



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corcoran High School	16 63891 1632207	4/30/25	6/11/2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) will identify needs, develop goals, and select strategies, aligned with the Local Control Accountability Plan (LCAP) for a continued improvement process. Corcoran Joint Unified School District (CJUSD) has student needs in the following categories: English Language Arts, Math, and Suspension Rate. As part of the school district, Corcoran High School has been identified as an ATSI school due to its Suspension Rate for Students with Disabilities. This SPSA is our plan for improvement.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement.....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	35
Goal 3.....	37
Goal 4.....	38
Goal 5.....	39
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan.....	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source	41
Expenditures by Goal.....	42
School Site Council Membership	43
Recommendations and Assurances	44
Instructions.....	45
Appendix A: Plan Requirements	52

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements55
Appendix C: Select State and Federal Programs58

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) will identify needs, develop goals, and select strategies, aligned with the Local Control Accountability Plan (LCAP) for a continued improvement process. Corcoran Joint Unified School District (CJUSD) has student needs in the following categories: English Language Arts, Math, and Suspension Rate. As part of the school district, Corcoran High School has been identified as an ATSI school due to its Suspension Rate for Students with Disabilities. This SPSA is our plan for improvement.

This plan will meet ESSA in alignment with LCAP and other federal, state and local programs to continuously support student growth. It will support student learning strategies and behavior systems along with interventions to close gaps and prepare students for college and careers. This plan addresses areas of growth with academic performance, student suspensions, and parent engagement. There is a focus on school dashboard indicators: our suspension rate for Students with Disabilities, English Learners, and Long Term English Learners at Corcoran High School.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Corcoran High School involves educational partners with a variety of strategies. The district and the school use surveys to gather staff input about goals, culture, safety, and the work that is outlined for the year. Specifically, the Local Control Accountability Plan (LCAP) survey asks certificated staff, classified staff, students, and parents/guardians about their input regarding the functioning of the school and district. Parents are provided an opportunity to participate in the LCAP survey remotely or on-site during public events such as Open House. Staff is allotted meeting time to participate in the LCAP survey. Students are provided time in 4th Period Advisory to engage with the LCAP survey. In addition, parents are asked to continually review the School Plan for Student Achievement (SPSA) during School Site Council (SSC) meetings. Members of the SSC, which is made up of certificated staff, classified staff, parents, and students, are asked for their feedback about data, needs, programs, and budgets. The parents of English Learner students are informed and provided with an opportunity to share feedback at English Learner Advisory Committee (ELAC) meetings, although recruitment for this committee has been lacking. The district follows up on LCAP completion rates to ensure that a reasonable sample of educational partner voices are heard.

Resource Inequities

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

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

Corcoran High School continues to underperform with its suspension rate. Students with disabilities and English Learners are being suspended more often than their other peer groups. As a result, this plan will provide materials and supplies for ongoing behavior academies that support the behavior intervention plans of students with disabilities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Corcoran Joint Unified School District (CJUSD) has areas of growth with College and Career Indicators and Suspension Rates.

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

Corcoran High School was identified in an orange performance category for Suspension at 7.7% suspended at least one day. This was 0.2% from the year prior. Red student groups include the following student groups: English Learner (11.4% suspended at least one day) and Long Term English Learner (17.9% suspended at least one day). Orange student groups include Hispanics (7.7% suspended at least one day) and Students with Disabilities (13.3% suspended at least one day).

In the College and Career Indicator (CCI), the overall performance was prepared at 54.7%. This was a decline of 3.7%. There were no red student groups and only one orange group identified. This was the Hispanic student group with Prepared 53.5%. This was a decline of 4.7%

Other Needs

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

Suspensions at Corcoran High School predominantly involve either violations of 48900(a) fighting or 48900(c) substance abuse. These behaviors are to be specifically addressed through actions outlined in this plan with an emphasis on Students with Disabilities, English Learners, and Long Term English Learners.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.22%	0.33%	0.21%	2	3	2
African American	3.33%	2.28%	1.93%	30	21	18
Asian	0.55%	0.76%	0.54%	5	7	5
Filipino	0.33%	%	0.21%	3		2
Hispanic/Latino	92.02%	93.49%	93.23%	830	862	868
Pacific Islander	0%	0.11%	0.11%	0	1	1
White	3.44%	2.71%	3.22%	31	25	30
Two or More Races	0%	0.11%	0.43%	0	1	4
Not Reported	0.11%	0.22%	0.11%	1	2	1
Total Enrollment				902	922	931

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	275	248	
Grade 10	254	257	
Grade 11	209	238	
Grade 12	164	179	
Total Enrollment	902	922	

Conclusions based on this data:

1. Corcoran High School enrollment remains mostly consistent.
2. While total enrollment remains relatively consistent, there is a decrease in enrollment as grade levels increase. This is a result of student transfers to charter and alternative education settings.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	75	73	63	8.3%	7.9%	6.8%
Fluent English Proficient (FEP)	377	392	395	41.8%	42.5%	42.4%

Conclusions based on this data:

1. Corcoran High School (CHS) has a less than one percent increase in the number of enrolled English Learner (EL) students, but has reclassified a larger sum of students in this category. CHS remains in the blue on the dashboard in this category.
2. Corcoran High School has room to increase support with English Learners, particularly as it relates to PBIS school wide behavioral expectations.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	209	191	230	199	188	221	199	188	221	95.2	98.4	96.1
All Grades	209	191	230	199	188	221	199	188	221	95.2	98.4	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2600.	2609.	2624.	25.13	26.60	31.67	34.17	37.77	37.10	22.61	20.21	18.10	18.09	15.43	13.12
All Grades	N/A	N/A	N/A	25.13	26.60	31.67	34.17	37.77	37.10	22.61	20.21	18.10	18.09	15.43	13.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	23.62	21.81	27.60	58.79	63.30	57.92	17.59	14.89	14.48
All Grades	23.62	21.81	27.60	58.79	63.30	57.92	17.59	14.89	14.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	28.64	36.17	45.70	56.28	47.87	41.18	15.08	15.96	13.12
All Grades	28.64	36.17	45.70	56.28	47.87	41.18	15.08	15.96	13.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.55	15.96	18.55	77.39	73.40	70.14	13.07	10.64	11.31
All Grades	9.55	15.96	18.55	77.39	73.40	70.14	13.07	10.64	11.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.11	18.09	25.34	64.32	70.74	66.06	14.57	11.17	8.60
All Grades	21.11	18.09	25.34	64.32	70.74	66.06	14.57	11.17	8.60

Conclusions based on this data:

1. Corcoran High School (CHS) took the English CAASPP in the Spring of 2024. Students performed above all other comprehensive high schools in the county with an overall 68.77% standards met or exceeded total.
2. Corcoran High School (CHS) continues to utilize a site-wide Panther Reading and Panther Writing Instructional Model to support growth in reading and writing skills development.
3. Corcoran High School (CHS) supports English instruction with professional development and lesson strategies based on Expository Reading Writing Curriculum (ERWC).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	209	191	230	196	187	220	196	187	220	93.8	97.9	95.7
All Grades	209	191	230	196	187	220	196	187	220	93.8	97.9	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2515.	2526.	2552.	2.55	1.07	8.18	16.84	16.04	19.55	22.45	29.95	29.55	58.16	52.94	42.73
All Grades	N/A	N/A	N/A	2.55	1.07	8.18	16.84	16.04	19.55	22.45	29.95	29.55	58.16	52.94	42.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.61	3.74	12.27	43.37	44.39	45.00	51.02	51.87	42.73
All Grades	5.61	3.74	12.27	43.37	44.39	45.00	51.02	51.87	42.73

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.14	6.42	8.18	61.73	66.84	64.09	31.12	26.74	27.73
All Grades	7.14	6.42	8.18	61.73	66.84	64.09	31.12	26.74	27.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.57	3.74	6.82	67.86	66.84	71.82	28.57	29.41	21.36
All Grades	3.57	3.74	6.82	67.86	66.84	71.82	28.57	29.41	21.36

Conclusions based on this data:

1. Corcoran High School (CHS) took the Math CAASPP in the Spring of 2024. Students performed above all other comprehensive high schools in the county with an overall 27.68% standards met or exceeded total.
2. Corcoran High School (CHS) has made changes to its master schedule to combine teacher teams based on assigned courses. This assists in the collaborative efforts within the department resulting in more effective instructional practice.
3. Corcoran High School (CHS) has added Precalculus this school year and is aiming to add AP Calculus for next school year. Students will be provided with additional math course options.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1538.8	1563.7	1572.9	1532.9	1560.8	1575.8	1544.2	1566.1	1569.4	27	33	21
10	1542.2	1589.5	1560.8	1541.5	1577.1	1555.6	1542.5	1601.3	1565.5	24	22	23
11	1512.3	1553.4	1586.9	1508.7	1561.0	1608.2	1515.3	1545.6	1565.2	11	18	13
12	*	*	1561.6	*	*	1553.8	*	*	1568.8	5	*	13
All Grades										67	76	70

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.81	24.24	33.33	25.93	45.45	33.33	40.74	15.15	23.81	18.52	15.15	9.52	27	33	21
10	25.00	40.91	34.78	20.83	31.82	30.43	29.17	13.64	8.70	25.00	13.64	26.09	24	22	23
11	9.09	11.11	30.77	18.18	27.78	15.38	36.36	22.22	38.46	36.36	38.89	15.38	11	18	13
12	*	*	23.08	*	*	23.08	*	*	30.77	*	*	23.08	*	*	13
All Grades	17.91	25.00	31.43	23.88	36.84	27.14	34.33	15.79	22.86	23.88	22.37	18.57	67	76	70

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.22	24.24	52.38	40.74	48.48	28.57	18.52	12.12	9.52	18.52	15.15	9.52	27	33	21
10	33.33	45.45	43.48	33.33	27.27	30.43	12.50	18.18	4.35	20.83	9.09	21.74	24	22	23
11	9.09	27.78	46.15	54.55	22.22	38.46	0.00	22.22	0.00	36.36	27.78	15.38	11	18	13
12	*	*	38.46	*	*	38.46	*	*	0.00	*	*	23.08	*	*	13
All Grades	25.37	31.58	45.71	40.30	34.21	32.86	11.94	15.79	4.29	22.39	18.42	17.14	67	76	70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.70	6.06	9.52	22.22	36.36	28.57	37.04	39.39	47.62	37.04	18.18	14.29	27	33	21
10	8.33	36.36	13.04	33.33	13.64	43.48	20.83	40.91	21.74	37.50	9.09	21.74	24	22	23
11	0.00	5.56	23.08	18.18	11.11	7.69	27.27	50.00	30.77	54.55	33.33	38.46	11	18	13
12	*	*	7.69	*	*	7.69	*	*	61.54	*	*	23.08	*	*	13
All Grades	4.48	14.47	12.86	25.37	22.37	25.71	31.34	42.11	38.57	38.81	21.05	22.86	67	76	70

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	0.00	12.12	9.52	62.96	78.79	85.71	37.04	9.09	4.76	27	33	21	
10	4.17	9.09	8.70	70.83	77.27	69.57	25.00	13.64	21.74	24	22	23	
11	0.00	16.67	30.77	54.55	50.00	46.15	45.45	33.33	23.08	11	18	13	
12	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13	
All Grades	1.49	11.84	12.86	64.18	69.74	68.57	34.33	18.42	18.57	67	76	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	76.92	81.82	66.67	7.69	6.06	23.81	15.38	12.12	9.52	26	33	21	
10	70.83	72.73	73.91	8.33	18.18	8.70	20.83	9.09	17.39	24	22	23	
11	63.64	50.00	76.92	0.00	22.22	7.69	36.36	27.78	15.38	11	18	13	
12	*	*	53.85	*	*	30.77	*	*	15.38	*	*	13	
All Grades	72.73	69.74	68.57	6.06	13.16	17.14	21.21	17.11	14.29	66	76	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	3.70	9.09	14.29	48.15	63.64	61.90	48.15	27.27	23.81	27	33	21	
10	12.50	40.91	17.39	41.67	45.45	56.52	45.83	13.64	26.09	24	22	23	
11	0.00	5.56	23.08	27.27	44.44	23.08	72.73	50.00	53.85	11	18	13	
12	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13	
All Grades	5.97	17.11	15.71	43.28	51.32	51.43	50.75	31.58	32.86	67	76	70	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.70	0.00	0.00	70.37	93.94	90.48	25.93	6.06	9.52	27	33	21
10	12.50	18.18	4.35	54.17	77.27	78.26	33.33	4.55	17.39	24	22	23
11	9.09	11.11	7.69	54.55	61.11	84.62	36.36	27.78	7.69	11	18	13
12	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13
All Grades	8.96	7.89	7.14	61.19	78.95	80.00	29.85	13.16	12.86	67	76	70

Conclusions based on this data:

1. Corcoran High School (CHS) is showing growth with ELD students, outperforming all other comprehensive high schools in the county.
2. There is a need to continue to focus on effective ELD strategies that support academic reading, writing, speaking, and listening in English.
3. Corcoran High School (CHS) will continue to allocate for a full-time Literacy Coach that supports teachers with ELD instruction in class.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
922	90.3%	7.9%	0.1%
Total Number of Students enrolled in Corcoran High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	7.9%
Foster Youth	1	0.1%
Homeless	21	2.3%
Socioeconomically Disadvantaged	833	90.3%
Students with Disabilities	78	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.3%
American Indian	3	0.3%
Asian	7	0.8%
Filipino	0	0.0%
Hispanic	862	93.5%
Two or More Races	1	0.1%
Pacific Islander	1	0.1%
White	25	2.7%

Conclusions based on this data:

1. Corcoran High School (CHS) student demographics have remained relatively consistent over the last several years.

2. Corcoran High School (CHS) English Language (EL) students has increased. There is a sizable number of students with disabilities.
3. Corcoran High School (CHS) has a large and increasing percentage of socioeconomically disadvantaged students (84% to 90.3%). There are a notable number of foster/homeless students enrolled at Corcoran High School.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Blue

College/Career



Orange

Conclusions based on this data:

1. Corcoran High School (CHS) CAASPP English Language Arts performance continues to show growth, outperforming all comprehensive high schools in the county at nearly 69% standards met or exceeded.
2. Corcoran High School (CHS) CAASPP Math performance has shown significant growth, outperforming all comprehensive high schools in the county at nearly 28% standards met or exceeded.
3. Corcoran High School (CHS) continues to excel with its English Learner growth in the blue category. However, the Suspension Rate remains an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

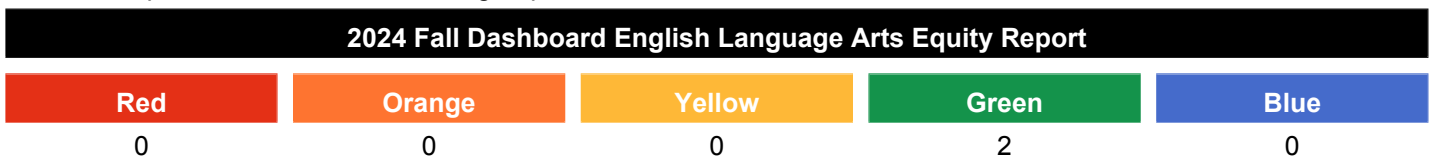
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>43.8 points above standard</p> <p>Increased 10.9 points</p> <p>215 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>40.6 points below standard</p> <p>Maintained 1.3 points</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>33.3 points above standard</p> <p>Increased 8.1 points</p> <p>184 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 64.6 points below standard Increased 4.0 points 20 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 7 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Green 42.1 points above standard Increased 8.0 points 197 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 7 Students</p>

Conclusions based on this data:

1. Corcoran High School (CHS) students demonstrated significant growth in the CAASPP English Language Arts examinations at nearly 69% met or exceeded. This metric outperforms all comprehensive high schools in the county.
2. Corcoran High School (CHS) Panther Writing and Panther Reading Models has shown to effectively support English Language Arts performance growth.
3. Corcoran High School (CHS) utilizes professional development and lessons based on the Expository Reading and Writing Curriculum (ERWC).

School and Student Performance Data

Academic Performance Mathematics

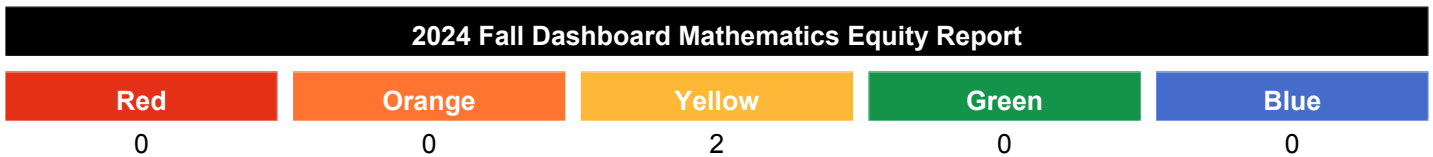
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>74.5 points below standard</p> <p>Increased 23.5 points</p> <p>216 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>142.0 points below standard</p> <p>Maintained 0.2 points</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>84.6 points below standard</p> <p>Increased 16.8 points</p> <p>185 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>206.3 points below standard</p> <p>Declined 60.7 points</p> <p>20 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>75.3 points below standard</p> <p>Increased 24.5 points</p> <p>198 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>

Conclusions based on this data:

1. Corcoran High School (CHS) has shown a significant growth in CAASPP Math Performance with a near 28% met or exceeded this past school year.
2. Corcoran High School (CHS) continues to perform below state average in Mathematics. As a result Corcoran High School is streamlining its master schedule teacher assignments to focus on PLC collaboration to drive instructional improvement and overall student performance.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 70.5% making progress. Number Students: 61 Students	Long-Term English Learner Progress  Blue 72.1% making progress. Number Students: 43 Students

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.

2024 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
6.6%	23%	0%	70.5%

Conclusions based on this data:

1. Corcoran High School (CHS) continues to perform well with its English Learners Progress (Blue for both categories).
2. Corcoran High School (CHS) staff all receive district level support for English Learner instruction and the district is adding another EL coach to maintain this performance level.
3. Corcoran High School (CHS) is integrating additional resources to continue its support of students in this category in light of its growing number of students.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

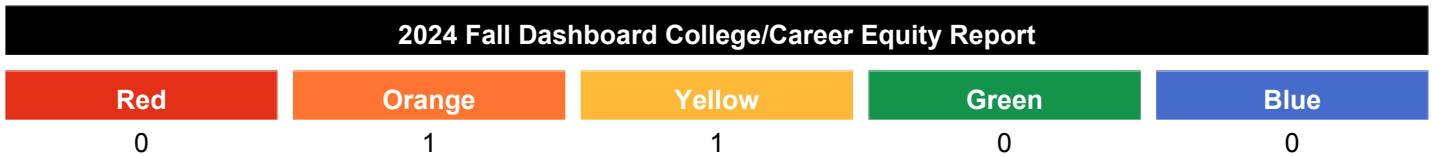
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>54.7 Prepared</p> <p>Declined 3.7</p> <p>179 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>32.1 Prepared</p> <p>0</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>35.3 Prepared</p> <p>0</p> <p>17 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.1 Prepared</p> <p>Declined 2.8</p> <p>176 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>15 Prepared</p> <p>Increased 8.3</p> <p>20 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>53.5 Prepared</p> <p>Declined 4.7</p> <p>170 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>

Conclusions based on this data:

1. Corcoran High School (CHS) has experienced a decrease in its College and Career Readiness Indicator.
2. While Corcoran High School (CHS) students maintained their A-G preparedness, there was an approximate 4% decrease in our Pathway Completion rate.
3. Corcoran High School (CHS) had one fewer advanced business course that impacted the completion rate within this pathway.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

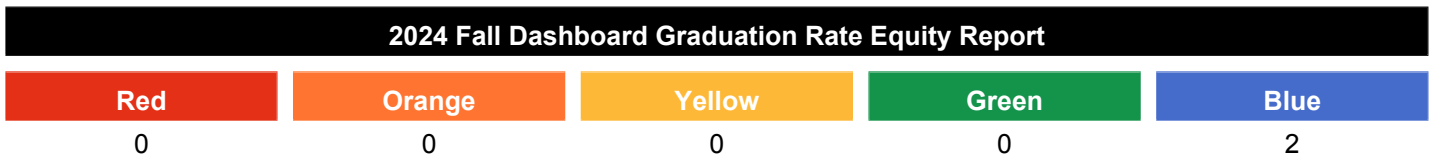
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>95.5% graduated</p> <p>Declined 2.1%</p> <p>179 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>96.4% graduated</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>94.1% graduated</p> <p>17 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>95.5% graduated</p> <p>Declined 2%</p> <p>176 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>80% graduated</p> <p>Declined 20%</p> <p>20 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>95.3% graduated</p> <p>Declined 2%</p> <p>170 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. Corcoran High School (CHS) continues to maintain the highest category for graduation rate.
2. Corcoran High School (CHS) needs to continue to check student status in CALPADS to make sure all students are accounted for.
3. Corcoran High School (CHS), in conjunction with our alternative education partner, has developed a more systematic tiered approach to supporting students that fail to progress towards a diploma over the entirety of the 4 year program.

School and Student Performance Data

Conditions & Climate Suspension Rate

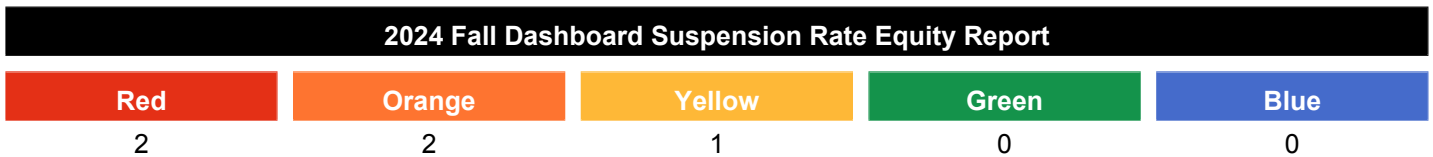
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Maintained 0.2%</p> <p>972 Students</p>	<p>English Learners</p> <p>Red</p> <p>11.4% suspended at least one day</p> <p>Increased 3.5%</p> <p>88 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>17.9% suspended at least one day</p> <p>Increased 8.5%</p> <p>56 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>13.6% suspended at least one day</p> <p>Declined 17.6%</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.2% suspended at least one day</p> <p>Declined 0.4%</p> <p>883 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>13.3% suspended at least one day</p> <p>Declined 1%</p> <p>83 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 1.3%</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Increased 0.4%</p> <p>908 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Declined 1.4%</p> <p>28 Students</p>

Conclusions based on this data:

1. Corcoran High School (CHS) struggles with issues relating to Suspension.
2. Corcoran High School (CHS) collects data relating to Suspension incidents. The predominant factor affecting suspension rate for this last school year were the possession and use of electronic marijuana vaporizer devices (48900c) and incidents involving interpersonal conflict (48900a). Student categories most at risk for suspension include Students with Disabilities, English Learners, and Long Term English Learners.
3. Corcoran High School (CHS) has embarked upon a renewed process to modernize its PBIS program. A major focus for PBIS is to reduce suspensions. Tier 2 interventions are being developed with an emphasis on students in the aforementioned categories.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Broad Based Educational Program

There is a need to support a rigorous curriculum with a focus on literacy and numeracy.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: Develop a broad based educational program that incorporates multi-tiered systems of supports to enhance student's academic, social, and emotional growth.

Identified Need

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

There is a need to increase our student academic performance categories with African-American, English Learners, and Homeless.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard -- Students in the Blue Category for English	2024 = 72% Pass Rate	5% increase
Dashboard -- Students in the Blue Category for Math	2024 = 23% Pass Rate	5% increase
Number of EL Students Redesignated	2024 = 22 Students Redesignated	5% increase
Dual Enrollment Completion	2024 = 70% Graduates Complete Dual/Concurrent Enrollment	10% increase
Pathway Completion	2024 = 70% Graduates Complete a Pathway	10% increase
Dashboard Students in Orange Category for College and Career	2024 = 54.7% Prepared	5% Increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Summer School Learning Recovery	All Students	20000.00 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Classified Salaries
1.2	Summer and After School Tutoring	Homeless, African-American, English Learners	23000.00 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Certificated and Classified Benefits
1.3	Summer and After School Tutoring	Homeless, African-American, English Learners	55,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Certificated Salaries
1.4	District Academic Technology Coach	Homeless, African-American, English Learners	158,278.64 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Salary
1.5	Literacy Coach	Homeless, African-American, English Learners	175,055.95 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Salary
1.6	Imagine Learning (Edgenuity) & Paper.Co	Homeless, African-American, English Learners	45,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Edgenuity is used as the curriculum for credit recovery
1.7	Provide professional learning, materials, and activities that support academic engagement in classes designated as A-G and/or College and Career e.g., May include but not be limited to materials and supplies for hands on learning experiences in English, Math, Social Science, Foreign Language and/or other courses designated A-G or Pathway.	All Students	20,906.90 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplemental Materials for College and Career
1.8	Provide materials, after school English Language Development Academy, and professional learning that support language development in classes designated as English Learners.	English Learners	5000 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries 1000 Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits 5000 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies 4000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures
1.9	Provide materials that support hands on learning experiences, including updating Library supplies, in order to support academic performance, particularly as it relates to college and career indicator.	All Students	15000 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Students continue to rely upon the support systems provided in the Edgenuity Program to accrue credits towards a high school diploma. This includes after school and summer programs. Students reengaging in additional learning opportunities grows our Math, English, EL, College and Pathway categories, particularly as it relates to African-American, EL, and Homeless populations.

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

There are no major differences.

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.

Updates 1.9 to include a focus on Library materials.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Broad Based Education al Program

There is a need to support core concepts of our Positive Behavior Intervention and Supports (PBIS) program to reduce suspensions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: Develop a broad based educational program that incorporates multi-tiered systems of supports to enhance student's academic, social, and emotional growth.

Identified Need

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

To use data to track behavior incidents to drive program decisions and target student behavior needs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard -- Suspension Rate	Fall 2024 Dashboard = 7.7% Suspended at Least One Day	Reduce Suspensions 1.7%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent Engagement For Behavioral Expectations and Positive Outcomes	All Students	6107.29 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Materials/Provisions for parent meetings (Parent Involvement Fees)
2.2	Revising the current PBIS system and Five to Thrive. Provide incentives for positive behavior and intervention supports.	All Students	3,500 LCFF 4000-4999: Books And Supplies Dress Code Clothes/Materials, Posters, Resources for teaching PBIS. printing, recognition supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Provide materials and supplies for ongoing behavior academies that meet the needs of behavior intervention plans.	Students with Disabilities, Homeless, English Learners, and Long Term English Learners	1,500 LCFF 4000-4999: Books And Supplies Behavior Academies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

While dress code incidents have become manageable, the suspension rate has continued to remain in the critical category, particularly with students with disabilities.

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

There are no major differences.

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 strategy will focus on providing positive incentives to support students meeting behavioral goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

N/A

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

N/A

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$200,014.19
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$538,348.78
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$333,334.59
Title I Part A: Basic Grants Low-Income and Neglected	\$200,014.19

Subtotal of additional federal funds included for this school: \$533,348.78

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	\$5,000.00

Subtotal of state or local funds included for this school: \$5,000.00

Total of federal, state, and/or local funds for this school: \$538,348.78

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	200,014.19	0.00
Title I Part A: Allocation	333,334.59	0.00
LCFF	5000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	5,000.00
Title I Part A: Allocation	333,334.59
Title I Part A: Basic Grants Low-Income and Neglected	200,014.19

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	393,334.59
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	24,000.00
4000-4999: Books And Supplies	52,014.19
5000-5999: Services And Other Operating Expenditures	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	333,334.59
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	60,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	20,000.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	24,000.00

4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	47,014.19
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	527,241.49
Goal 2	11,107.29

School Site Council Membership

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

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

Name of Members	Role
Ed Larkin	Principal
Ramon Arreola	Classroom Teacher
Marc Ochoa	Classroom Teacher
Emilio Munoz	Secondary Student
Ashley Coronel	Secondary Student
Adriana Ruvalcaba	Other School Staff
Tina Botill	Parent or Community Member
Katlyn Frazier	Parent or Community Member
Daniel Cardiel	Secondary Student
Gabriela Cruz	Other School Staff
Rosemarie Alvarez	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/30/2025.

Attested:



Principal, Ed Larkin on 4/30/25



SSC Chairperson, Emilio Munoz on 4/30/25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023


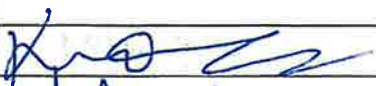
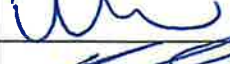





**Corcoran High School (CHS) School Site Council (SSC) Agenda
April 30, 2025 3:30 PM**



Posted Date: 4/25/25

Call To Order Date: 4/30/25 Time: 3:30 PM

1. Welcoming Commentary - Mr. Larkin
2. Motion to Approve Minutes from Previous Meeting - Ms. Price
3. Review SPSA Adjustment, Monitoring, and Evaluation - Mr. Larkin
 - Share Library Presentation
 - Adjust Goal 1.9 to Include Library Supplies and Allocate \$5,000
4. Title I Compliance Documentation Approval - Mr. Larkin
5. Questions or Brief Statements (5 minutes per member)
6. Around Campus - Mr. Larkin
7. Adjournment - Ms. Price
 - a. Tentative Next Meeting Date Fall 2025
 - b. Motion to Adjourn Time Ended: _____

Member Name	Role	Signature
Mrs. Tina Botill	Parent	
Mrs. Jeanette Bragg	Parent	
Mrs. Katlyn Frazier	Parent	
Mrs. Rosemarie Alvarez	Teacher	
Mr. Ramon Arreola	Teacher	
Mr. Stephen Cox <i>Marc Cohen</i>	Teacher	
Hailey Price	Student	
Salvador Gomez	Student	
Tonatzin Galindo	Student	
Mrs. Gabriela Cruz	Assistant Principal	
Mr. Ed Larkin	Principal	
<i>Adriana Rivalcaba</i>	Additional Participant	
<i>Daniel Cardiel</i>	Additional Participant	

Emilio Munoz



Ashley Coronel



**Corcoran High School (CHS) School Site Council (SSC) Minutes
April 30, 2025 3:30 PM**



Posted Date: 4/25/25

Call To Order Date: 4/30/2025 Time: 3:30 PM

Members Present: Botill, Frazier, Alvarez, Arreola, Ochoa, Larkin, Ruvalcaba, *Cardiel, *Munoz, *Coronel; [*= Alternate Student]

1. Welcoming Commentary - Mr. Larkin
2. Motion to Approve Minutes from Previous Meeting - Mr. Larkin [1st Ruvalcaba; 2nd Botill; Approved]
3. Review SPSA Adjustment, Monitoring, and Evaluation - Mr. Larkin
 - Share Library Presentation
 - Adjust Goal 1.9 to Include Library Supplies and Allocate \$5,000 [1st Alvarez; 2nd Arreola; Approved]
4. Title I Compliance Documentation Approval - Mr. Larkin [1st Botill; 2nd Frazier; Approved]
5. Questions or Brief Statements (5 minutes per member) N/A
6. Around Campus - Mr. Larkin [Larkin spoke about the loss of student, the measures to support healing, Farm Fair, Tennis, Baseball, Softball, Swim Art Show, and Upcoming Music, and Drama Productions]
7. Adjournment - [1st Arreola; 2nd Botill; Approved]
 - a. Tentative Next Meeting Date Fall 2025
 - b. Motion to Adjourn Time Ended: 4:15 PM

Member Name	Role	Signature
Mrs. Tina Botill	Parent	
Mrs. Jeanette Bragg	Parent	
Mrs. Katlyn Frazier	Parent	
Mrs. Rosemarie Alvarez	Teacher	
Mr. Ramon Arreola	Teacher	
Mr. Stephen Cox	Teacher	
Hailey Price	Student	
Salvador Gomez	Student	
Tonatzin Galindo	Student	
Mrs. Gabriela Cruz	Assistant Principal	
Mr. Ed Larkin	Principal	
	Additional Participant	
	Additional Participant	