community. We have had several students enroll at COHS because they are suffering from depression, isolation, and anxiety.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Data Year 2022-23 Data Source: Schoolzilla 26.2%	Data Year 2023-24 Data Source: Schoolzilla 23.2%
Attendance Rate	The data Year 2022-23 Data Source: Schoolzilla 92.5%	Data Year 2023-24 Data Source: Schoolzilla 94.5%
Graduation Rate	Data Year 2022-23 Data Source: CA Dashboard 83.7%	Data Year 2023-24 Data Source: CA Dashboard 92%
Social Emotional Learning	Data Year 2022-23 Data Source: Local Survey 74% of students felt supported through their relationships with friends, family, and adults at school	Data Year 2023-24 Data Source: Local Survey 92% of students felt supported through their relationships with friends, family, and adults at school

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

eSport subscription: Promote student engagement and SEL opportunities for students to interact with one another in a safe environment. COHS students are not allowed to participate in other Central Unified sports and this would provide students with an opportunity to participate in virtual educational experiences to learn collaboration, communication, creativity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Subscription to eSports for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students in grades K-5 grades to be guided through the writing process with a visits from authors of children's books

Strategy/Activity

Share My Story Writing program for students. Author visits for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Share My Story Program Spring and Fall and authors visit for students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Enrichment opportunities for all students to experience art, STEM, Coding, book club instruction for students to explore a variety of experiences outside the core curriculum. Including, opportunities for students to tour colleges. Local community, CSU Fresno, UC Merced, and Pacific University.

Strategy/Activity

Purchase of materials for students to use during the enrichment activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies for students to use to participate in enrichment activities.
2000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field trips for students to tour college campuses.
2899	Title I Part A: Allocation 4000-4999: Books And Supplies Science materials to go along with the Edgenuity science curriculum in grades K-5

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Hold various parent nights to discuss the importance of attendance. We will specifically contact African American, Asian, SWD and Socioeconomically disadvantaged students who are Chronically Absent to attend these meetings and workshops for families and community to be engaged in with the students. We will also be checking in and providing these students with support with resources as needed.

Strategy/Activity

Attendance/Orientation Workshops
Family Literacy Nights once a month
Edgenuity workshops
7 Habits Family Book Study
Field trips out into the community
Materials and supplies needed to hold events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1013.00	Title I Parent Involvement 4000-4999: Books And Supplies

	Materials and supplies for family nights
1369	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Time for teachers to put on events after duty day

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Provide students with tools, manipulative, and supplies to close the achievement gap. Students may need conceptual understanding prior to abstract understanding. Students will need a variety of supplies to support their educational experience.

Strategy/Activity

Funding to purchase materials and supplies to support students who are at risk.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3814.00	LCFF 4000-4999: Books And Supplies Student Supplies
980.00	LCFF 4000-4999: Books And Supplies Shelving for student supplies
500	LCFF 4000-4999: Books And Supplies Bins for storage of student supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We created opportunities for students to explore various activities such as the Art Club, Lego Club, and Leadership Club. The students met several times each semester and relationships between students were built. Students develop friendships and parents have the chance to connect with others who are homeschooling. We also were able to provide a field trip to CSU Fresno for a tour of the campus. Next year, we plan to extend the opportunity to Pacific University and UC Merced.

We also will have counselors from the community colleges come to present the various options available at community colleges. African American, Asian, and SWD will be involved in extended learning opportunities and attendance will improve.

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

We did not implement the Leader in Me program due to the staff being introduced to Suite 360 and Second Step this school year as a District initiative. The K-5 teachers were also learning a new curriculum platform which we wanted them to become comfortable with prior to introducing the 7 Habits. The 7 Habits training will be moved to the 23-24 school year and implemented during homerooms.

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.

We saw a significant drop in Mathematic scores on the SBAC 23. Due to this drop, we will be instituting a systematic mathematic intervention program that will use iReady and the scores from the NWEA Assessment. We will be working closely with the District Math Coach to identify areas of need. We will model our intervention program after the PLUS personalized Learning Squared is piloted at GP. The hardship is that each student is in a different place in math and though they seem to be performing reasonably well on the local assessment, it isn't translating to the State Assessment. Additionally, all students will have the opportunity to participate in hybrid engagement strategies.

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

Central Unified School District will operate safe and inclusive schools in partnership with our community.

Identified Need

The community of Central Online Home School would like to provide a hub for the COHS community. We want to provide a safe, positive environment where students and parents feel welcome. We would like to promote and provide families and students with the skills needed to succeed in a changing world. Through a growth mindset and teaching of The 7 Habits of Highly Effective Teens, COHS will promote character development and supportive culture that creates a safe place for students to take risks towards growing socially and emotionally.

Based on the initial WASC visit an identified need for improvement is to provide students with a tiered system of support for Social-Emotional Learning. In addition, it is suggested that COHS continue to improve in the delivery of the Social-Emotional curriculum.

Another area of improvement is to continue to work with students and parents as they receive training on the use of the californiacolleges.edu platform, which gives them resources on scheduling classes as well as college, career, and post-secondary opportunities. The platform also allows students to use a single sign the get to the FAFSA and college applications. An academic counselor will work with the students in a one-on-one setting to review college and/or career planning as well as academic plans for their high school years.

Local Survey Climate: We haven't had an emphasis on this aspect of our school due to large class sizes and trying to meet the academic needs of the students. We would like to grow the number of students who see COHS as a comfortable and safe environment both virtually and physically. We have several students who come to COHS because traditional school especially high school doesn't meet their social anxiety and depression. We want to promote positive mental health for all our students by teaching the students the self-evident characteristics of the 7 Habits and elements and qualities one must possess to feel comfortable in any environment.

School Safety: Due to the nature of online learning, many students and families reported they feel safe because they are learning from home. We would like students to feel safe in their virtual classroom as well by turning on their cameras and interacting collaboratively with their peers to prepare them for college, career, and community. School staff would also like to feel comfortable on-site and we need to purchase the items necessary to communicate quickly in the event of an emergency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Survey-Positive Climate	Data Year 2022-23 Data Source: Local Survey	Data Year 2023-24 Data Source: Local Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students- 70% favorable response Teachers - 82% favorable response Family Members- 70% favorable response	Students- 72% favorable responses Teachers - 84% favorable responses Family Members- 72% favorable responses
Local Survey-School Safety	Data Year 2022-23 Data Source: Local Survey Students - 88% favorable responses Family- 78% favorable responses	Data Year 2023-24 Data Source: Local Survey Students - 98% favorable responses Family- 88% favorable responses
Suspension Rate	Data Year 2022-23 Data Source: Schoolzilla Suspension Rate of 0%	Data Year 2023-24 Data Source: Schoolzilla Suspension Rate: Maintain 0% suspension rate

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a safe and secure campus to promote positive adult student relationships and positive peer connections.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
Supplies and resources and incentives to promote positive school culture and attendance for the Owls Nest.

500

LCFF

5800: Professional/Consulting Services And Operating Expenditures
End of year refreshments for students and families, Senior check out, 6 and 8 grade end of year, and Kindergarten end of year awards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Graduation and evening events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Resources and supplies to maintain safety and campus security for staff and visitors. lights, signage, and security during Graduation.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Seniors

Strategy/Activity

Graduation Supplies for seniors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

LCFF
4000-4999: Books And Supplies
Dipolmas and Diploma covers

200

LCFF
4000-4999: Books And Supplies
Extra Graduation Gowns for those who cannot afford to purchase them

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our previous strategies and activities were all met for this goal. We were able to secure a C-train for storage. We also were able to add outdoor seating for our family events and additional tables and chairs to support enrichment activities at the site. Additionally, we purchased radios that have come in handy when phones and the internet go out, along with the ability to communicate during events such as graduation and lockdowns if needed. We also were able to provide signage for the school site. Many parents didn't know where to find us on the Tilley campus and the window decal and sign on the door has been effective in a visual marker in establishing our site.

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

There were not any major differences between the intended implementation and the budgeted expenditures for strategies noted in Goal 3.

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

This year we are more focused on providing enrichment opportunities for our students than establish a physical presence. We had to build the structural foundation before we could invite our families and students to come to the site.

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

Central Unified will provide a free and appropriate education (FAPE) for Students with Disabilities (SWD) to improve academic achievement and graduation rate.

Identified Need

California's School Accountability System uses multiple measures of student success to define a quality education. Additionally, there is an increased focus on identifying and addressing disparities among student groups. After the posting of the 2022 Fall CA Dashboard, Central USD was identified for Differentiated Assistance based on the graduation rate for SWD. The graduation rate for SWD is 52.1% vs 86.7% for 'all' students, a difference of 13.8%. Based on the Dashboard, SWD is performing 87.9 points below standard on CAASPP ELA (63.1 points lower than 'all' students) and 118 points below standard on CAASPP math (54.3 points lower than 'all' students). Local planning and decision making is imperative to improving student performance. The suspension rate for SWD is 8.9% (Very High) vs. 6% (High) for 'all' students. Local planning and decision making is imperative to improving student academic performance and connectedness to school. By focusing on utilizing Network Improvement Science, Central USD will improve academic outcomes for SWD as well as increase graduation rates from 52.1% to 68% by the end of the 2023-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Performance Indicator-SWD	Data Year: 2021-22 Data Source: CA Dashboard 96.5 points below standard	Data Year: 2022-23 Data Source: CA Dashboard 87.5 points below standard
Math Performance Indicator-SWD	Data Year: 2021-22 Data Source: CA Dashboard 145.7 points below standard	Data Year: 2022-23 Data Source: CA Dashboard 136.7 points below standard
Suspension Rate-SWD	Data Year: 2021-22 Data Source: CA Dashboard 0%	Data Year: 2022-23 Data Source: CA Dashboard Maintain 0% suspension rate for SWD
Chronic Absenteeism Rate-SWD	Data Year: 2021-22 Data Source: CA Dashboard 54.7%	Data Year: 2022-23 Data Source: CA Dashboard 51.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities SWD will meet with teacher on a daily basis to improve connection to school, chronic absenteeism, ELA and mathematics performance. The teacher will be trained on a new district adopted curriculum for student in grades 6-12.

Strategy/Activity

Implement Individualized Education Programs in the least restrictive environment to improve SWD learning outcomes and graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures PD for staff on best practices for SWD through virtual learning.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is the first year for this goal. Analysis will follow at the end of the 2023-24 school year for SWD.

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

This is the first year for this goal. Analysis will follow at the end of the 2023-24 school 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.

This is the first year for this goal. Analysis will follow at the end of the 2023-24 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,344.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$1,013.00
Title I Part A: Allocation	\$41,202.00

Subtotal of additional federal funds included for this school: \$42,215.00

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

State or Local Programs	Allocation (\$)
LCFF	\$17,394.00
LCFF-SLIP	\$735.00

Subtotal of state or local funds included for this school: \$18,129.00

Total of federal, state, and/or local funds for this school: \$60,344.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	17,394	0.00
LCFF-SLIP	735	0.00
Title I Part A: Allocation	41,202	0.00
Title I Parent Involvement	1,013	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	17,394.00
LCFF-SLIP	735.00
Title I Parent Involvement	1,013.00
Title I Part A: Allocation	41,202.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,303.00
4000-4999: Books And Supplies	34,806.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,235.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	15,894.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,500.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF-SLIP	735.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,013.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,303.00
4000-4999: Books And Supplies	Title I Part A: Allocation	17,899.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,769.00
Goal 2	27,575.00
Goal 3	4,000.00
Goal 4	2,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Colette Bolger	Principal
Lorena Puerto	Classroom Teacher
Mari Harris	Classroom Teacher
Kelly King	Other School Staff
Tanya Sinchanya	Parent or Community Member
Diana Gonzalez-Mireles	Parent or Community Member
Manjinder Sekhon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2023.

Attested:



Principal, Colette Bolger on 5/9/2023



SSC Chairperson, Kelly King on 5/9/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Central Online Home School
Compact 2023-2024 Escuela-Hogar
Compromiso escolar de tres vías

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos a través de un plan de estudios e instrucción de alta calidad. A través de un proceso que incluyó a maestros, familias, estudiantes y representantes de la comunidad, los siguientes son roles y responsabilidades acordados que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.

Compromiso del personal de COHS: "Cada estudiante, cada salón de clases, todos los días"

Estoy de acuerdo en seguir las metas del distrito lo mejor que pueda para

Meta 1: Aprenderla Excelencia Académica proporcionando:

- Diferenciación y apoyo para garantizar el dominio de las habilidades y el contenido a nivel de grado
- Un programa de instrucción coherente para garantizar la preparación profesional/universitaria/comunitaria
- Oportunidades para desarrollar habilidades de liderazgo, resolución de problemas y pensamiento innovador
- Oportunidades para desarrollar la valoración estética a través de las artes visuales y escénicas
- Oportunidades para proporcionar un entorno de aprendizaje activo utilizando estrategias de instrucción y herramientas del siglo XXI.

Meta 2: Reclutamiento y Desarrollo de Personal para la Excelencia Académica proporcionando:

- Asistir al desarrollo profesional para aumentar mi eficacia y satisfacción.
- Comprometerse con la mejora continua del conocimiento y la habilidad para apoyar el aprendizaje de los estudiantes
- Usar comentarios sobre mis prácticas diarias para aumentar mi efectividad.
- Me comportare dentro de las pautas de la política de la Junta 1350 con respecto a la cortesía en todo momento

Goal 3: El personal cultivara un ambiente equitativo donde todos los estudiantes participen en oportunidades educativas atractivas mientras estén en K-12 y más allá.

Compromiso estudiantil de COHS

Estoy de acuerdo en ser el mejor estudiante que pueda ser al llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- O - Poseer mis acciones
- W - Trabajar para tener éxito
- L - Liderar con amabilidad
- S - Mostrar respeto
- R - (ser) Ingenioso
- I - (tengo) Integridad
- S - (ser) Autosuficiente
- E - Comprometidos en el aprendizaje

Compromiso de la familia/padres de COHS

Acepto apoyar la educación de mi hijo llevando a cabo las siguientes responsabilidades lo mejor que pueda:

- Respetar la escuela, los compañeros de clase, el personal y las familias
- Proporcionar un momento y un lugar tranquilos para que mi hijo complete el trabajo escolar en casa todos los días.
- Limite y controle la visualización de TV/videojuegos
- Leerle a mi hijo o alentar a mi hijo a leer todos los días (20 minutos para los grados K-3 y 30 minutos para los grados 4-12),
- Asegurarme de que mi hijo asista a la escuela todos los días durante el tiempo de instrucción designado, obtenga sueño y nutrición adecuada.
- Supervisar regularmente el progreso de mi hijo en la escuela y animar a mi hijo a participar activamente en su aprendizaje.
- Siempre me comportare dentro de las pautas de la política de la junta 1350 con respecto a la civilidad:
- **Participar en la escuela en diversas actividades, como ser voluntario, asistir a conferencias de padres y maestros, reuniones del SSC, Noche familiar, Noche de regreso a la escuela, eventos de liderazgo, Comité de talleres, escuela eventos familiares patrocinados, eventos estudiantiles y excursiones, etc.**
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.

Firma del maestro

Firma del estudiante

Firma del padre/Tutor



Central Online Home School

School Site Council (SSC) 4th Quarter Meeting/s

Date of Posting: 5/4/23

Meeting Date: 5/9/2023

Location: Via Zoom Link

<https://centralunified-org.zoom.us/j/83360799680?pwd=QU8ySkVxTWxMN3BxUDJockdtUFZYdz09>

Starting Time: 7:45

Ending Time: 8:45

Outcomes:

- SPSA completion, monitoring form, comment & approval, including Home School Compact & Parent Engagement Policy
- Continue to receive input from ELAC on programs for ELs
- Analyze student academic achievement
- Review LCAP draft
- Receive information on Spring Consolidated Application Reporting System (CARS) information
- Approve district Parent Engagement Policy and Home School Compact (if not already done)
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members Tanya Sinchanya, Diana Gonzalez-Mireles, Manjinder Sekhon, Mari Harris, Lorena Puerto, Kelly King, Colette Bolger. Guests: All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	<u>Attendance form links</u> See below.	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary’s Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees PAC representative report	Information & discussion	PAC representative	TBD minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes

Unfinished Business		Chairperson	minutes
<p>New Business</p> <p>a. Receive input from ELAC on programs for ELs</p> <p>b. Spring CARS application</p> <p>c. LCAP Review/comments</p> <p>d. Approve HSC & PEP</p> <p>e. Approve 23-24 SPSA Attach Agendas, Minutes, Sign In Sheets, HSC & PEP to SPSA in DTS for Board Approval**</p> <p>f. School Safety-Security Camera</p> <p>g. Site:</p> <ul style="list-style-type: none"> • Share Your Story for K-5 students • Graduation Rate • # for the 23-24 <p>h. Discuss future meeting dates.</p>	<p>Discussion</p> <p>Information</p> <p>Input Review & approval</p> <p>Review & approval</p> <p>AT the DO Facilities oversees</p>	<p>Principal</p> <p>Chairperson</p> <p>TBD</p>	<p>40 minutes</p>

training, and agenda items. i. * Check By Laws about Nominations – Call if need to do nominations			
Evaluation (ways to improve the meeting) and Adjournment	<u>Evaluation form links</u> English form https://forms.gle/5iMpYjwTSu81mK999 Spanish form https://forms.gle/j3EPY5WrjeCci3TJ6 Punjabi https://forms.gle/3W1L2XGjRncgCaDd7 Hmong form https://forms.gle/yvNJPkUL39TJRBj98 Arabic form https://forms.gle/gyGoGWzWrkMm4ujs5	Chairperson	1 minute

Attendance Links

English form

<https://forms.gle/Bx9HSrujLaTpeJ5y7>

Spanish form

<https://forms.gle/mwQWkkrpjg4aDkEX9>

Punjabi form

<https://forms.gle/MeQoD6CyRMpTzXdv8>

Hmong form

<https://forms.gle/5e4xzP78Jxw9jrDa6>

Arabic form

<https://forms.gle/c6mrMRqjxWErMqB66>

*****Thank you for coming*****

****SPSA must be approved by the 8th of June. All attachments must be in DTS before you go on summer break. Area Administrators and State & Federal Staff will review over summer break. Plans will go for Info July 25, 2023, and Action on August 8, 2023**

COHS 4th Quarter SCHOOL SITE COUNCIL (SSC) MINUTES
May 9, 2023.

1. Call the Meeting to Order:

- The meeting was called to order at 7:45 by Kelly King Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1						
2	Manjinder Sekhon	x	1	Lorena Puerto	Teacher	x
3	G. Mori	x	2	Mari Harris	Teacher	x
4	Tanya Sirichanya	x	3	Kelly King	Other	x
5	Megan Duran		4	Colette Bolger	Principal	x

	Guest		Non member staff	Position
1	Enter name	1	Enter name	
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 6 members are needed to establish a quorum
 - 7 members are present 1 member is absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda Mr. Mori motioned to approve, Mrs. Puerto seconded

4. Secretary's Report:

- NA

5. Committee Reports:

- NA

6. Public Comment:

- NA

7. Unfinished Business:

- NA

8. New Business

- Received input from Mrs. King regarding EL numbers. currently of 17. 2 to be assessed as they just enrolled with COHS.
- Spring CARS application was reviewed and explained to the committee by Mrs. Bolger
- School Home Compact - reviewed and approved and motion to approve by Mr. Mori, seconded by Mrs. King
- The family/Parent Engagement Policy was reviewed and approved. Motion by Mrs. King seconded by Mr. Mori
- Data from local assessments reviewed and analyzed and how they correlate to the SPSA Goals, WASC Goals, and District Blueprint.
- F&P Update - K - 37.5%, 44% 1st, 30% 2nd, on track as of March 13th. Students are currently being reassessed for EOY data

- NWEA Update - Two grade levels showed growth, and 2 slipped from the first to the second assessment. Students will be reassessed in May after SBAC.
- Panorama - Glows - we can provide individual time with students. Glows are something we're working hard on as a staff. Family Engagement, School Fit, and Student Needs. Mr. Mori Recommended Social Media Education for students. Glows are tied to the SPSA goals and how expenditures are assigned for the new school year.
- SPSA Goals - Went over each goal and expenditures for each goal and how expenditures would be used in each goal based on input from staff and SSC. LCFF and Title 1 resources will be utilized for the 23-24 school year to increase opportunities of more student engagement activities. Mrs. Bolger shared how each funding resource would support student learning, student support, parent engagement, student enrichment, staff development, and book studies. Mrs. Bolger noted that the expenditure for a long-term sub for Academic Support was not utilized due to a lack of subs available. But would like to keep it the expenditure because we have someone lined up to take that assignment in the new school year. SEL - and Engagement and Enrichment opportunities are an emphasis for the 23-24 school year. An esports program was mentioned as an enrichment opportunity for secondary students for the new year that teaches students coding. Also, a book study for secondary students to partake in during homerooms of the 7 Habits of Highly Effective Teens.
- A motion to approve the SPSA with the outlined expenditures was made by Mr. Mori and seconded by Mrs. Sekhon.
- Parent Club - will be established for 23-24 school year. Let us know if you're interested in becoming a member

9. Evaluation & Adjournment:

- Participants complete the meeting evaluation by Google Forms
- The COHS SSC meeting was adjourned by Mrs. Bolger at 8:44 a.m.

Respectfully submitted,

Mrs. Mari Harris

**Mari Harris
SSC Secretary
5/9/2023**

Central Online Home School School-Home Compact 2023-2024

Three-Way School Pledge

It is important that families and schools work together to help students achieve high academic standards through high-quality curriculum and instruction. Through a process that included teachers, families, students, and community representatives, the following are agreed-upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

COHS Staff Pledge- "Every Student, Every Classroom, Every Day"

I agree to follow the district's goals to the best of my ability for

Goal 1: Learning the Academic Excellence by providing:

- Differentiation and support to ensure grade-level mastery of skills and content
- A coherent instructional program to ensure career/college/community readiness
- Opportunities to develop leadership, problem-solving and innovative thinking skills
- Opportunities to develop aesthetic valuing through visual and performing arts
- Opportunities to provide an active learning environment using 21st Century instructional strategies and tools.

Goal 2: Staff Recruitment and Development for Academic Excellence by providing:

- Attending professional development to increase my effectiveness and satisfaction
- Committing to the continuous improvement of knowledge and skill to support student learning
- Using feedback regarding my daily practices to increase my effectiveness
- I will conduct myself within the guidelines of Board Policy 1350 regarding Civility at all times

Goal 3: Staff will cultivate an equitable environment where all students participate in engaging educational opportunities while in K-12 and beyond

COHS Student Pledge

I agree to be the best student I can be by carrying out the following responsibilities to the best of my ability:

- O - Own my actions
- W - Work to succeed
- L - Lead with kindness
- S - Show Respect
- R - (be) Resourceful
- I - (have) Integrity
- S - (be) Self-reliant
- E - Engaged in learning

COHS Family/ Parent Pledge

I agree to support my child's education by carrying out the following responsibilities to the best of my ability:

- Respect the school, classmates, staff, and families
- Provide a quiet time and place for my child to complete home schoolwork daily
- Limit and monitor TV viewing/ video games
- Read to my child or encourage my child to read every day (20mins for grade K-3 and 30 minutes for grades 4-12)
- Ensure that my child attends school every day for the designated time of instruction, gets adequate sleep, and proper nutrition
- Regularly monitor my child's progress in school and encourage my child to actively participate in their learning
- I will always conduct myself within the guidelines of Board Policy 1350 regarding Civility
- **Participate at school in various activities such as volunteering, attending parent-teacher conferences SSC meetings, Family Night, Back to School Night, Leadership events, Workshops Committee, school sponsored family events, student events and field trips, etc**
- Communicate the importance of education and learning to my child.

Teacher Signature

Student Signature

Parent/Guardian Signature



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Central Online Home School has developed a written Title 1 parental involvement policy with input from the Title 1 parent are invited to the 1st quarter School Site Council meeting to share input on the policy. It distributed the policy to parents of Title 1 students in August 2023 and sent it via email and Parent Square. Central Online Home School's policy describes the means for carrying out the following Title 1 parent involvement requirements. The school convenes an annual meeting to inform parents about Title 1, Part A requirements and about the right of parents to be involved in the Title 1, Part A program.

To involve parents in the Title I, Part A programs, the following practices have been established:

Central Online Home School has developed a written Title 1 parental involvement policy with input from the Title 1 parent are invited to the 1st quarter School Site Council meeting to share input on the policy. It distributed the policy to parents of Title 1 students in August 2023 and sent it via email and Parent Square. Central Online Home School's policy describes the means for carrying out the following Title 1 parent involvement requirements. The convenes an annual meeting to inform parents about Title 1, Part A requirements and about the right of parents to be involved in the Title 1, Part A program.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- Type examples or add bullets here. Notification of meetings is sent via email, Parent Square, and Peach Jar

- Interpretation is offered in Spanish, Punjabi, Arabic, and with the use of Language Line

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Parents are informed at the first meeting that they may call other meetings as necessary.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

1. The school's responsibility to provide a high-quality curriculum and one on one Check-in meetings
2. The parents' responsibility to support their children's learning
3. The importance of ongoing communication between parents and teachers through at least annual conferences, reports on student progress, access to staff, and opportunities to volunteer, participate and observe the educational program.
4. The School-Parent Compact is updated each year in SSC meetings
5. It is up for review and discussion at the 3rd quarter meeting and is approved at the 4th quarter meeting
6. It is reviewed with parents at the first parent/teacher conference in October. All participants sign the compact, and a copy is given to the parent. The original copy is filed with them in the student information portfolio
7. Compact items will be revisited throughout the year as Video and messages sent by Weekly Update from the Principal
8. Quarterly Goal setting, Weekly progress reports from Edgenuity.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Central Online Home School engages Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to

improve student academic achievement. To help reach these goals, the school does the following:

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Assists Title 1 parents in understanding academic content standards
- Reviews assessments and how to monitor and improve the achievement of their children.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent conferences in the fall and spring
- Classroom digital communication via a weekly update, email, website, webpage, and phone.
- District-led parent workshops offered to families throughout the year.
- Site Parent Workshops

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Provide material and training to help Title 1 families work with their children to improve their children's achievement.
- Holding Family Literacy Nights
- Weekly check-in meetings with families

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Virtual Back to School Nights
- Saturday School Literacy Workshops
- Conferences

- Cultural Day
- Field Trips
- 7 Habits of Happy Families Book Study and course
- School Site Council
- Trunk or Treat
- Stop, Drop and Read
- Classroom Volunteer
- Spring Egg Hunt
- Fundraisers (Panda Night Out)
- Information Flyers available In the office and posted via Parent Square and Peach Jar
- Academic Counselor
- Synchronous meetings and workshops
- Academic Awards
- On site events

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Staff and teachers are provided Professional Development in Growth Mindset, 7 Habits of Highly Effective People and Families.

Families are asked to attend the weekly Check-in meetings with their students.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Sending families workshop information available in the district and community

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Through Parent Square, Peach Jar, email and with the use of Language Line

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Movie Night

Lego Club

Art Club

Family Nights

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the COHS School Site Counsel on 5/9/2023 and will be in effect for the period of 2023-2024 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on or before: August 31, 2023

Colette Bolger

Signature of Authorized Official

5/9/2023

Date

California Department of Education
July 2018



Póliza de participación de padres y familias, a Nivel Escolar, del Título I, Parte A

Esta póliza describe los medios para cumplir los requisitos de participación de padres y familias designados por el Título I, Parte A conforme a la Sección 1116(c) de ESSA.

Cada escuela en virtud de esta parte deberá desarrollar conjuntamente y distribuir a los padres y miembros de la familia de los niños participantes una póliza de participación de padres y familias escrita, acordada por dichos padres, que describirán los medios para llevar a cabo los requisitos de las subsecciones (c) a (f). ¿Cómo se notifica a los padres sobre la póliza en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender? ¿Cómo se pone la póliza a disposición de la comunidad local? ¿Cómo y cuándo se actualiza periódicamente la póliza para cumplir con las necesidades cambiantes de los padres y la escuela (ESSA Sección 1116[b][1])?

Escuela Central Online Home ha desarrollado una política escrita de participación de los padres del Título 1 con aportes de los padres del Título 1 que están invitados a la reunión del Consejo del Sitio Escolar del primer trimestre para compartir comentarios sobre la política. Distribuyó la política a los padres de los estudiantes de Título 1 en agosto de 2022 y la envió por correo electrónico y Parent Square. La política de Escuela Central Online Home describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título 1. La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título 1, Parte A y sobre el derecho de los padres a participar en el programa del Título 1, Parte A..

Para involucrar a los padres en los programas de Título I, Parte A, se han establecido las siguientes prácticas:

Escuela Central Online Home ha desarrollado una política escrita de participación de los padres del Título 1 con aportes de los padres del Título 1 que están invitados a la reunión del Consejo del Sitio Escolar del primer trimestre para compartir comentarios sobre la política. Distribuyó la política a los padres de los estudiantes de Título 1 en agosto de 2022 y la envió por correo electrónico y Parent Square. La política de Escuela Central Online Home describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título 1. La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título 1, Parte A y sobre el derecho de los padres a participar en el programa del Título 1, Parte A..

La escuela realiza una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre sus derechos para participar en el programa del Título I,

Parte A (ESSA Sección 1116[c][1]). Agregue detalles sobre las reuniones anuales en la sección a continuación:

1. La notificación de las reuniones se envía por correo electrónico, Parent Square y Peach Jar
2. Se ofrece interpretación en español y con el uso de Language Line

La escuela ofrece una cantidad flexible de reuniones para los padres del Título I, Parte A, por la mañana o por la tarde (ESSA Sección 1116[c][2]). Agregue detalles sobre las reuniones en la sección a continuación:

Parents are informed at the first meeting that they may call other meetings as necessary.

La escuela involucra a los padres de estudiantes del Título I, Parte A en una manera organizada, continua y oportuna en la planificación, revisión y mejoramiento de sus programas de Título I, Parte A y la póliza de participación de padres del Título I, Parte A (ESSA Sección 1116[c][3]). ¿Cómo involucra la escuela a los padres?

1. La responsabilidad de la escuela de proporcionar un plan de estudios de alta calidad y reuniones individuales.
2. La responsabilidad de los padres de apoyar el aprendizaje de sus hijos.
3. La importancia de la comunicación continua entre padres y maestros a través de conferencias al menos anuales, informes sobre el progreso de los estudiantes, acceso al personal y oportunidades para ser voluntario, participar y observar el programa educativo.
4. El Pacto entre la Escuela y los Padres se actualiza cada año en las reuniones de la CSS.
5. Está sujeto a revisión y discusión en la reunión del 3er trimestre y se aprueba en la reunión del 4to trimestre.
6. Se revisa con los padres en la primera conferencia de padres / maestros en octubre. Todos los participantes firman el pacto y se entrega una copia a los padres. La copia original se archiva con ellos en el portafolio de información del estudiante.
7. Los artículos compactos se volverán a visitar durante todo el año como video y mensajes enviados por actualizaciones semanales del director.
8. Establecimiento trimestral de objetivos, informes semanales de progreso de Edgenuity.

La escuela proporciona a los padres de estudiantes del Título I, Parte A información oportuna sobre los programas del Título I, Parte A (ESSA Sección 1116[c)(4)[A]). ¿Cómo proporciona información la escuela?

Central Online Home School involucra a los padres del Título 1 en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela hace lo siguiente:

La escuela proporciona a los padres de estudiantes del Título I, Parte A una explicación del currículo utilizado en la escuela, evaluaciones utilizadas para medir el progreso estudiantil y los niveles de dominio que se espera que logren los estudiantes. (ESSA Sección 1116[c][4][B]). ¿Cómo proporciona información la escuela?

- Ayuda a los padres del Título 1 a comprender los estándares de contenido académico
- Revisa las evaluaciones y como monitorear y mejorar el rendimiento de sus hijos.

De ser solicitado, a los padres de estudiantes del Título I, Parte A, se les brindan oportunidades para participar en reuniones regulares acerca de decisiones relacionadas con la educación de sus hijos. (ESSA Sección 1116[c][4][C]). ¿Cómo proporciona oportunidades la escuela?

- Conferencias de padres en otoño y primavera
- Comunicación digital en el aula a través de una actualización semanal, correo electrónico, sitio web, página web y teléfono.
- Talleres para padres dirigidos por el distrito ofrecidos a las familias durante todo el año.
- Talleres para padres en el sitio.

La escuela involucra a los padres de Título I, Parte A en interacciones significativas con la escuela. El acuerdo apoya una asociación entre el personal, padres y la comunidad para mejorar el rendimiento académico estudiantil. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas:

La escuela proporciona asistencia a los padres de Título I, Parte A para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos (ESSA Sección 1116 [e] [1]).

- Proporcionar material y capacitación para ayudar a las familias del Título 1 a trabajar con sus hijos para mejorar el rendimiento de sus hijos.
- Celebración de Noches de Alfabetización Familiar Literacy.
- Reuniones semanales con las familias

La escuela proporciona a los padres de Título I, Parte A, materiales y entrenamiento para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos (Sección ESA 1116 [e] [2]).

- Noches virtuales de regreso a clases
- Talleres de alfabetización escolar los sábados
- Conferencias
- Día Cultural
- Excursiones

- 7 hábitos del libro Familias Felices Estudio y curso
- Consejo del sitio escolar
- Trunk or Treat
- Detener, Soltar y Leer
- Voluntario en el aula
- Búsqueda de huevos de primavera
- Recaudación de fondos (Panda Night Out)
- Folletos informativos disponibles en la oficina y publicados a través de Parent Square y Peach Jar
- Consejero Académico
- Reuniones y talleres sincrónicos
- Premios académicos
- Eventos en la escuela

Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales (ESSA Sección 1116 [e] [3]).

El personal y los maestros reciben Desarrollo profesional en mentalidad de crecimiento, 7 hábitos de personas y familias altamente efectivas. Se pide a las familias que asistan a las reuniones semanales con sus estudiantes.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Sending families workshop information available in the district and community

La escuela distribuye información relacionada con la escuela y programas para padres, reuniones y otras actividades a los padres de Título I, Parte A en un formato y lenguaje que los padres entienden (ESSA Sección 1116 [e] [5]).

A través de Parent Square, Peach Jar, correo electrónico y con el uso de Language Line

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (Sección ESA 1116 [e] [14]).

Noche de Cine
Club de Lego
Club de Arte
Noches en Familia

La escuela ofrece oportunidades para la participación de todos los padres del Título I, Parte A, incluidos padres con dominio limitado del inglés, con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden (ESSA Sección 1116 [f]).

Por favor adjunte el Acuerdo entre la Escuela y los Padres a este documento.

Esta Póliza fue adoptada por el **COHS School Site Counsel**

el **8/17/22** y estará vigente durante period of 2022-2023 school year

La escuela distribuirá esta póliza a todos los padres de niños que participan en el programa del Título I, Parte A, el o antes de: **November 15, 2022.**

Colette Bolger

Firma del Oficial Autorizado

8/17/22

Fecha

Departamento de Educación de California
Julio 2018



Escuela en Casa Central en Línea

Consejo De Sitio Escolar (SSC) Reunión Cuarto Trimestre

Fecha de Publicación: 5/4/23

Fecha de la Reunión: 5/9/23

Ubicación: **Via Zoom Link**

<https://centralunified-org.zoom.us/j/83360799680?pwd=QU8ySkVxTWxMN3BxUDJockdtUFZYdz09>

Hora de Inicio: 7:45

Hora de Conclusión: 8:45

Resultados: los participantes podrán:

- Cumplimiento de SPSA, formulario de seguimiento, comentario y aprobación, incluyendo Compacto de escuela y hogar & Política de Participación de Padres
- Continuar recibiendo información de ELAC sobre programas para ELs
- Analizar rendimiento académico de los estudiantes
- Revisar el borrador de LCAP
- Recibir información del Sistema Consolidado de informes de aplicaciones (CARS)
- Aprobar la Política de Participación de Padres y el Compacto de Escuela/Hogar (si aun no se ha echo)
- Determinar futuras fechas de reuniones, horarios, y programas de capacitación

Representantes y Personal: Miembros del Consejo Escolar (SSC) Tanya Sinchanya, Diana Gonzalez-Mireles
 Manjinder Sekhon, Greg Mori, Mari Harris, Lorena Puerto, Kelly King, Colette Bolger
 Invitados: Todo personal, padres, y miembros del público estan invitados a atender la reunión.

Tema de la Agenda	Acción Solicitada	Persona(s) Responsable	Límite de Tiempo
Inicio de la Reunión	Ninguna	Presidente(a)	2 minutos
Asistencia—establecer el quórum	<u>Enlaces del formulario</u> Vea abajo.	Presidente(a)	1 minuto
Cambios/Adiciones a la Agenda	Aprobación/Modificación de la agenda	Presidente(a)	1 minuto
Reporte del/la Secretario/a	Aprobación/Enmiendas	Secretario(a)	5 minutos
Reporte de Oficiales, Comités Activos y Especiales Reporte del Representante del Comité (DAC)	Información y Discusión	Representante del Comité (PAC)	TBD

<p>Comentarios Públicos (Esta es una oportunidad para que el público proporcione información al Consejo Escolar (SCC). 2 minutos por persona</p>	<p>Según la ley de reuniones abiertas, no se puede actuar sobre ninguna acción relacionada con comentarios públicos en la reunión. Los problemas planteados en esta reunión pueden programarse para otra reunión del consejo de la escuela.</p>	<p>Presidente(a)</p>	<p>10 minutos</p>
<p>Asuntos Pendientes</p>	<p>Negocios no completado desde reunion anterior de SSC</p>	<p>Presidente(a)</p>	<p>minutos</p>
<p>Asuntos Nuevos</p> <ul style="list-style-type: none"> ● Recibir comentarios del Comité (ELAC) sobre los programas para estudiantes aprendices de inglés (ELs) ● Aplicación Consolidada y Sistema de Reportar en el Invierno ● LCAP Revisar/comentarios ● Aprobar HSC & PEP ● Aprobar 23-24 SPSA Adjunte Agendas, Actas, Hojas de Registro, HSC & PEP a SPSA en DTS para aprobación de la junta ● Camaras de seguridad de escuela ● Sitio: Comparte tu historia K-5 students Tasa de graduación # para 23-24 ● Discutir futuras fechas de reuniones, capacitación, y puntos de la agenda ● Verifique los estatutos sobre nominaciones – llamar si es necesario de ser nominaciones 	<p>Discusión</p> <p>Información</p> <p>Comentarios</p> <p>Revisión, discusión, Revisión y Discusión</p> <p>En las oficinas del distrito Instalaciones supervise</p>	<p>Director(a)</p> <p>Presidenta</p> <p>TBD</p>	<p>40 minutos</p>

<p>Evaluación (vías de mejorar la reunión) y Conclusión</p>	<p><u>Enlaces de evaluación</u> Formulario Inglés https://forms.gle/5iMpYjwtsu81mK999 Formulario Espanol https://forms.gle/j3EPY5WrjeCci3TJ6 Formulario Punjabi https://forms.gle/3W1L2XGjRncqCaDd7 Formulario Hmong https://forms.gle/yvNJPkUL39TJRBj98 Formulario Arabic https://forms.gle/gyGoGWzWrkMm4ujs5</p>	<p>Presidente(a)</p>	<p>1 minuto</p>
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Enlaces de asistencia

Formulario Inglés

<https://forms.gle/Bx9HSrujLaTpeJ5y7>

Formulario Espanol

<https://forms.gle/mwQWkkrpjg4aDkEX9>

Formulario Punjabi

<https://forms.gle/MeQoD6CyRMpTzXdv8>

Formulario Hmong

<https://forms.gle/5e4xzP78Jxw9jrDa6>

Formulario Arabic

<https://forms.gle/c6mrMRqjxWErMqB66>

*****Gracias por Asistir*****

****El SPSA debe ser aprobado antes del 8 de junio. Todos los archivos adjuntos deben estar en DTS antes de irse de vacaciones de verano. Los administradores del área y el personal estatal y federal revisarán durante las vacaciones de verano. Los planes irán para Información el 25 de julio de 2023 y Acción el 8 de agosto de 2023.**

**COHS 4º Trimestre ACTAS DEL CONSEJO ESCOLAR (SSC)
Mayo 9, 2023.**

1. Inicio de la reunion:

1. La Sra. Kelly King inicio la reunion a las 7:45. Todos fueron bienvenidos. Los miembros e invitados se presentaron. Estuvieron presentes:

	Padre/Tutor	Presente		Personal		Presente
1						
2	Manjinder Sekhon	x	1	Lorena Puerto	Maestro	x
3	G. Mori	x	2	Mari Harris	Maestro	x
4	Tanya Sirichanya	x	3	Kelly King	Otro	x
5	Megan Duran		4	Colette Bolger	Directora	x

	Invitado		No personal	Posición
1	Enter name	1	Enter name	
2		2		
3		3		
4		4		

2. Pase de lista:

- Anuncio del Presidente
 - Se necesitan 6 miembros para establecer un quórum
 - 7 miembros están presentes 1 miembro está ausente
 - Se ha establecido quórum

3. Cambios/adiciones a la agenda de la reunión:

- No Se introdujeron cambios o adiciones al orden del día. * M/S/C para aprobar el orden del día. Sr. Mori hizo mocion para aprobar, la Sra. Puerto lo apoyo.

4. Informe del Secretario:

- NA

5. Informes del Comité:

- NA

6. Comentario público:

- NA

7. Asuntos pendientes:

- NA

8. Nuevos negocios

- Informacion recibida de la Sra. King con respecto a los números EL. Actualmente de 17. 2 para ser evaluados ya que acaban de inscribirse en COHS.
- La solicitud de primavera de CARS fue revisada y explicada al comité por la Sra. Bolger Compacto de Escuela y Hogar - revisado y aprobado y moción de aprobación por el Sr. Mori, la Sra. King lo apoyo
- Se revisó y aprobó la Política de Participación de la Familia y los Padres. Moción de la Sra. King el Sr. Mori la apoyo
- Datos de las evaluaciones locales revisadas y analizadas y cómo se correlacionan con los Objetivos de SPSA, los Objetivos de WASC y el Plan del Distrito.
- Actualización F&P- K - 37.5%, 44% 1º, 30% 2º, en camino a partir del 13 de marzo. Los estudiantes están siendo reevaluados para los datos de EOY.
- ActualizaciónNWEA - Dos niveles de grado mostraron crecimiento, y 2 cayeron de la primera a la segunda evaluación. Los estudiantes serán reevaluados en mayo después de SBAC.

- Panorama - Positivos: podemos proporcionar tiempo individual con los estudiantes. Crecimientos son algo en lo que estamos trabajando duro como personal. Participación familiar, ajuste escolar y necesidades de los estudiantes. El Sr. Mori recomendó la educación en redes sociales para los estudiantes. Los crecimientos están vinculados a las metas de SPSA y cómo se asignan los gastos para el nuevo año escolar.
1. Metas SPSA- Repasé cada meta y gastos para cada meta y cómo se usarían los gastos en cada meta en función de los aportes del personal y el CSS. Los recursos de LCFF y Título 1 se utilizarán para el año escolar 23-24 para aumentar las oportunidades de más actividades de participación estudiantil. Bolger compartió cómo cada recurso de financiamiento apoyaría el aprendizaje de los estudiantes, el apoyo estudiantil, la participación de los padres, el enriquecimiento de los estudiantes, el desarrollo del personal y los estudios de libros. La Sra. Bolger señaló que el gasto de un submarino a largo plazo para Apoyo Académico no se utilizó debido a la falta de subtítulos disponibles. Pero me gustaría mantener el gasto porque tenemos a alguien alineado para tomar esa tarea en el nuevo año escolar. SEL - y las oportunidades de Compromiso y Enriquecimiento son un énfasis para el año escolar 23-24. Se mencionó un programa de deportes electrónicos como una oportunidad de enriquecimiento para los estudiantes de secundaria para el nuevo año que enseña a los estudiantes a codificar. Además, un estudio de libro para que los estudiantes de secundaria participen durante las aulas de los 7 hábitos de los adolescentes altamente efectivos.
- La moción para aprobar el SPSA con los gastos descritos fue presentada por el Sr. Mori y la Sra. Sekhon lo apoyo
 - Club de Padres - se establecerá para el año escolar 23-24. Háganos saber si está interesado en convertirse en miembro

9. Evaluación y Aplazamiento:

- Los participantes completan la evaluación de la reunión mediante Google Forms
- La Sra Bolger concluyó la reunión de COHS a las 8:44 a.m.

Presentado respetuosamente,

Mrs. Mari Harris

**Mari Harris
SSC Secretaria
5/9/2023**