



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central High School Campus	10-73965-1030626	May 7, 2024	August 27, 2024

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

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

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

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

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

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

In collaboration with the district office, CHS has a School Leadership team to analyze and monitor the progress of our entire education program. This will consist of planning meetings throughout the year and content-specific professional development. Central High School teachers and staff concluded there needed to be built a better understanding across and among core subject areas. This specifically included creating a monitoring system for all special education, intervention, and English Learner support classes. CHS can monitor these classes and systems by implementing more effective drop-in and evaluation tools to provide immediate feedback for teachers and provide leadership with data for planning purposes. In addition, CHS teachers continue to work on the alignment of curriculum, instruction, pacing, assessments, grading, and restorative practices. They will be provided release time to work on their standards maps, create common assessments, common scoring sessions, and calibration for writing. CHS is also working with California Education Partners to look at best practices for articulation with the middle schools, grading, and A-G completion.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other educational partners including those representing all students is critical to the process of writing a School Plan for Student Achievement (SPSA). Central USD and Central High School continue to focus on increasing parent involvement in the input process. Central High School reaches out to educational partners by providing families with different opportunities to receive information and give their input. Meeting evaluation forms and parent, student, and staff input forms are available and completed during School Site Council (SSC) meetings, Principal-Student Roundtables, and English Learner Advisory Committee (ELAC) meetings.

Educational Partners were informed of the input process for SPSA by having a variety of opportunities for input. Draft copies of the plan were made available to parents, staff, and students, and feedback was collected. These were compiled to create CHS goals on the SPSA.

Educational Partner input sessions were:

- SSC Meetings - (9/26/2023, 12/7/2023, 3/5/2024, and 5/2/2024)
- CHS Principal-Student Roundtable Meetings - (2/16/2024)
- ELAC Meetings - (9/26/2023, 12/8/2023, 3/5/2024, and 5/7/2024)
- CHS Staff School Learning Team Meetings - (Twice Monthly)
- Title I Meeting (3/5/2024)

CHS appreciates and takes seriously the input of all of our educational partner groups as this information informs our goals and actions. The SPSA includes, as a result of the educational partner input sessions, the following:

- Continue to provide professional development for all staff
- Update and increase technology for all students
- Increasing academic achievement in all students in all subject areas
- Providing training and resources to teachers and parents to work with students at a variety of levels in all subject areas
- Creating a positive school culture including the safety of students, increased communication, and recognition
- Additional support for at-risk students
- Student recognition for academic achievement and behavioral achievement
- Increased supervision and equipment for safety
- Continuing parent education classes and activities to help build capacity at home to work with their students
- A monitoring system for behavior, and attendance, and to increase parent communication

# 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.

Suspension Rate - Orange (6.3%) We continue to utilize the practices and respect agreements in accordance with the Discipline that Restores framework. We will continue to build and supply the PBIS system to help with the overall student management process at CHS. We also continue to look for ways to build the culture of achievement and school pride at CHS by keeping a clean campus at the forefront of our efforts;

Math Performance Data - Red (123.5 Points Below Standard) Hispanic, Socioeconomically Disadvantaged, & White - Our work with the California Education Partners and our overall action research in the area of grading has helped us lower the overall school and math failure rate at CHS. The math department in particular has worked hard to professionally develop in this area. The agreement by the staff to give Re-takes for full credit is a testament to their professionalism and willingness to make sure that students master the math before moving on. The D & F Rate for math in particular has dropped by 31.62% from the end of the year in 2021 to the end of the year in 2023. English Learners (29.4%), Students with Disabilities (38.06), and African American (32.76) students have dropped significantly in their D & F Rates as well.

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.

N/A

## Other Needs

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

Even though we have observed dropping D & F rates for all students and student groups over the last two years we will continue to focus on closing the achievement gaps for our English Learner, Special Education, African American and Socioeconomically Disadvantaged students in both English Language Arts and Math. Continued work in culture, restorative practices, standards mastery, grading, and high-impact instructional practices will line up with this identified need, and consistent use of expenditures in line with these needs, will be outlined in the actions of this plan.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.47%	0.44%	0.02%	11	9	1
African American	10.46%	10.72%	4.87%	246	221	32
Asian	14.46%	13.44%	15.68%	340	277	103
Filipino	1.23%	1.02%	0.46%	29	21	3
Hispanic/Latino	61.52%	63.56%	60.60%	1447	1310	398
Pacific Islander	0.26%	0.29%	0.02%	6	6	1
White	9.57%	8.2%	16.90%	225	169	111
Multiple	1.87%	1.99%	1.22%	44	41	8
<b>Total Enrollment</b>				2352	2061	657

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	160	179	147
Grade 10	307	140	147
Grade 11	307	214	157
Grade 12	240	229	206
<b>Total Enrollment</b>	1014	762	657

#### Conclusions based on this data:

1. Our overall enrollment has gone down to just below 700 students now that Central High School is a school of choice and the other two schools in the district are populated by boundary lines. This will allow for a more personal feel for CHS and thus allowing for a deeper focus on relationship building for all educational partners for one more year. After the 2024-25 school year CHS will become a boundary school and will have over 1000 students. We will work to keep the smaller relationship focused atmosphere when that time comes.
2. Our student enrollment by subgroups have remained relatively consistent year to year.
3. The majority of our student population continues to be Hispanic/Latino 60.6%.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	248	222	194	8.80%	10.5%	11.1%
Fluent English Proficient (FEP)	634	534	500	27.10%	27.0%	28.5%
Reclassified Fluent English Proficient (RFEP)	13	14	8	5.24%	6.3%	4.04%

### Conclusions based on this data:

1. There was slight decrease in the number of English Learner students RFEPed from 14 (6.3%) in 2023 to 8 (4.04%) this year.
2. The English Learner subgroup is an important subgroup to still remain as a focus in our whole instructional plan including a specific math and ELA focus.
3. In order to continue to support and enhance the integration of English Learners into general education classes there is a need for additional professional development for teachers in High-Impact Strategies and content-specific areas.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	952	603	390	693	581	376	664	581	376	72.8	96.4	96.4
<b>All Grades</b>	952	603	390	693	581	376	664	581	376	72.8	96.4	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2553.	2570.	2568.	14.01	16.18	13.83	26.81	31.33	34.31	27.86	28.23	28.72	31.33	24.27	23.14
<b>All Grades</b>	N/A	N/A	N/A	14.01	16.18	13.83	26.81	31.33	34.31	27.86	28.23	28.72	31.33	24.27	23.14

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	16.99	16.01	16.49	59.15	62.48	58.78	23.86	21.51	24.73
<b>All Grades</b>	16.99	16.01	16.49	59.15	62.48	58.78	23.86	21.51	24.73

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	16.40	21.34	17.82	55.14	53.36	61.17	28.46	25.30	21.01
<b>All Grades</b>	16.40	21.34	17.82	55.14	53.36	61.17	28.46	25.30	21.01

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	9.22	10.15	11.97	74.43	74.35	71.54	16.34	15.49	16.49
<b>All Grades</b>	9.22	10.15	11.97	74.43	74.35	71.54	16.34	15.49	16.49

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	20.28	16.87	15.16	64.82	68.16	67.82	14.90	14.97	17.02
<b>All Grades</b>	20.28	16.87	15.16	64.82	68.16	67.82	14.90	14.97	17.02

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**Conclusions based on this data:**

- 47.9% of CHS students were at above the normed average on the NWEA MAP ELA Assessment. This means that we still have 52.1% who still must grow and be scaffolded to greater achievement.
- 40.1% of CHS students met their expected growth percentage in their fall-to-winter/spring/fall scores on the NWEA MAP ELA Assessment. The resulting work with the students below this mark continues with the English department and has created an even further conversation to support the ELA/Literacy focus in our other disciplines (Social Science, Science, and Math, etc.).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	952	603	390	640	586	381	620	586	380	67.2	97.2	97.7
<b>All Grades</b>	952	603	390	640	586	381	620	586	380	67.2	97.2	97.7

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2545.	2527.	2521.	3.55	3.92	1.58	15.16	13.31	13.95	31.94	29.86	27.89	49.35	52.90	56.58
<b>All Grades</b>	N/A	N/A	N/A	3.55	3.92	1.58	15.16	13.31	13.95	31.94	29.86	27.89	49.35	52.90	56.58

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	7.92	4.10	4.74	48.95	42.05	40.00	43.13	53.85	55.26
<b>All Grades</b>	7.92	4.10	4.74	48.95	42.05	40.00	43.13	53.85	55.26

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	8.09	5.97	3.42	65.53	65.87	64.21	26.38	28.16	32.37
<b>All Grades</b>	8.09	5.97	3.42	65.53	65.87	64.21	26.38	28.16	32.37

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	5.00	5.97	5.00	73.23	68.09	62.11	21.77	25.94	32.89
<b>All Grades</b>	5.00	5.97	5.00	73.23	68.09	62.11	21.77	25.94	32.89

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**Conclusions based on this data:**

1. 44.7% of CHS students were at above the normed average in reading on the NWEA MAP Math assessment. This means that we still have 53.3% who still must grow and be scaffolded to greater achievement.
2. 58.5% of CHS students met their student growth percentage in their fall-to-winter/spring/fall scores on the NWEA MAP Math Assessment. The focus for all students but even more so for the students below this mark is the mastery of standards. The re-teaching and re-assessing for full credit is a plan that will help more students master the math learning and not give up.
3. Standards mapping and coverage professional learning will be essential to continued growth in this area.

# 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://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1546.2	1533.3	1516.8	1543.3	1525.5	1506.0	1548.7	1540.5	1527.1	96	51	43
<b>10</b>	1550.5	1569.5	1537.2	1540.5	1563.4	1532.9	1560.1	1575.2	1541.0	76	42	44
<b>11</b>	1484.3	1549.3	1548.9	1479.3	1542.4	1538.9	1488.8	1555.7	1558.3	76	60	30
<b>12</b>	1545.4	1539.5	1555.8	1530.2	1532.2	1551.2	1560.1	1546.4	1559.8	42	52	51
<b>All Grades</b>										290	205	168

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	10.42	10.00	2.33	40.63	28.00	32.56	35.42	52.00	32.56	13.54	10.00	32.56	96	50	43
<b>10</b>	13.51	28.57	13.64	40.54	30.95	36.36	32.43	33.33	25.00	13.51	7.14	25.00	74	42	44
<b>11</b>	14.67	16.67	10.34	22.67	33.33	48.28	28.00	26.67	20.69	34.67	23.33	20.69	75	60	29
<b>12</b>	12.20	19.23	23.53	24.39	25.00	27.45	39.02	28.85	25.49	24.39	26.92	23.53	41	52	51
<b>All Grades</b>	12.59	18.14	13.17	33.57	29.41	34.73	33.22	34.80	26.35	20.63	17.65	25.75	286	204	167

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	26.04	14.00	13.95	36.46	50.00	41.86	27.08	30.00	18.60	10.42	6.00	25.58	96	50	43
10	29.73	30.95	22.73	37.84	40.48	40.91	24.32	21.43	18.18	8.11	7.14	18.18	74	42	44
11	28.00	33.33	31.03	36.00	35.00	41.38	8.00	11.67	6.90	28.00	20.00	20.69	75	60	29
12	19.51	32.69	29.41	36.59	30.77	33.33	31.71	11.54	19.61	12.20	25.00	17.65	41	52	51
All Grades	26.57	27.94	23.95	36.71	38.73	38.92	22.03	18.14	16.77	14.69	15.20	20.36	286	204	167

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		2.00	2.33		14.00	18.60		50.00	30.23		34.00	48.84		50	43
10		14.29	6.82		28.57	20.45		45.24	36.36		11.90	36.36		42	44
11		6.67	3.45		28.33	27.59		30.00	34.48		35.00	34.48		60	29
12		5.77	11.76		25.00	19.61		25.00	37.25		44.23	31.37		52	51
All Grades		6.86	6.59		24.02	20.96		36.76	34.73		32.35	37.72		204	167

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.25	2.00	2.33	65.63	76.00	74.42	28.13	22.00	23.26	96	50	43
10	4.05	11.90	9.09	74.32	73.81	68.18	21.62	14.29	22.73	74	42	44
11	6.67	5.00	3.45	56.00	63.33	72.41	37.33	31.67	24.14	75	60	29
12	4.88	1.92	7.84	70.73	59.62	62.75	24.39	38.46	29.41	41	52	51
All Grades	5.59	4.90	5.99	66.08	67.65	68.86	28.32	27.45	25.15	286	204	167

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	64.52	58.00	57.14	22.58	34.00	16.67	12.90	8.00	26.19	93	50	42
10	63.51	83.33	72.73	25.68	11.90	11.36	10.81	4.76	15.91	74	42	44
11	57.33	65.00	68.97	13.33	18.33	10.34	29.33	16.67	20.69	75	60	29
12	47.37	61.54	62.75	42.11	17.31	23.53	10.53	21.15	13.73	38	52	51
All Grades	60.00	66.18	65.06	23.57	20.59	16.27	16.43	13.24	18.67	280	204	166

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.46	4.00	4.65	53.13	52.00	44.19	35.42	44.00	51.16	96	50	43
10	19.18	30.95	11.36	54.79	50.00	45.45	26.03	19.05	43.18	73	42	44
11	10.67	8.33	10.34	36.00	46.67	58.62	53.33	45.00	31.03	75	60	29
12	9.76	9.62	15.69	36.59	34.62	37.25	53.66	55.77	47.06	41	52	51
All Grades	12.98	12.25	10.78	46.67	45.59	44.91	40.35	42.16	44.31	285	204	167

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	2.00	0.00	84.38	76.00	69.77	15.63	22.00	30.23	96	50	43
10	2.70	7.14	2.27	79.73	83.33	70.45	17.57	9.52	27.27	74	42	44
11	10.67	18.33	10.34	58.67	56.67	68.97	30.67	25.00	20.69	75	60	29
12	7.32	15.38	7.84	75.61	55.77	64.71	17.07	28.85	27.45	41	52	51
All Grades	4.55	11.27	4.79	75.17	66.67	68.26	20.28	22.06	26.95	286	204	167

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

**Conclusions based on this data:**

1. The 2023 ELPAC shows that 61.8% of CHS EL students who took the assessment are progressing or maintaining a level of 4 (ELPI). This is the low end of a high percentage range of student achievement necessitating continued work in English Learner teaching and learning strategies.
2. We will continue to build the capacity of the teachers at CHS to continue to implement high-impact English Learner strategies. Learning Outcomes, Success Criteria, Structured Student Interaction, Academic and Content

Vocabulary Instruction, and Sentence Frames will continue to be those high-impact instructional strategies of focus. Assessment Re-takes for full credit is also a method for building literacy capacity for our English Learner students.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2061</b>	<b>86.2</b>	<b>10.8</b>	<b>1.2</b>
Total Number of Students enrolled in Central High School Campus.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	222	10.8
Foster Youth	24	1.2
Homeless	15	0.7
Socioeconomically Disadvantaged	1776	86.2
Students with Disabilities	228	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	221	10.7
American Indian	9	0.4
Asian	277	13.4
Filipino	21	1
Hispanic	1310	63.6
Two or More Races	41	2
Pacific Islander	6	0.3
White	169	8.2

**Conclusions based on this data:**

1. A large proportion of our population (86.2%) are socioeconomically disadvantaged and that number has been inching up year after year and grew by almost 20% from 2022 to 2023.
2. A large portion of our population (63.6%) are Hispanic.
3. 11.1 % are Students with Disabilities.

# School and Student Performance Data

## Overall Performance

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career</b>  Low		

**Conclusions based on this data:**

1. The suspension rate was 6.3% for the 22-23 school year. With the progress we have made with the Discipline that Restores we should expect a decrease in suspension numbers year after year.
2. The graduation rate for the 22-23 school year is 94.6% overall which is up from the past two previous years by over 3.6%. This is partly attributed to our monitoring of Seniors' graduation status and opportunities provided to all underclass students to become "on track."

# School and Student Performance Data

## Academic Performance English Language Arts

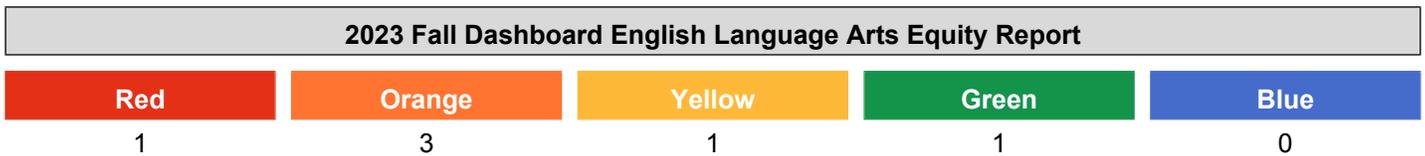
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 11.2 points below standard Maintained -2.6 points 364 Students	<b>English Learners</b>  Orange 75.3 points below standard Increased +11.4 points 36 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 19 points below standard Increased +6.8 points 306 Students	<b>Students with Disabilities</b>  Red 139.5 points below standard Decreased Significantly -19.9 points 30 Students

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

African American	American Indian	Asian	Filipino
 Orange 51.3 points below standard Increased Significantly +21.2 points 40 Students	Less than 11 Students  4 Students	 Green 20.3 points above standard Increased Significantly +22.3 points 56 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.5 points below standard Decreased -7.3 points 231 Students	Less than 11 Students  6 Students	Less than 11 Students  2 Students	22.9 points below standard Decreased Significantly - 49.1 points 22 Students

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

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

Current English Learner	Reclassified English Learners	English Only
132.1 points below standard Decreased Significantly -31.2 points 23 Students	0.3 points below standard 14 Students	17.7 points below standard Decreased -7.6 points 229 Students

**Conclusions based on this data:**

1. CHS needs to continue to focus on student performance in English Language Arts because 44.7% of students taking the Winter NWEA MAP Math Assessment scored at or above the 50th percentile (Mosaic). 0% of English Learners and 11.3% of Special Education students scored at or above the 50th percentile on the same assessment (Mosaic). High-impact strategies will be a continual focus because of these numbers and the discrepancies between these special subgroups and others.
2. English Learners and Students with Disabilities students scored lower than all students for the category of ELA on the SBAC and therefore must remain a focus for our work.

# School and Student Performance Data

## Academic Performance Mathematics

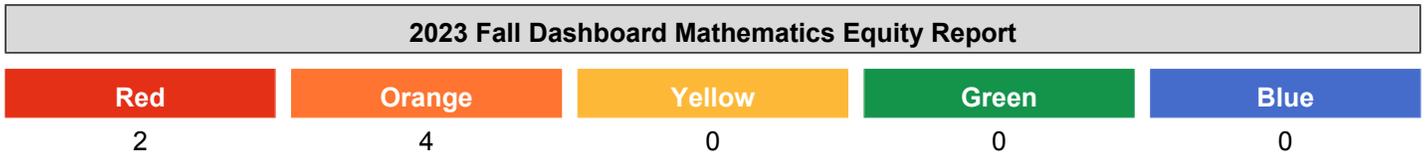
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 103.2 points below standard Decreased -7.7 points 367 Students	<b>English Learners</b>  Red 169.1 points below standard Maintained -2.7 points 36 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 112.2 points below standard Maintained +1 points 309 Students	<b>Students with Disabilities</b>  Red 209.1 points below standard Decreased Significantly -36.4 points 30 Students

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

African American	American Indian	Asian	Filipino
 Orange 134.6 points below standard Increased Significantly +22.5 points 41 Students	Less than 11 Students  4 Students	 Orange 80.9 points below standard Maintained -0.6 points 55 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 104.2 points below standard Maintained -0.7 points 232 Students	Less than 11 Students  6 Students	Less than 11 Students  2 Students	112.2 points below standard Decreased Significantly - 75.4 points 22 Students

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

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

Current English Learner	Reclassified English Learners	English Only
210.3 points below standard Decreased Significantly -34.2 points 23 Students	114.2 points below standard 14 Students	100.9 points below standard Decreased -6.9 points 232 Students

#### Conclusions based on this data:

1. CHS needs to continue to focus on student performance in math. 44.7% of students taking the Winter NWEA MAP Math Assessment scored at or above the 50th percentile. 4% of English Learners and 6% of Special Education students scored at or above the 50th percentile on the same assessment. High-impact strategies will be a continual focus because of these numbers and the discrepancies between these special subgroups and others.
2. English Learners and Students with Disabilities students scored lower than all students for the category of ELA on the SBAC and therefore must remain a focus for our work.

# School and Student Performance Data

## Academic Performance English Learner Progress

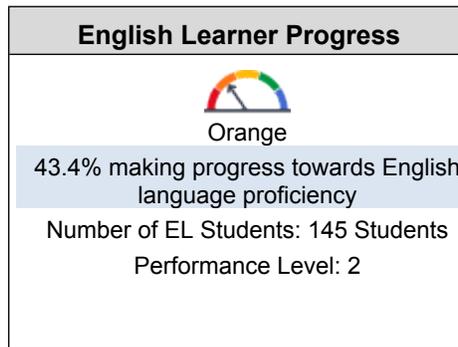
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29	49	2	58

#### Conclusions based on this data:

1. The 2023 ELPAC shows that 43.4% of EL students who took the assessment are progressing or maintaining a level of 4 (ELPI). This is the low end of a high percentage range of student achievement necessitating continued work in English Learner teaching and learning strategies.
2. 20% of English Learner students declined in ELPI necessitating continued work in English Learner teaching and learning strategies.

# School and Student Performance Data

## Academic Performance College/Career Report

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

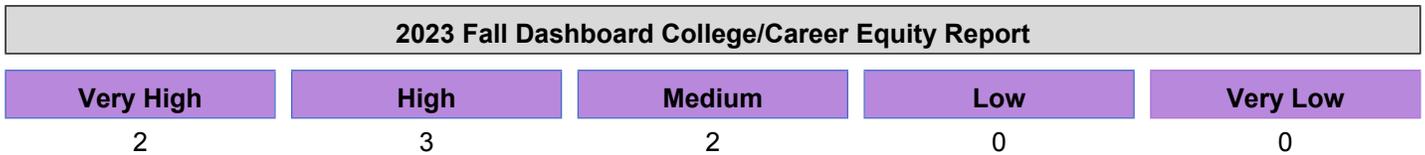
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

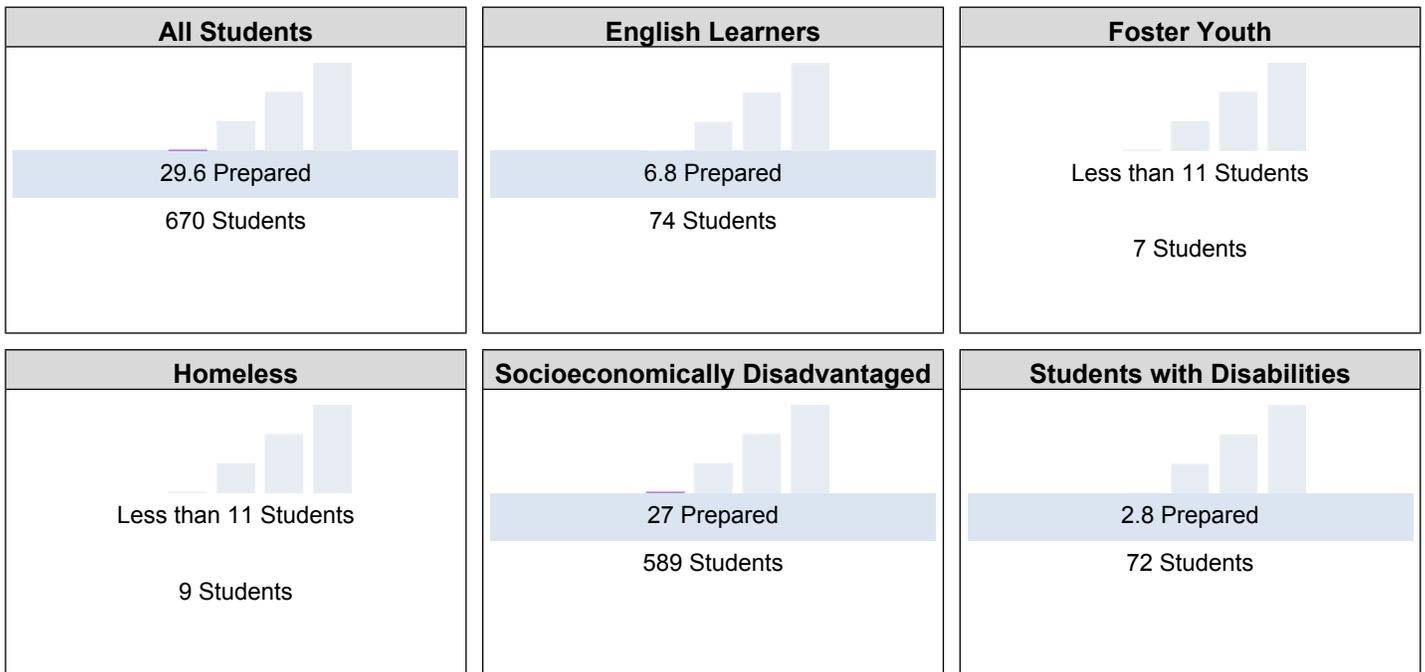


This section provides number of student groups in each level.

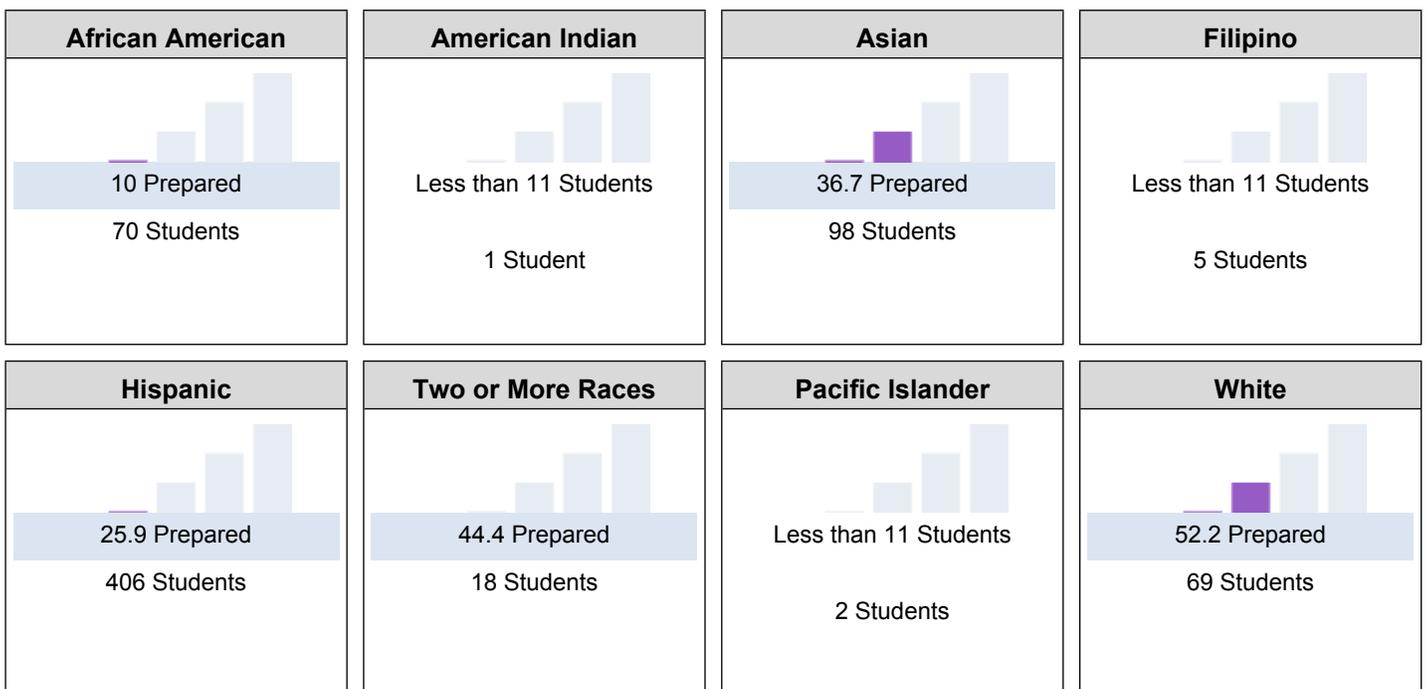


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



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



### Conclusions based on this data:

1. The lowest performing subgroup for the College and Career indicator is Students with Disabilities with 8.3% in the very low category.
2. The next lowest performing subgroup for the "College and Career" indicator is the Hispanic subgroup with 31.9% in the very low category.
3. With an overall College and Career Indicator rate of 44.7% and a CTE capstone completion rate of 34.7% toward the College and Career Indicator this will need to remain a school-wide focus.

# School and Student Performance Data

## Academic Engagement Graduation Rate

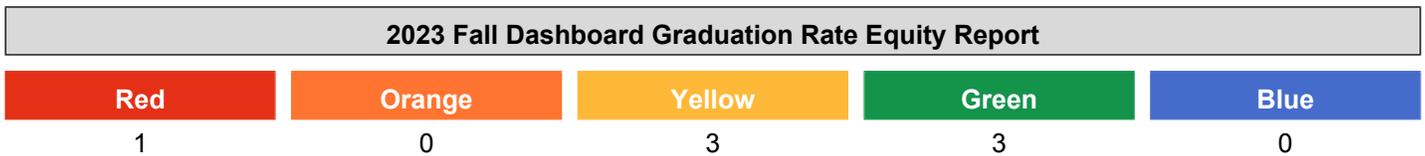
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 91.3% graduated Maintained 0.4 670 Students	<p><b>English Learners</b></p>  Yellow 74.3% graduated Increased Significantly 5.6 74 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 91% graduated Maintained 0.7 589 Students	<p><b>Students with Disabilities</b></p>  Red 62.5% graduated Increased Significantly 9.7 72 Students

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

African American	American Indian	Asian	Filipino
 Green 92.9% graduated Increased 1.6 70 Students	Less than 11 Students 1 Student	 Green 91.8% graduated Maintained -0.1 98 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 90.4% graduated Maintained 0 406 Students	94.4% graduated Increased Significantly 8.7 18 Students	Less than 11 Students 2 Students	 Yellow 94.2% graduated Decreased -1.3 69 Students

**Conclusions based on this data:**

- The 2023 overall graduation rate is 94.6%, up from from 91% in 2022.
- Students with Disabilities graduation rate is 81.6%, and the Socioeconomically Disadvantaged graduation rate is 93.7%. A continued focus will remain on these two subgroups to continue to increase their rates along with English Learners because even though they did not have a calculated rate we know the historical rate of this group and the need for a focus there in this area.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

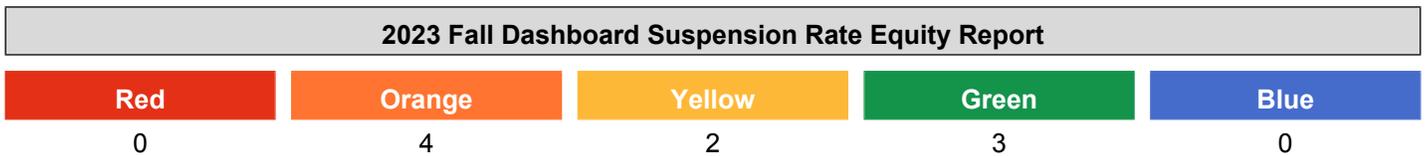
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #d9e1f2;"> <td>5.6% suspended at least one day</td> </tr> <tr> <td>Declined -1.5 2277 Students</td> </tr> </tbody> </table>	All Students	 Green	5.6% suspended at least one day	Declined -1.5 2277 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #d9e1f2;"> <td>4.2% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -4.1 260 Students</td> </tr> </tbody> </table>	English Learners	 Green	4.2% suspended at least one day	Declined Significantly -4.1 260 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #d9e1f2;"> <td>21.1% suspended at least one day</td> </tr> <tr> <td>Declined -12.3 38 Students</td> </tr> </tbody> </table>	Foster Youth	 Orange	21.1% suspended at least one day	Declined -12.3 38 Students
All Students														
 Green														
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Declined -12.3 38 Students														
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Homeless</th> </tr> </thead> <tbody> <tr style="background-color: #d9e1f2;"> <td>22.2% suspended at least one day</td> </tr> <tr> <td>Increased 15.1 18 Students</td> </tr> </tbody> </table>	Homeless	22.2% suspended at least one day	Increased 15.1 18 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #d9e1f2;"> <td>6.1% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.5 1955 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	6.1% suspended at least one day	Declined Significantly -2.5 1955 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #d9e1f2;"> <td>9.3% suspended at least one day</td> </tr> <tr> <td>Declined -0.9 259 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	9.3% suspended at least one day	Declined -0.9 259 Students	
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 15.5% suspended at least one day Declined -0.9 258 Students	Less than 11 Students 9 Students	 Orange 1.7% suspended at least one day Increased 0.3 294 Students	8.7% suspended at least one day Increased 5.4 23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5% suspended at least one day Declined Significantly -2.1 1447 Students	 Orange 5.4% suspended at least one day Increased 3.6 56 Students	Less than 11 Students 7 Students	 Green 2.2% suspended at least one day Declined Significantly -4.6 183 Students

**Conclusions based on this data:**

1. The 2022-2023 overall suspension rate was 6.3%. The 2023-2024 overall suspension rate was 3.0% (Mosaic). This data leads us to believe that our restorative practice efforts are working and effective.
2. The English Learner suspension rate for 2022-23 was 7.7% and Special Education suspension rate was 8.8%. The English Learner suspension rate for 2023-24 was 2.3% and Special Education suspension rate was 8.0% (Mosaic). Reinforcing the above conclusion as well.
3. By grade level the 2022-23 suspension rates are 9th (11.4%), 10th (8%), 11th (5.6%), and 12th (1.6%). By grade level the 2023-24 suspension rates are 9th (9.2%), 10th (1.7%), 11th (4.5%), and 12th (1.4%) (Mosaic). All lower than the 2022-23 School year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

**Central High School will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.**

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

LCAP goal to which this school goal is aligned.

Central Unified will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.

### 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 provide professional development, materials, and coaching to support teachers' ability to address the academic needs of all of their students and subgroups. Based on all performance data professional development must also continue to address ELA, Mathematics, and language acquisition and skills for English Language Learners. And, based upon the fact that Students with Disabilities are below the standard in English Language Arts and in Math on either the Smarter Balanced Summative Assessment or the California Alternative Assessment according to the California Dashboard specific strategies for designing instruction and using formative assessment will be embedded in all training.

### 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
Reading NWEA MAP (9-12)	Data Year 2023-24 Data Source: Schoolzilla 46.2% of students scored in the 50th percentile or above on the NWEA MAP reading assessment	Data Year 2024-25 Data Source: Schoolzilla 51.2% of students will score in the 50th percentile or above on the NWEA MAP reading assessment
Math NWEA MAP (9-12)	Data Year 2023-24 Data Source: Schoolzilla 44.8% of students scored in the 50th percentile or above on the NWEA MAP math assessment	Data Year 2024-25 Data Source: Schoolzilla 49.8% of students will score in the 50th percentile or above on the NWEA MAP math assessment
English Learner Progress Indicator (ELPI)	Data Year 2023-24 Data Source: REAT Report 65.5% of EL students making progress toward English Proficiency	Data Year 2024-25 Data Source: REAT Report 70.5% of EL students will make progress toward English Proficiency
EL Reclassification Rate - RFEP	Data Year 2023-24 Data Source: AERIES 4.5% Reclassification Rate	Data Year 2024-25 Data Source: AERIES 9.5% Reclassification Rate

High School Drop Out Rate	Data Year 2023-24 Data Source: Data Quest 1.5%	Data Year 2024-25 Data Source: Data Quest 1%
High School Course Failures by Grading Period	Data Year 2023-24 Data Source: Schoolzilla 11.8% of high school students failed one or more core courses	Data Year 2024-25 Data Source: Schoolzilla 9.8% of high school students or less will fail one or more core courses
College Career Indicator	Data Year: 2022-23 Data Source: CA Dashboard College Career Measures Report  11.9% of pupils completed at least one CTE Pathway and a-g requirements  College and Career Indicator - 44%	Data Year: 2024-25 Data Source: CA Dashboard College Career Measures Report  15.9% of pupils completed at least one CTE Pathway and a-g requirements  College and Career Indicator - 50%

## 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	Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem-solving, collaboration, (math), and social-emotional understandings into their lessons. Provide release time for teachers to allow for data analysis to improve learning outcomes for all students but even more so for academically at-risk or underrepresented students (Low Income or LI, Hispanic, White). Provide materials and resources for teachers and students to fulfill the outcomes designed for this goal. Provide support for students in the form of intervention and supplies to improve academic outcomes.	All Students with Focus on LI, White, Hispanic	1000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes and compensation for professional learning or collaboration with the goal of increasing climate and student outcomes. 700 Title I Part A: Allocation 4000-4999: Books And Supplies Materials & Supplies 3000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes and compensation for professional learning or collaboration with the goal of increasing climate student outcomes. 4000 LCFF 5000-5999: Services And Other Operating Expenditures Professional learning expenses.
1.2	CHS will provide substitutes to administer and review assessments such as the ELPAC.	All students	2000 LCFF 1000-1999: Certificated Personnel Salaries

			Certificated staff will have substitutes to administer and review assessments such as the ELPAC.
1.3	CHS will provide supplemental materials to enhance literacy in course concepts and content.	All Students	4000 LCFF 4000-4999: Books And Supplies Purchase books, assessment and online supplementary materials to provide resources for important course concepts and content.
1.4	Central High School will work to support the needs of this plan. <ul style="list-style-type: none"> <li>Provide additional counseling resources and related services and experiences to engage SWD in College and Career readiness.</li> <li>Enhance the home-school communication, support, and learning opportunity exposure for SWD and their families.</li> </ul>	SWD	1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra Help

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Teachers had professional development aligned with our high-impact instructional strategies and overall relationship and restorative/equity practices. Central High School provided teachers with release time to calibrate instructional strategies and assessments. CHS also provided supplemental instructional materials in line with the adopted curriculum and standards mastery. CHS students demonstrated a greater mastery of standards and lower D & F rates year to year. \*ATSI added an even greater focus to our special education population. From 2022 to 2023 the graduation rate did increase to 81.6%. An increase of 22.6%. That increase was maintained for the 2023-24 School year at an 80% rate. \* Math D & F Rates have dropped 10.25% from 25.9% in 2022 to 15.65% in 2023 which is evidence that reteaching and reassessing for full credit is working as a strategy in math. Schoolwide the F Rate has decreased 7.25% from 20.15% to 12.9% in the same timeframe and is now at 11.8% at the end of the 2023-24 school year.

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

No major differences however there was an even larger emphasis on math because of the intended outcome of better overall and subgroup performance on the benchmarks and CAASSP in that area. Specifically our socioeconomically disadvantaged, white, and Hispanic students in math.

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.

\* Alignment of curriculum, instruction, pacing, assessments, and practices with the California State Standards will continue and be even more of a focus now that grading practices, specifically reteaching and reassessment for full credit, have taken hold with the staff. That will only become more prevalent among the staff with proven results and

ongoing monitoring and support. Grading policies, reteaching, and reassessment for full credit, in all areas will continue to be studied and action research implemented to ensure maximum student learning.

\* Students with disabilities, socioeconomically disadvantaged, white, and Hispanic continue to be a large focus in the math area.

\* The administration, leadership team, and department chairs continue to monitor and coach teachers on aligning their department curriculum coverage, and rigor to determine how much of the lesson content is being mastered, and provide students with the same high-quality education in every classroom.

\* The administration, leadership team, and department chairs will continue to collaborate in an effective manner in which department chairs will create PLC, agendas and focus on data analysis, common formative, assessment, development, standards, alignment, and interventions. And continued targeted focus walks that provide feedback; specifically the use of Learning Outcomes with Success Criteria, Structured Student Interactions, Academic and Content Vocabulary, and Sentence Frames. Bell instruction will become a priority and strategies will be shared with teachers to ensure that students are receiving support with those strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Central High School will ensure equitable, engaging learning opportunities for every student.**  
 Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities.

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

LCAP goal to which this school goal is aligned.

Central Unified will ensure equitable, engaging learning opportunities for every student.

### Identified Need

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

Central High School needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. With the added challenges of educating all students following the COVID-19 pandemic, CHS will continue to face the added need to support student attendance and engagement as we move forward. This engagement support will include a multi-tiered approach to ensure student contact and participation in learning and ongoing reciprocal relationships with restorative connectivity to promote digital capacity, equity, and increased student learning. Our Students with Disabilities graduation rate went up but we will also need to continue to address this subgroup with even more focus on this goal and its corresponding strategies. Student-to-school connectedness and Positive Behavior Intervention and Support must be increased as well.

### 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
Chronic Absenteeism	Data Year 2023-24 Data Source: Schoolzilla  27.7% Chronically Absent	Data Year 2024-25 Data Source: Schoolzilla  22.7% Chronically Absent
Attendance Rate	Data Year 2023-24 Data Source: Schoolzilla  94.2%	Data Year 2024-25 Data Source: Schoolzilla  97%
Graduation Rate	Data Year 2023-24 Data Source: Data Quest  95.00%	Data Year 2024-25 Data Source: Data Quest  97.00%
Social Emotional Learning	Data Year 2023-24 Data Source: Local Survey	Data Year 2024-25 Data Source: Local Survey

	88% of students felt supported through their relationships with friends, family, and adults at school	93% of students will feel supported through their relationships with friends, family, and adults at school
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## 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	Provide additional counseling resources and related services and experiences to engage all students for College and Career readiness. Because of the need with Students with Disabilities, we will also work to enhance the home-school communication, support, and learning opportunity exposure for that sub-group. Enhance communication and bridge home and school connectivity for all students.	All Students	1200 LCFF 5000-5999: Services And Other Operating Expenditures Provide additional-hours academic, college and career, and NCAA counseling services. 2000 LCFF 1000-1999: Certificated Personnel Salaries College and career experiences, resources, and exposure.
2.2	Supplemental reading, reference materials, and technology to expand students' use of the library media center to assist students in meeting course-specific as well as state requirements.	All Students	6458.92 LCFF-SLIP 4000-4999: Books And Supplies Library and overall supplies.
2.3	Provide resources to enhance the multi-tiered system of supports including social emotional learning, student behavior and school climate and culture.	All Students	7044 LCFF 4000-4999: Books And Supplies Culture and climate support supplies.
2.4	Central High School will provide staff for academically at-risk and underrepresented students (English Learner, Foster Youth, and Socioeconomically Disadvantaged) intervention, counseling, credit recovery, and courses/tutoring to increase student learning and close the achievement gap.	EL, FY, SED	46860 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Intervention specialists to identify, assess, and counsel students and families with behavioral, social/emotional, and/or attendance problems. They will provide intervention, participate in the development of programs aimed at improving academic, behavioral, social/emotional well-being and improve student performance. 10251 LCFF 1000-1999: Certificated Personnel Salaries

			Provide intervention and support tutorials and classes for increased learning and for credit recovery to help with student outcomes.
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Teachers had professional development aligned with our high-impact instructional strategies and overall relationship and restorative/equity practices. Central High School provided teachers with release time to calibrate instructional strategies and assessments. CHS also provided supplemental instructional materials in line with the adopted curriculum and standards of mastery. CHS students demonstrated a greater mastery of standards and lower D & F rates year to year. \*ATSI added an even greater focus to our special education population. From 2022 to 2023 the graduation rate did increase for our special education students to 81.6%. An increase of 22.6%.  
 \* Math 1 D & F Rates have dropped 10.25% from 25.9% in 2022 to 15.65% in 2023 and 8.8% at the end of 2023-24, which is evidence of the fact that reteaching and reassessing for full credit is working as a strategy in math. Schoolwide the F Rate has decreased 7.25% from 20.15% to 12.9% in 2023 and 11.8% by the end of 2024.  
 \* Chronic Absenteeism reduced by 3% from 30.7% to 28.3% from 2023 to 2024 and Attendance increased by .1% from 92.2% to 92.3% from 2023 to 2024 which is evidence the work of our Intervention Specialist is having an impact\*  
 \* Most major indicators on our Panorama Survey increased or became better by on average 5% from 2023 to winter 2024.

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

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.

No changes but continue to refine the strategies and practices outlined in the goal.

# 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.

**Central High School will foster safe, inclusive schools in partnership with the community.**  
 Central Unified School District will operate safe and inclusive schools in partnership with our community.

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

LCAP goal to which this school goal is aligned.

Central Unified will foster safe, inclusive schools in partnership with the community.

### Identified Need

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

Central High School will continue to engage families in educational programs to support student the wellbeing and academic success including technology and facility needs. This is so our educational partners can help us in the partnership of student learning through communication and education as evidenced by higher favorable responses on the climate and safety portions of the Panorama survey.

### 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
Local Survey-Climate	Data Year 2023-24 Data Source: Local Survey Students- 43% favorable responses Teachers - 57% favorable responses Family Members- 61% favorable responses	Data Year 2024-25 Data Source: Local Survey Students- 48% favorable responses Teachers - 62% favorable responses Family Members- 66% favorable responses
Local Survey-School Safety	Data Year 2023-24 Data Source: Local Survey Students - 58% favorable responses Family- 67% favorable responses	Data Year 2024-25 Data Source: Local Survey Students - 63% favorable responses Family- 72% favorable responses
Suspension Rate	Data Year 2023-24 Data Source: Schoolzilla Suspension Rate of 3.0%	Data Year 2024-25 Data Source: Schoolzilla Suspension Rate of 2.5%

### 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

<p><b>3.1</b></p>	<p>Central High School will be provided training and materials to support to enhance all student learning and promote parent engagement.</p>	<p>All Students</p>	<p>18400  Title I Part A: Allocation  1000-1999: Certificated Personnel Salaries  Home School Liaison to connect students and parents with resources for success.  6292  LCFF  4000-4999: Books And Supplies  Provide technology to enhance the learning environment for all students.  8000  LCFF  2000-2999: Classified Personnel Salaries  Technology Aides will utilized to help students and staff with daily technology support.</p>
<p><b>3.2</b></p>	<p>Central High School administrators, teachers, staff, and parents will be provided professional development, workshops, planning time, and facility support to enhance student learning and promote a positive school culture. Assist parents in effective advocacy and interactions with Central High School for all students and underrepresented groups (English Learner, Foster Youth, and Socioeconomically Disadvantaged).</p>	<p>All Students</p>	<p>2000  LCFF  1000-1999: Certificated Personnel Salaries  Compensation for attending professional learning on non-work days, meal reimbursement, and travel expenses.  2000  LCFF  4000-4999: Books And Supplies  Facility materials to support high levels of student engagement and learning.  500  LCFF  2000-2999: Classified Personnel Salaries  Childcare  2306.4  Title I Parent Involvement  5000-5999: Services And Other Operating Expenditures  Parent &amp; Training  1000  LCFF  5000-5999: Services And Other Operating Expenditures  Outside Services to help staff, students and parents engage with the learning at Central High School.  1300  LCFF Community  5000-5999: Services And Other Operating Expenditures</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

- \* Restorative practices are being implemented in the classroom using the Discipline That Restores Framework. Because it is the third year of implementation we are seeing a decrease in overall student discipline and in suspension rates. The 2023 end-of-the-year suspension rate was 6.3% and we are currently just at 3% in April 2024.
- \* PBIS practices continue to be reinforced, and at the time of writing this plan, we are in the process of applying for the CA PBIS Gold distinction.
- \* Most major climate indicators on our Panorama Survey increased or became better by on average 5% from 2023 to 2024.
- \* Most major safety indicators on our Panorama Survey increased or became better by on average 10% from 2023 to 2024.

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

None

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.

- \* Continue to further build teacher understanding and practice of the "Discipline That Restores" framework, respect agreement, and flowchart.
- \* Add PBIS incentives to our overall Positive Behavior Intervention and Support plan.

# 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	\$77,797
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,312.32
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 Parent Involvement	\$2,306.40
Title I Part A: Allocation	\$66,960.00

Subtotal of additional federal funds included for this school: \$69,266.40

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	\$54,287.00
LCFF Community	\$1,300.00
LCFF-SLIP	\$6,458.92

Subtotal of state or local funds included for this school: \$62,045.92

Total of federal, state, and/or local funds for this school: \$131,312.32

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	59,287	5,000.00
LCFF-SLIP	1,458.92	-5,000.00
Title I Parent Involvement	2,306.40	0.00
Title I Part A: Allocation	66,960	0.00
LCFF Community	1,300	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	54,287.00
LCFF Community	1,300.00
LCFF-SLIP	6,458.92
Title I Parent Involvement	2,306.40
Title I Part A: Allocation	66,960.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,651.00
2000-2999: Classified Personnel Salaries	56,360.00
4000-4999: Books And Supplies	26,494.92
5000-5999: Services And Other Operating Expenditures	9,806.40

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	20,251.00
2000-2999: Classified Personnel Salaries	LCFF	8,500.00
4000-4999: Books And Supplies	LCFF	19,336.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,200.00

5000-5999: Services And Other Operating Expenditures	LCFF Community	1,300.00
4000-4999: Books And Supplies	LCFF-SLIP	6,458.92
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	2,306.40
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	47,860.00
4000-4999: Books And Supplies	Title I Part A: Allocation	700.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,700.00
Goal 2	73,813.92
Goal 3	41,798.40

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

Name of Members	Role
Dave Holtermann	Principal
Trish Ascii	Classroom Teacher
Chris Williams	Classroom Teacher
Taylor Yates	Classroom Teacher
Shannon Monroe	Other School Staff
Kimberly Ambrosini	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Mannat Dhaliwal	Secondary Student
Marissa Prudhume	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/7/2024.

Attested:



Principal, Dave Holtermann on 5/7/2024



SSC Chairperson, Chris Williams on 5/7/2024

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

STUDENT NAME: \_\_\_\_\_

# Central High School

## SCHOOL TO HOME COMPACT

### Three-Way School Pledge



#### **STUDENT SECTION**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

#### **GRIZZLY FIVE CLAWS (STUDENT SCHOOL AGREEMENT)**

##### **Come Prepared**

- Arrive at class on time and prepared every day.

##### **Live Responsibly**

- Be responsible for my own behaviors at all times.
- Take all communication home to my parent(s) / guardian(s).
- Return completed homework on time.
- Ask for help when needed.

##### **Act Safely**

- Pursue positive relationships with staff and students.

##### **Work Together**

- Take all essential communication as noted by staff back home to my parent(s)/guardian(s).
- Do my best in class every day.

##### **Show Respect**

- Be cooperative and respectful to students in and out of class.
- Pick up my own trash and keep my areas clean.
- Take care of the electronics entrusted to me.
- Take digital citizenship seriously and respect the privacy of others.

Student's Signature: \_\_\_\_\_

**Date:** \_\_\_\_\_

#### **PARENT/GUARDIAN SECTION**

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Ensure my student(s) arrive at school on time every day and is prepared to learn.
- Provide a quiet place/time for my student to complete homework.
- Review all school communications and respond in a timely manner.
- Attend Back to School Nights, and Parent-Teacher-Student Conferences as needed.
- Attend other school events and necessary meetings to the best of my ability.
- Encourage my child to engage in reading activities every day.
- Make sure my student gets adequate sleep and has a healthy diet.
- Support the school's/district's homework, discipline, dress code, and attendance policies.

Parent's Signature: \_\_\_\_\_

**Date:** \_\_\_\_\_

#### **TEACHER SECTION**

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe, positive, and healthy learning environment for our students.
- Clearly communicate homework and classwork expectations.
- Engage students in a standards-based, active learning curriculum.
- Strive to address the individual needs of our students.
- Correct and return work in a timely manner.
- Regularly communicate with parents regarding their student's progress and other school communications.

Teacher's Signature: \_\_\_\_\_

**Date:** \_\_\_\_\_





## Title, Part A Parent & Family Engagement Policy

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

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

Central High makes the policy available by:

- Posting it on the Central High school website
- Making it available in the Central High school office in multiple languages
- Including a copy in the Central Unified handbook

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

Central High School convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. At that meeting the following are instituted:

- **Information is provided about the process in which Title I students are identified.**
- **At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. Parents are also encouraged to feel comfortable communicating with their child's teacher any concerns they have with their child's progress. Central High's initial Title 1 Meeting is held every year in the fall.**

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

Central High schedules its Title 1 meeting making every attempt to provide convenient times and locations for parents to attend. Additionally, parents can attend any meeting held within the Central Unified School District. Interpretation and childcare are provided at all of these meetings.

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

Central High School offers a number of meetings:

- **All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via posting, email, & CHS website. The agenda is posted in the school office at least 72 hours in advance of the meeting.**
- **Title I parents are invited to request Title I meetings. This is announced at the annual Title I parent meeting.**
- **Additional parent involvement meetings and counseling opportunities are offered throughout the school year. All are designed to support parents with their child's education.**

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

Central High School involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.

The planning, review, and improvement of Title I programs are discussed at the School Site Council meetings. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions.

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

Parents of Title I students are provided timely information about Title I programs at:

- Title I Parent Meetings
- LCAP Meetings
- School Site Council Meetings,
- English Learner Advisory Council (ELAC) Meetings,
- ParentSquare Messages
- CHS Website

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

Parents of Title I students are informed of the curriculum, assessments, and proficiency level students are expected to meet at:

- Freshman Orientation and Parent Nights
- Back to School Night
- Student Study Team Meetings
- School Site Council Meetings
- English Learner Advisory Committee Meetings
- Early College and CTE Parent Nights
- In the Single Plan for Student Achievement
- Parent Meetings are offered throughout the year.
- Parents are notified of Benchmark, Performance Task, and Smarter Balanced assessments via the ParentSquare phone communication system and the CHS website.
- A calendar of the year's events includes the packet of materials given to the students at the beginning of the new school year and when new students enroll.

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

Central High School gathers feedback and input from its parents' committees and groups. The Home School Compact is also given to students in their First-Day Packets. This practice provides a partnership between the student, school, and home for student success and achievement.

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

Parents of Title I students, if requested, are given opportunities for regular meetings to participate in decisions relating to the education of their children:

- Teachers are expected to request a meeting with parents any time they deem necessary. These requests can be generated via the telephone, email, letter, or in person. Parent-teacher communication is of the highest priority at Central High School.

- All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a letter, an email, a phone call, or in person.
- Central High staff and parents can request a Student Study Team meeting to discuss student concerns.
- Scheduled meetings are planned for students with an Individual Education Plan (IEP).

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

Central High School gathers feedback and input from its parents' committees and groups and schedules parent classes and parent training on a yearly basis. Topics typically include curriculum and instruction, English Learner Program and assessment information, and child-rearing. All classes include interpretation.

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

Central High School staff receive staff development twice monthly. Throughout the year and during meetings with the administration, psychologist, and colleagues Central High staff participates in professional learning designed to engage both students and parents in the learning process and to share resources and ideas for establishing and improving parent and teacher partnerships.

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

Central High School staff engages its parent community by providing not only parent education and evening counseling at the school site, but also informing and encouraging participation in district and community meetings and training available to them.

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

Central High School provides information to its parent community regarding upcoming events and activities at the school, including Title 1 meetings and input opportunities. This information is given through ParentSquare and available in Spanish and English, and other languages as requested. The Parent Engagement Policy is given distributed to each student in their homeroom or upon enrollment.

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

All parent involvement opportunities are conducted with parent needs in mind. Interpretation, childcare, and refreshments are provided as well as parent transportation if requested.

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

Please attach the Home/School-Parent/Student/Teacher Compact to this document.

This policy was adopted by the Central High School Site Council on May 7, 2024, and will be in effect for the period July 1, 2024 to June 30, 2025.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 31, 2024.

David Holtermann

**Signature of Authorized Official**

5/7/2024

**Date**



## Título I, Parte A Política de Participación de Padres y Familias a Nivel Escolar

Esta Póliza describe los medios para llevar a cabo los requisitos designados de participación de los padres y familia del Título I, de conformidad con la Sección 1116(c) de ESSA.

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

La Preparatoria Central hace la póliza disponible por:

- Publicarlo en el sitio web de la escuela
- Haciéndolo disponible en la oficina de la Preparatoria Central en vario idiomas
- Incluyendo una copia en el manual de la Escuela

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

La preparatoria Central convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I. En dicha reunión se instituye lo siguiente:

- **Se proporciona información sobre el proceso en el que identifican de Título I.**
- **En la reunión anual de padres de Título I, se invita a los padres a solicitar más reuniones de padres de Título I. Se comentan días y horarios. También se alienta a los padres a que se sientan cómodos comunicándose con el maestro de su hijo sobre cualquier inquietud que tengan sobre el progreso de su hijo. La reunión inicial del Título I de la preparatoria Central se lleva a cabo todos los años en otoño.**

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

La preparatoria Central programa su reunión de Título I haciendo todo lo posible para proporcionar horarios y lugares convenientes para que los padres asistan. Además, los padres pueden asistir a cualquier reunión que se lleve a cabo dentro del Distrito Escolar Unificado Central. Se proporcionará interpretación y cuidado de niños en toda estas reuniones.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de manera organizada, continua y oportuna, en planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la póliza de participación de los padres del Título I Parte A (EESA Sección 1116 [c] [3]).

La preparatoria Central ofrece una serie de reuniones::

- **Todos los padres están invitados a asistir a las reuniones del Consejo Escolar que se llevan a cabo cuatro a cinco veces por año. Se les informa a los padres de las fechas de las reuniones mediante publicación, correo electrónico y el sitio web CHS. La agenda se publica en la oficina de la escuela por lo menos 72 horas antes de la reunión.**
- **Los padres de Título I están invitados a solicitar reuniones de Título I. Esto se anuncia en la reunión anual de padres I.**
- **Se ofrecen reuniones adicionales para la participación de los padres y oportunidades de asesoramiento durante el año escolar. Todos están diseñados para apoyar a los padres con la educación de sus hijos.**

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

La preparatoria Central involucra a los padres de los estudiantes del Título I de manera organizada, continua y oportuna en la planificación, revisión, y mejora de sus programas del Título I y la póliza de participación de los padres del Título I. La planificación, revisión y mejora de los programas de Título I se analizan en las reuniones del Consejo del Plantel Escolar. La agenda publicada del Consejo del Plantel Escolar notifica a los padres cuando discuten los programas del Título I y cuando se revisara la poliza de participación de los padres para revisarla.

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

Los padres de estudiantes de Título I reciben información oportuna sobre los programas de Título I en:

- Reuniones de padres del Título I.
- Reuniones LCAP.
- Reuniones del consejo del sitio escolar, b

- Reuniones del Consejo Asesor de Aprendices de Inglés (ELAC)
- Mensajes de Parent Square
- Sitio web CHS

Si lo solicitan los padres de los estudiantes del Título I, Parte A, la escuela brinda oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos (Sección 1116 [c][4] [C} de ESSA). ¿Cómo proporciona la escuela las oportunidades?

Se informa a los padres de los estudiantes del Título I sobre el plan de estudios, las evaluaciones y el nivel de competencia que se espera que los estudiantes cumplan en:

- Orientación para estudiantes de primer año y noches para padres
- Noche de regreso a la escuela
- Reuniones del equipo de estudio de estudiantes
- Reuniones del consejo del sitio escolar
- Reuniones del Comité Asesor de Aprendizaje de Inglés
- En el Plan Único de Aprovechamiento Estudiantil
- Las reuniones de padres se ofrecen durante todo el año escolar
- Los padres son notificados de las evaluaciones Benchmark, Performance Task Y Smarter Balanced a través del sistema de comunicación telefónica ParentSquare y el sitio web de CHS.
- Un calendario de eventos del año incluye el paquete de materiales que se entrega a los estudiantes al comienzo del nuevo año escolar y cuando se inscriban nuevos estudiantes

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

La Escuela Secundaria Central recopila comentarios y aportes de sus comités y grupos de padres. El Pacto entre la Escuela y el Hogar también se entrega a los estudiantes en sus Paquetes del Primer Día. Esta práctica proporciona una asociación entre el estudiante, la escuela y el hogar para el éxito y el logro del estudiante.

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

Los padres de los estudiantes del Título I, si lo solicitan, tienen la oportunidad de reunirse regularmente para participar en las decisiones relacionadas con la educación de sus hijos:

- Se espera que los maestros soliciten una reunión con los padres en cualquier momento que lo consideren necesario. Estas solicitudes se pueden generar por

- teléfono, correo electrónico, carta o en persona. La comunicación entre padres y maestros es de máxima prioridad en Central High School.
- Se alienta a los padres a solicitar una reunión con el maestro de su hijo en cualquier momento durante el año escolar. Se puede solicitar una reunión a través de una carta, un correo electrónico, un llamada telefónica o en persona.
  - El personal y los padres de la Central High pueden solicitar una reunión del Equipo de Estudio Estudiantil para discutir las preocupaciones de los estudiantes.
  - Las reuniones programadas están planificadas para estudiantes con un Plan de Educación Individual (IEP).

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

La Escuela Secundaria Central recopila comentarios y aportes de sus comités y grupos de padres y programa clases para padres y programan clases para los padres y capacitación para padres anualmente. Los temas suelen incluir el plan de estudios y la instrucción, el programa para estudiantes de inglés y la información de evaluación y la crianza de los niños. Todas las clases incluyen interpretación.

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

El personal de Central High School recibe desarrollo de personal dos veces al mes. A lo largo del año y durante las reuniones con la administración, el psicólogo y colegas, el personal de Central High participa en aprendizaje profesional diseñado para involucrar tanto a los estudiantes como a los padres en el proceso de aprendizaje y compartir recursos e ideas para establecer mejorar las asociaciones entre padres y maestros.

La escuela coordina e integra el programa de participación de los padres del Título I, Parte A con otros programas y lleva a cabo otras actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4]).

El personal de Central High School involucra a su comunidad de padres proporcionando no solo educación para padres y asesoramiento vespertino en la escuela, sino también informando y alentando la participación en reuniones del distrito y de la comunidad y la capacitación disponible para ellos.

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

Central High School brinda información a su comunidad de padres sobre los próximos eventos y actividades en la escuela, incluidas las reuniones del Título 1 y las oportunidades de participación. Esta información se proporciona a través de

ParentSquare y está disponible en español e inglés y en otros idiomas según se solicite. La Política de participación de los padres se distribuye a cada estudiante en su salón de clases o al momento de la inscripción.

La escuela brinda apoyo para las actividades de participación de los padres del Título I, Parte A (Sección 11116 [e] [14] de ESSA).

Todas las oportunidades de participación de los padres se llevan a cabo teniendo en cuenta las necesidades de los padres. Se proporcionan servicios de interpretación, cuidado de niños y refrigerios, así como transporte para los padres si así lo solicitan.

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

Adjunte el Acuerdo de hogar/escuela- padre/estudiante/maestro a este documento.

Esta póliza fue adoptada por el Consejo del Sitio de la Escuela Secundaria Central el 6 de mayo de 2023 y estará vigente durante el periodo del 1 de julio de 2023 al 30 de junio 2024.

La escuela distribuye la póliza a todos los padres de los estudiantes que participan en el programa Título I, Parte A el: 31 de octubre de 2023 o antes

David Holtermann

**Firma del Funcionario Autorizado**

5/6/2023

**Fecha**