



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central High (Continuation) School	43 69583 4334488	5/28/25	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

Educational Partner Identified Needs:

Central's six-year review by WASC was held in the Spring of 2023. The following areas were identified through our WASC Self-study as critical areas of focus:

1. Revise the mission statement to reflect students, staff, families, and community input.
2. Identify Student Learner Needs and establish baseline data as a foundation for all school improvement efforts and align resource allocations.
3. Provide continuing professional development on high-quality instructional strategies, including developing professional learning communities in a small school setting with diverse student needs.
4. Administration and Teachers will use the results of local assessments to modify curriculum, instructional strategies, and school-wide student support programs to ensure continuous growth in student achievement at Central and beyond.

Additional Areas of Need:

1. Support Student Social-Emotional Well-being: Provide supports and strategies for students to maintain positive mental health
2. Enhance Family Engagement: Provide families with information regarding their student's academic progress through parent meetings and volunteer opportunities to engage with the school

Central High School provides a diverse academic program and practical foundation for the district's students who are deficient in credits to earn their diplomas. Central has a smaller student population whose educational needs are addressed through standards-based individualized and group instruction. Instruction and curriculum are aligned with Common Core and state standards and utilize district-adopted, state-approved textbooks and curricula. Emphasis is placed on completing credits toward graduation, career orientation, work experience, and life skills development. Central is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings by utilizing a daily six-period bell schedule and a recovery model that allows students to complete 90 credits a year, compared to 70 at the comprehensive sites.

Central High School creates a climate where students feel safe, academically challenged, and supported in their efforts toward graduation and transition to higher education and/or the workplace setting.

Students are referred from the two comprehensive high schools in the district through academic counseling. Before each acceptance cycle, the Central Principal and counselor meet with the counselors from the comprehensive high schools to discuss students who would benefit from a credit recovery program. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs, or family support roles. Central also has referrals from probation officers and some walk-in students who have just moved to Morgan Hill from a continuation high school in their former district. The process is transparent and equitable for all sites to support all student and family situations. Priority enrollment is placed on enrolling 12th and 11th-grade seniors and juniors first, and younger students who are 16 years or older are admitted as space allows.

Our school's plan is organized into four goals: college and career readiness, parent engagement, diverse learner needs, and school climate. These goals are aligned with the three main goals in the MHUSD LCAP, and they meet the requirements of ESSA. One of the main focuses is improving graduation rates while ensuring students are career- and college-ready. Students are exposed to local community colleges while receiving support through academic advising to develop and meet their post-high school goals. Students participate in surveys to provide insight into the type of courses they are interested in taking at Central. They also provide input on ways to improve attendance.

To increase parent engagement, Central will provide parents with opportunities to celebrate their student's academic success and contributions to the Central Community, such as School Board presentations and Morgan Hill City Council open comment presentations to advocate for the Central Community.

Central will continue to analyze cohort data to identify why some students are not completing graduation requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Plan for Student Achievement (SPSA) was initially developed through consultation and preliminary approval by the School Site Council (SSC). Recognizing the SPSA as a working document, input is continuously gathered throughout the school year to ensure it remains responsive to evolving needs and is regularly revisited and revised. Furthermore, areas for growth identified in our Spring 2023 WASC self-study also informed its development.

SSC Meetings:

9/25/24, 10/30/24, 1/17/25, 2/27/25, 4/25/24, 5/28/25

To encourage SSC participation, Central High School provides calendar notifications via ParentSquare. Families are also encouraged to attend when they are at Back to School Night as well as during parent orientations held 5 times throughout the school year.

To ensure the SPSA is data-driven, Central High staff meets monthly to review student progress and analyze common assessment data every six weeks to determine school-wide needs. Student perspectives are gathered monthly through the Interact group, which discusses various topics, including student engagement. The Hanover Survey provided further data for the SSC and Leadership Team in developing the SPSA. Finally, teacher-led root cause analysis sessions focused on barriers to graduation, and student feedback on graduation support was collected through a survey.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The overall graduation rate of students at Central for 2024 was: 54/58, 93 %

This continues to be an area of growth. The overall graduation rate based on the DASS is calculated as 54/58, or 93 %.

The traditional dashboard includes post-secondary students: 9 students enrolled in the post-secondary program in the 23-24 school year.

The two groups of students in the yellow category were the students who identified as socioeconomically disadvantaged, as well as students who identified as Latino.

The academic counselor has implemented a graduation status meeting routine for all students. This includes parent meetings to support the students who are not on track for graduation with their cohort.

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

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

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

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

The two groups of students in the yellow category were the students who identified as socioeconomically disadvantaged, as well as students who identified as Latino in regards to graduation rates.

Other Needs

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

2024 LCAP School Climate and Culture Data

Students participated in the Hanover Survey

of students strongly agree that the school supports high school success

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

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

Students who are experiencing homelessness report the following:

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

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

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

Students identified as Latino report the following:

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

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

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

Students who identify as English Language Learners report the following:

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

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

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

Attendance Data for 2024-2025, as documented in Aeries Central, shows a high percentage of chronically absent students.

Overall: 70.4% of students are chronically absent

Students who identify as Hispanic: 75.6% are chronically absent

Students who identify as Socio-Economically Disadvantaged: 75%

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.72%	0%	%	1	0	
African American	1.45%	0.61%	1.05%	2	1	1
Asian	1.45%	1.82%	2.11%	2	3	2
Filipino	0.72%	0.61%	%	1	1	
Hispanic/Latino	82.61%	76.97%	80.00%	114	127	76
Pacific Islander	%	0.61%	1.05%	0	1	1
White	11.59%	16.36%	11.58%	16	27	11
Two or More Races	%	3.03%	3.16%	0	5	3
Not Reported	1.45%	0%	1.05%	2	0	
Total Enrollment				138	165	95

Enrollment By Grade Level

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

Conclusions based on this data:

- As MHUSD's alternative education school, Central High School offers a range of programs, including a traditional continuation school. Starting in the 2022-23 academic year, Central expanded to include the independent study program and a therapeutic day class for secondary students. Furthermore, Central is also the site for the post-secondary life skills program for students aged 18-22 (this clarifies the enrollment of students younger than 16 in other Central programs).
- Academic counselors at the district's two comprehensive high schools refer students to Central High School's continuation and credit recovery program. To ensure appropriate placement, the Central High School principal and

counselor meet with the comprehensive high school counselors prior to each acceptance cycle to discuss potential candidates. In some cases, the principal also meets directly with these students at their referring schools.

3. Central High School's enrollment process is transparent and equitable for all referring sites, accommodating various student and family situations. Referrals come from probation officers, and the school also welcomes walk-in students transferring from continuation high schools in other districts. Enrollment priority is given to 12th and 11th-grade students needing credit recovery, with remaining spaces offered to students aged 16 and above

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	28	35	31	20.3%	21.2%	32.6%
Fluent English Proficient (FEP)	43	42	20	31.2%	25.5%	21.1%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Students who are credit deficient are referred from the two comprehensive sites, this year there was a significant increase in the percentage of students identified as English Learners enrolled has increased by 11.4%.
2. Students identified as FEP students have decreased by 4.4%.
3. There has not historically been a significant amount of students reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*					
Grade 11	45	63	48	41	56	42	41	56	42	91.1	88.9	87.5
All Grades	46	63	48	42	56	42	42	56	42	91.3	88.9	87.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*			*			*		
Grade 11	2445.	2464.	2479.	0.00	1.79	4.76	12.20	12.50	9.52	17.07	25.00	28.57	70.73	60.71	57.14
All Grades	N/A	N/A	N/A	0.00	1.79	4.76	11.90	12.50	9.52	19.05	25.00	28.57	69.05	60.71	57.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	2.44	1.79	4.76	41.46	44.64	54.76	56.10	53.57	40.48
All Grades	2.38	1.79	4.76	42.86	44.64	54.76	54.76	53.57	40.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	2.44	0.00	4.76	19.51	39.29	33.33	78.05	60.71	61.90
All Grades	2.38	0.00	4.76	21.43	39.29	33.33	76.19	60.71	61.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	4.88	5.36	11.90	65.85	71.43	69.05	29.27	23.21	19.05
All Grades	4.76	5.36	11.90	66.67	71.43	69.05	28.57	23.21	19.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	7.32	0.00	4.76	56.10	71.43	64.29	36.59	28.57	30.95
All Grades	7.14	0.00	4.76	57.14	71.43	64.29	35.71	28.57	30.95

Conclusions based on this data:

1. There is a need to improve student achievement in core areas, including English.
2. Central continues to offer additional English courses to meet the needs of students for graduation.
3. The persistent focus remains on effectively teaching the Common Core State Standards and comprehensively supporting all students towards high school graduation.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*					
Grade 11	45	64	47	40	57	41	40	57	41	88.9	89.1	87.2
All Grades	46	64	47	41	57	41	41	57	41	89.1	89.1	87.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*			*			*		
Grade 11	2418.	2423.	2434.	0.00	0.00	0.00	0.00	1.75	2.44	7.50	7.02	7.32	92.50	91.23	90.24
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	1.75	2.44	7.32	7.02	7.32	92.68	91.23	90.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	0.00	0.00	0.00	7.50	5.26	14.63	92.50	94.74	85.37
All Grades	0.00	0.00	0.00	7.32	5.26	14.63	92.68	94.74	85.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	0.00	0.00	2.44	57.50	50.88	41.46	42.50	49.12	56.10
All Grades	0.00	0.00	2.44	58.54	50.88	41.46	41.46	49.12	56.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 8	*			*			*		
Grade 11	0.00	0.00	0.00	45.00	54.39	53.66	55.00	45.61	46.34
All Grades	0.00	0.00	0.00	46.34	54.39	53.66	53.66	45.61	46.34

Conclusions based on this data:

1. There is a need to improve student achievement in core areas including math.
2. Students referred to Central by the comprehensive site are deficient in math credits.
3. There was a significant change in student performance in the area of Applying mathematical concepts and procedures.
The percentage of students at or near increased by 9% overall, decreasing the % below standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	1533.4	1552.9	*	1518.1	1538.5	*	1548.1	1566.9	10	18	13
12	*	*	*	*	*	*	*	*	*	7	7	8
All Grades										19	27	23

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	0.00	0.00	*	27.78	53.85	*	50.00	38.46	*	22.22	7.69	*	18	13
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	0.00	0.00	21.05	26.92	56.52	68.42	46.15	39.13	0.00	26.92	4.35	19	26	23

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	5.56	15.38	*	50.00	61.54	*	33.33	15.38	*	11.11	7.69	*	18	13
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.79	7.69	17.39	31.58	42.31	56.52	47.37	34.62	17.39	5.26	15.38	8.70	19	26	23

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	5.56	7.69	*	5.56	7.69	*	61.11	69.23	*	27.78	15.38	*	18	13
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	3.85	8.70	5.26	3.85	8.70	73.68	61.54	69.57	10.53	30.77	13.04	19	26	23

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	5.88	0.00	*	64.71	84.62	*	29.41	15.38	*	17	13	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	5.26	4.00	17.39	78.95	60.00	65.22	15.79	36.00	17.39	19	25	23	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	38.89	76.92	*	44.44	23.08	*	16.67	0.00	*	18	13	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	26.32	38.46	73.91	68.42	42.31	17.39	5.26	19.23	8.70	19	26	23	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	5.56	15.38	*	33.33	53.85	*	61.11	30.77	*	18	13	
12	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	5.26	3.85	17.39	47.37	30.77	56.52	47.37	65.38	26.09	19	26	23	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	5.56	0.00	*	83.33	92.31	*	11.11	7.69	*	18	13
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.79	7.69	4.35	84.21	80.77	82.61	0.00	11.54	13.04	19	26	23

Conclusions based on this data:

1. An analysis comparing the 2022-23 and 2023-24 data sets demonstrates significant progress in all assessed domains for the 11th-grade cohort.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
95	66.3%	32.6%	0.0%
Total Number of Students enrolled in Central High (Continuation) School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	32.6%
Foster Youth	0	0.0%
Homeless	10	10.5%
Socioeconomically Disadvantaged	63	66.3%
Students with Disabilities	30	31.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.1%
American Indian	0	0.0%
Asian	2	2.1%
Filipino	0	0.0%
Hispanic	76	80%
Two or More Races	3	3.2%
Pacific Islander	1	1.1%
White	11	11.6%

Conclusions based on this data:

- In addition to receiving referrals from the district's two comprehensive high schools, Central High School also offers the district's secondary therapeutic day class.

2. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs, or family support roles.
3. Central High School remains dedicated to ensuring all students achieve their high school diplomas, which is reflected in the positive growth of our graduation rate across all student demographic groups.

School and Student Performance Data

Overall Performance

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



No Performance Color

English Learner Progress



No Performance Color

College/Career



Red

Conclusions based on this data:

1. Central is verified as a school that uses the Alternative Dashboard to determine graduation rates. For the class of 2024 the adjusted rate is: 93%.
This is the link which defines the graduation rates for DASS Schools:
<https://www.cde.ca.gov/ta/ac/documents/dassgradrate.pdf>
2. Addressing concerns about suspension rates in the 2023-24 school year, Central High School has proactively engaged in monthly climate and culture meetings to analyze behavior data and evaluate the impact of current interventions.
3. Central does not have a CTE pathway for students to complete upon transferring.

School and Student Performance Data

Academic Performance English Language Arts

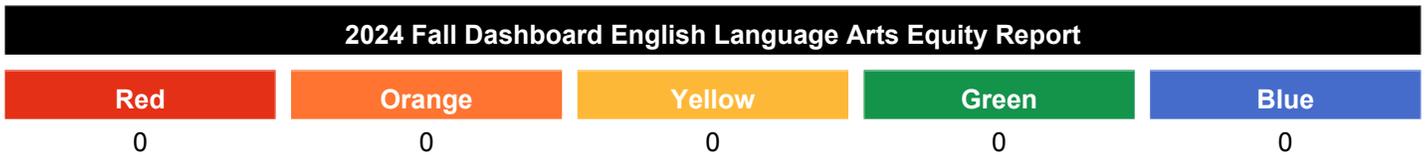
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>145.1 points below standard</p> <p>Maintained 1.9 points</p> <p>23 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>146.8 points below standard</p> <p>Increased 25.0 points</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>146.8 points below standard</p> <p>Increased 25.0 points</p> <p>11 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>132.8 points below standard</p> <p>Increased 14.3 points</p> <p>16 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 168.9 points below standard Declined 31.6 points</p> <p>21 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

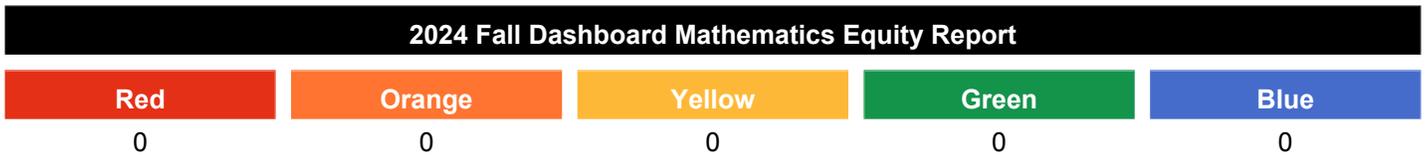
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> No Performance Color</p> <p>220.2 points below standard</p> <p>Declined 9.1 points</p> <p>22 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>198.8 points below standard</p> <p>Increased 16.6 points</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>198.8 points below standard</p> <p>Increased 16.6 points</p> <p>11 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>227.6 points below standard</p> <p>Declined 16.1 points</p> <p>16 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 243.8 points below standard Declined 36.0 points</p> <p>20 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

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

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 52.4% making progress. Number Students: 21 Students	 No Performance Color 50% making progress. Number Students: 20 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8%	23.8%	0%	52.4%

Conclusions based on this data:

1. More than half of the students progressed at least one ELPI level.
2. The majority of students have maintained or progressed ELPI scores. To ensure that students are seriously participating in the assessment, Central will continue to provide students with a pre-test information session to explain the test as well as the importance of students putting forth their best effort to ensure that scores are reflective of students' abilities.

School and Student Performance Data

Academic Performance College/Career Report

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

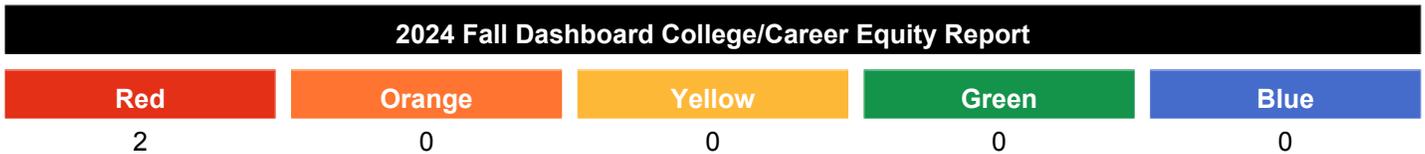
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>1.4 Prepared</p> <p>Maintained 0.2</p> <p>74 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>25 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>25 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>5 Prepared</p> <p>Maintained 0.3</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>1.6 Prepared</p> <p>Maintained 0.2</p> <p>62 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>16 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Red</p> <p>1.7 Prepared</p> <p>Maintained 1.7</p> <p>60 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p>

Conclusions based on this data:

1. Students may complete their CTE Pathways prior to attending Central (at the comprehensive sites).
2. Students enrolled at the Continuation Site are provided with the opportunity to recover credits in an attempt to graduate with their class. Students are eligible for the transitional diploma which eliminates 20 elective credits in order to ensure students complete the course classes for diploma requirements.

School and Student Performance Data

Academic Engagement Graduation Rate

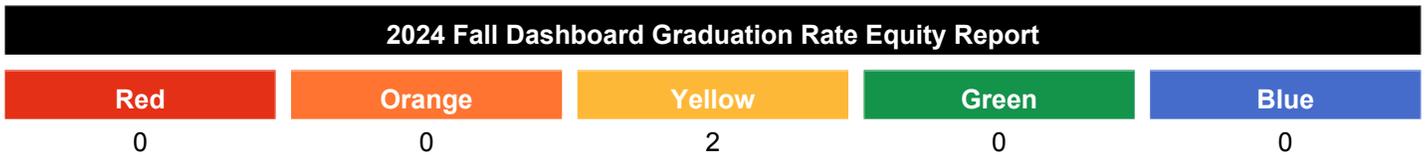
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>71.8% graduated</p> <p>Increased 5.6%</p> <p>78 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>65.4% graduated</p> <p>Increased 6.6%</p> <p>26 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>64% graduated</p> <p>Increased 4%</p> <p>25 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>81.8% graduated</p> <p>Increased 13.4%</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>74.2% graduated</p> <p>Increased 10.6%</p> <p>66 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>81.3% graduated</p> <p>16 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>71.9% graduated</p> <p>Increased 4%</p> <p>64 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. As an alternative dashboard school, Central's graduation rate is based on a one-year cohort, with some specifications identified in this link: <https://www.cde.ca.gov/ta/ac/cm/gradratecal.asp>
2. The graduation rate as calculated by the DASS:
3. All significant subgroups increased in graduation rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

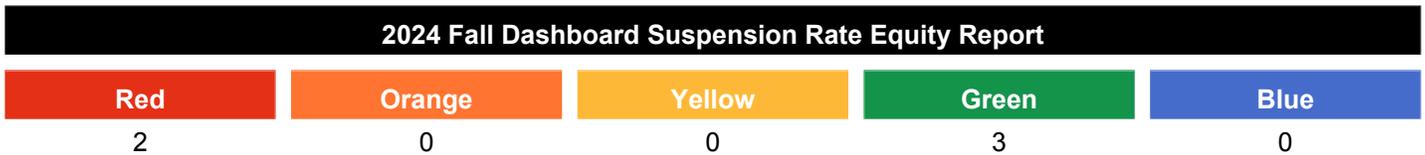
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.3% suspended at least one day</p> <p>Increased 0.6%</p> <p>143 Students</p>	<p>English Learners</p> <p>Red</p> <p>12.5% suspended at least one day</p> <p>Increased 6.3%</p> <p>40 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>10.5% suspended at least one day</p> <p>Increased 3.9%</p> <p>38 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Declined 3.7%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.1% suspended at least one day</p> <p>Declined 2.1%</p> <p>98 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>4.8% suspended at least one day</p> <p>Declined 4.1%</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>5.5% suspended at least one day</p> <p>Declined 1.1%</p> <p>110 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 2.6%</p> <p>19 Students</p>

Conclusions based on this data:

1. Addressing concerns about suspension rates in the 2024-25 school year, Central High School has proactively engaged in monthly climate and culture meetings to analyze behavior data and evaluate the impact of current interventions.
2. Despite the overall number staying the same for the last two academic years, addressing the unique needs of our English Learner population remains a critical focus.
3. It is important to continue providing support and resources to ensure the well-being and success of all students, as their stable and supportive environments may contribute to their lower suspension rates. Efforts should be made to further understand the factors that contribute to their positive behavior and replicate them across other subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academics

As areas of continued focus, Central aims to increase the percentage of all student groups graduating by 3% by June 2026. Concurrently, to enhance college and career readiness, there is a target to increase the percentage of students completing the FAFSA by 5% within the same timeframe. These goals highlight specific areas where sustained effort and strategic interventions are needed to ensure comprehensive student success.

Central High School aims to increase the percentage of English Learner students who advance at least one ELPI level by 5 percentage points. This progress will be measured by comparing the 2026 CAASPP ELPAC Dashboard results against the 2025 data.

By the end of the Fall Diagnostic window in December 2025, Central High School aims to increase its school-wide median percent progress toward typical growth by 5 percentage points in both Reading and Math, as measured by i-Ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus Goal 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.

Focus Goal 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.

Identified Need

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

As determined by the WASC visiting committee, the mission statement needs to be revised to reflect the input of students, staff, families, and the community and to reflect college and career readiness.

The principal and teachers will use the results of assessments to modify curriculum, instructional strategies, and schoolwide student support programs to ensure continuous growth in student achievement at Central and beyond.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Graduation Rates Rate, Status & Change --All Student --w/Disabilities</p>	<p>2024: 54/58 All students: 93% Students with Disabilities:93% Students who identify as Hispanic: 93% Students who identify as Socio- Economically Disadvantaged: 97%</p> <p>Based on DASS criteria, 93%</p> <p>2025 All students: pending Students with Disabilities: Students who identify as Hispanic: Students who are Socio-Economically Disadvantaged:</p> <p>Based on DASS criteria</p>	<p>By June 2026, increase graduation rates for all student groups by 3%</p>
<p>FAFSA Submission and Completion Rates</p>	<p>Class of 2024 # Enrolled:56 # Submitted:13 # Completed:14</p> <p>Class of 2025 # Enrolled: pending # Submitted: # Completed: * FAFSA is still open, data is pending</p>	<p>Increase FAFSA application completion for students post-secondary by 5% by June 2026.</p>
<p>CAASPP 2024</p>	<p>English Language Learners (ELLs) saw a 25 point increase in their English Language Arts (ELA) scores compared to the previous year.</p>	<p>By June 2026, 5% more Current EL students will progress towards proficiency as indicated by the CAASPP scores.</p>
<p>I ready</p>	<p>Students were assessed in the Fall and Winter of 2024-2025 Reading: Overall, 11% of students increased their scores Math Overall, 2% of students increase their scores.</p>	<p>By June of 2026 5% increase in scores in both reading and math as indicated by the Fall and Winter Diagnostic results.</p>
<p>California Dashboard % College Career Ready</p>	<p>California Dashboard 2024 not reported</p>	<p>Increase CCR status by 3% per year</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Programs and services funded in this School Plan to encourage student growth by providing staff with support of a teacher to attend PD and lead PLT work:</p> <ol style="list-style-type: none"> 1. Provide a stipend for a teacher to lead the PLT work on the site to focus on common assessment and data to ensure that all students are learning. 	<p>All Students with a focus on students identified as Foster, Homeless, Socioeconomically Disadvantaged, and English Learners.</p>	<p>2598.42 LCFF</p> <p>Stipend for Teacher to lead PLT time to review student data.</p>
1.2	<p>Programs and services funded in this School Plan to enhance student success by encouraging innovative curriculum development and improving teacher skills in student engagement by providing:</p> <ol style="list-style-type: none"> 1. Extra hours 2. Substitutes 3. Program Development stipends 4. Professional Development services 5. Conferences for staff to support student engagement 	<p>All Students with a focus on students identified as Foster, Homeless, Socioeconomically Disadvantaged, and English Learners.</p>	<p>13362.52 LCFF</p> <p>Conference Registrations and Fees/Consulting Services</p>
1.3	<p>Programs and services funded in this School Plan to ensure access to instructional materials and curriculum include:</p> <ol style="list-style-type: none"> 1. Software and program licenses 2. Chromebook replacement and repairs 3. Instructional materials (novels, common core supplementals) 4. Site copies and office/stationery supplies (Central, Workability, Transitional Partnership Program) 5. Supplemental Classroom supplies and activities 	<p>All Students with a focus on students identified as Foster, Homeless, Socioeconomically Disadvantaged, and English Learners.</p>	<p>11,000.00 Lottery</p> <p>Instructional Materials, books, and reference , materials</p> <p>4,500.00 LCFF</p> <p>Instructional materials (novels, common core materials)</p> <p>2,000.00 Unrestricted Lottery</p> <p>Site copies and office/stationery supplies to include replacement teacher laptops</p>
1.4	<p>Programs and services funded in this School Plan include field trips for students to increase awareness of post-high school providers by visiting and meeting with higher education and trade school organizations.</p> <ol style="list-style-type: none"> 1. Provide students with opportunities to explore post-secondary opportunities 2. Additional staff hours will be provided to ensure IEPs are responsive to students' needs and adequately address their needs to support improved graduation rates 	<p>Students identified as underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.</p>	<p>3,500.00 LCFF</p> <p>Provide transportation and fees for post secondary visits</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	Programs and services funded in this School Plan include funding staff to maintain and update the website to ensure that educational partners are informed of school activities and updates. 1. Website Maintenance 2. Additional maintenance expenses/hour	All Students	2,896.68 Unrestricted Lottery Provide staff Website stipend to maintain the website.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Central High School's ongoing investment in Professional Development for teachers and counselors provides them with the requisite tools and current best practices to optimize student success. The data, showing 54 out of 58 students achieving a high success rate (93% graduation rate overall, 97% graduation rate students identified as socio-economically disadvantaged), strongly indicates significant academic growth within the high school. The fact that "All students," "Students with Disabilities," and "Students who identify as Hispanic" all achieved a remarkable 93% graduation rate demonstrates highly equitable academic growth across diverse student populations. Additionally, the 97% graduation rate for "Students who identify as Socio-Economically Disadvantaged" highlights exceptional academic growth within this often vulnerable population, indicating that targeted interventions and support are successfully enabling them to not only keep pace but to excel.

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

Central did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted has been updated.

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

The goal for academics has two main components, with strategies that align to support all students, with additional focus on students identified as English Language Learners.

Central High School is deeply committed to ensuring all students graduate on time with their cohort. This commitment is rooted in our analysis of graduation rates and college and career readiness data. To achieve this, Central High will enhance its data-driven systems and effectively utilize student support personnel. Specifically, Central will continue to allocate funds for Activity/Strategy 1.3. These funds are crucial for refining our approach to using data to inform both interventions and instruction across the campus. A key component of this strategy involves incorporating i-Ready data alongside our existing common assessment data to gain a more comprehensive understanding of student needs and academic progress.

This data-driven approach will be particularly impactful for supporting the growth of English Language Learner students. By closely monitoring i-Ready and common assessment data, coupled with ongoing language proficiency assessments, Central can track progress in both English language proficiency and academic content. By integrating various data points, we can monitor the dual progress of ELLs, ensuring they are not only acquiring English but also mastering grade-level content. This information will also inform professional development for staff. The data will highlight areas where teachers and student support personnel may need additional training in best practices for supporting ELLs, such as culturally responsive pedagogy, academic language development strategies, and effective use of visuals and collaborative learning opportunities.

Additionally, for English Learners, the 2024 CAASPP Dashboard indicates an increase of at least one ELPI level, showing significant progress but also continued need. The school's goal is to increase this metric by 5%, aiming for greater English language proficiency by the 2026 CAASPP administration. Success will be measured using Fall 2025 i-Ready data and 2026 CAASPP ELPAC results, requiring targeted interventions for all English Learners, especially those with disabilities, in both reading and math.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Family/Guardian and Community Engagement

By June 2025, the percentage of parents engaged in their child's education will increase by at least 10%, as measured by attendance at parent engagement events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement (FACE plan: Sharing Action 4 and Aligning Action 3).

Identified Need

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

Central had minimal attendance at parent evenings.

Increase parent monitoring of student progress.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administer surveys in both electronic and paper forms	2023 2024 Survey responses: 69% of Students responded to the LCAP Survey.	By June 2026, increase responses by 25%.
Host a "showcase," "exhibition" or other event that allows students to demonstrate a variety of learning.	Fall 2024 9 Families attended the art exhibition and Back to School Night	By June 2026, Increase attendance by 10%.
Parent/Guardian attendance at Parent meetings	2024/2025 9 Families attended Back to School Night in the Fall 19 Families attended the Spring Open House	By June 2026 parent attendance will increase by 20%.
To empower families to stay informed about their child's progress and challenges, Central High School offers orientations five times annually,	No baseline data as this is a new data point for 25/26 school year.	By June 2026 parents will be provided with 5 opportunities to learn how to access student's academic information.

specifically designed to teach them how to effectively use district communication systems.		
Mass Communication completion rates (Parent Square)	2024 Parent Square notification rate: 98%	Mass Communication to reach 100% of families

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Programs and services funded in this School Plan include funding to ensure that families receive hard copies of communication to increase community engagement with the school site to support student success.</p> <ol style="list-style-type: none"> 1. Postage for mailings to families 2. End-of-year graduation expenses 	All Students	<p>643.53 Title I</p> <p>Postage for parent communication.</p> <p>2000.00 Lottery</p> <p>Caps, gowns, and diplomas, Graduation ceremony</p> <p>1092.24 Lottery</p> <p>Graduation extra hours for maintenance</p>
2.2	<p>Programs and services are embedded in the current job description however, they include the following family and community engagement activities to ensure that families are receiving information and support families by providing resources for academics as well as referrals to outside agencies.</p> <ol style="list-style-type: none"> 1. Student-parent conferences 2. Outreach to increase parent volunteers 3. Home visits 3. Administer surveys in both electronic and paper forms 	Students identified as underperforming or disadvantaged students, including those identified as Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	<p>100.00 Lottery</p> <p>Staff Mileage for home visits.</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Central recognizes parent/guardian participation as an area needing development. By sustaining investment in parent contact and communication, Central aims to keep parents/guardians informed about opportunities for involvement and upcoming school events, ultimately fostering greater participation. There was a significant increase in parent

participation at the Spring Back to School Event in comparison to the Fall, with an increase of 47%; however, this is still an area of focus for the 25-26 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.

Central did not exceed or underspend allocations provided to goal #2.

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

It is essential to encourage family participation with consistent traditions annually and communicate the profound impact of family engagement at home and school. To truly maximize student success, we must proactively maintain high levels of family participation through a variety of engaging annual traditions while also effectively communicating the invaluable contribution of their involvement, whether it manifests at school events or through consistent support at home. The use of traditional mailings funded in strategy 2 in addition to digital notifications is integral to ensure that all families are informed of opportunities to partner with Central to support student success. Additionally, Central will continue to expand on the student gallery, which was promoted for the Back to School Night, to offer students the opportunity to showcase their work and encourage families to partner with the school through attendance at school activities. This will be funded in Activity/Strategy 2.1 to include invitations sent home to families. The expansion of these opportunities aligns with the FACE plan: Sharing Action 4 and Aligning Action 3.

Families will be provided with opportunities throughout the school year to attend orientation meetings. The focus will be on providing families with information to assist in tracking their students' progress both academically and socio-emotionally. Effectiveness will be measured by gathering data on parent participation through sign-in sheets and potentially event-specific feedbacks (though no specific feedback mechanism is mentioned as a baseline). The school will also look at qualitative data gathered during the events, such as parent questions and engagement levels, to gauge the immediate impact and relevance of the content.

Recognizing the unique challenges faced by working families, our strategy will actively highlight and promote awareness of the powerful, tangible impact of consistent home support. This includes emphasizing the critical role families play in areas such as homework completion, monitoring academic progress and grades, promoting regular school attendance, and reinforcing positive behavior. These forms of engagement, though sometimes unseen in the school building, are foundational to student well-being and academic achievement. Furthermore, home visits funded in Activity/Strategy 2.2 will continue to remain a vital tool for building strong, trusting partnerships with families, allowing us to understand their unique circumstances and tailor our support effectively.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement, Social Emotional Learning

By June 2026, the percentage of students who feel connected to school will increase to at least 90% as measured by Hanover LCAP Survey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Central's student population exhibits a significant increase in social-emotional needs. This trend is evident through both graduation data and survey data, which have been used to determine this need. Consequently, the need for targeted and engaging activities to support students' social-emotional well-being has also grown. With the full-time wellness center for the 24/25 school year, this data will be reviewed for the 25/26 school year.

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
Wellness Center	New metric. Baseline to be established.	By spring 2026, 100% of Central students will be aware of how to access wellness/social emotional supports on campus, as evidenced by school-wide survey data.
FAFSA Completion Rate (assisted by Cal Soap)	Class of 2025: Data pending	By March 2026 75% of graduating students will work with Cal Soap Counselor to complete the FAFSA
Cal Soap Student Meetings	New metric. Baseline to be established.	Before graduation, all graduating seniors will meet with the Cal Soap advisor to discuss post-high school plans as measured by data provided to the site by Cal Soap.
Students report having a trusted adult to talk to at school.	Baseline, as evidenced by the Hanover survey, 80% of students report having a trusted adult to talk to at school.	By spring of 2026, 90% of students will report having a trusted adult to talk to.
Graduation Rates Based on the Alternative Dashboard	Class of 2024 2024: 54/58 All students: 93% Students with Disabilities:93% Students who identify as Hispanic: 93%	By June 2026, graduation rates will increase by 3% based on the alternative dashboard.

	<p>Students who identify as Economically Disadvantaged: 97%</p> <p>Number of Students in Cohort: 58 Graduates: 54 Certificate of Completion: 0 Non-graduates:4 Other: Students enrolled less than 90 days or Post-secondary students (ages 18-22): 13 Adjusted Graduation Rate: 93%</p> <p>*Certificates of Completion are considered as graduates per the DAS</p>	
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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
3.1	<p>Programs and services funded in this School Plan include funding on-site staff to provide students with tutoring as well as athletic opportunities to enhance school engagement.</p> <ol style="list-style-type: none"> 1. Continue PBIS Implementation 2. Provided Extended day program including extracurricular program stipends for supervision and coaching, activities, and credit recovery 3. Provide Transportation 3. Continue the weekly system of truancy letters to ensure SARB compliance. Postage and stationery costs 4. Continued implementation of weekly notice to parents for chronic absenteeism. 5. Provide ongoing data analysis support for needs assessment and root cause analysis as part of the comprehensive support and improvement program (Datazone and Schoolwise press) 	All Students	<p>8690.00 Title I</p> <p>Stipends to pay on site Coaches/Advisors</p>
3.2	<p>Programs and services funded in this School Plan to support student social skill development to increase access to instruction include (not site-based):</p> <ol style="list-style-type: none"> 1. Small Group Social-Emotional intervention and rehabilitation programs 2. Develop and Implement tiered restorative practices and restorative justice as alternatives to suspension 3, Provide California Student Opportunity and Access to resources and services to Central Students 	Students identified as underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	<p>0.00 District Funded</p> <p>0.00 District Funded</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

To continually remind the community of the importance of positive attendance and academic success, Central strives to increase credit completion rates. Increased family communication and meetings are occurring. Staff will continue to notify families and create more positive rewards to incentivize credit completion rates. For the 24-25 school year, Central hosted two award ceremonies. As this is the inaugural year for incorporating metrics surrounding the knowledge and usage of the wellness space, the primary focus will be on successful implementation and establishing a baseline for future comparison. The effectiveness will be assessed by the successful execution of a functional survey system with meaningful student responses, along with a reduction of chronic absenteeism as determined by the California dashboard. Future analysis will then compare subsequent year data to these initial metrics to determine the growth and impact of these student engagement strategies.

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

Central did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year.

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

The articulated goal for school culture and climate at Central High School focuses on fostering a sense of belonging and improving student achievement as measured by multiple data points.

The implementation of strategies to achieve this goal will likely involve a multi-faceted approach. To address the feeling of belonging, the school will administer a local student engagement survey, specifically tracking responses to the question "Do you have a trusted adult to talk to at school?" The effectiveness of strategies aimed at increasing this sense of belonging will be directly measured by the percentage of students responding affirmatively. Activities supporting this could include initiatives that promote inclusivity, strengthen student relationships with peers and staff, enhance school spirit, and provide opportunities for student voice and leadership.

Regarding graduation rates and FAFSA completion, the school aims to increase graduation rates by 2% and increase the number of students who work with Cal-Soap advisors to 100% of seniors. These interactions will have the goal of increasing students' awareness of post-secondary options as well as providing additional positive interactions with staff at Central. Effectiveness will be measured by FAFSA completion rates as well as graduation rates.

Activity/Strategy 3.2

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,383.39
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$9,333.53

Subtotal of additional federal funds included for this school: \$9,333.53

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$23,960.94
Lottery	\$14,192.24
Unrestricted Lottery	\$4,896.68

Subtotal of state or local funds included for this school: \$43,049.86

Total of federal, state, and/or local funds for this school: \$52,383.39

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	23,960.94
Lottery	14,192.24
Title I	9,333.53
Unrestricted Lottery	4,896.68

Expenditures by Budget Reference

Budget Reference	Amount
	37,259.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	23,960.94
	Lottery	14,192.24
	Title I	9,333.53
	Unrestricted Lottery	4,896.68

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,857.62
Goal 2	3,835.77
Goal 3	8,690.00

School Site Council Membership

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

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

Name of Members	Role
Lisa Martin	Principal
Nicole Guinane, Teacher	Classroom Teacher
Debbie Amaya, Parent	Parent or Community Member
Nada Daneshvar, Admin. Assistant	Other School Staff Parent or Community Member
Chevy Gallardo, Student	Secondary Student
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 5/28/25.

Attested:



Principal, Lisa Martin on 5/28/25



SSC Chairperson, Debbie Amaya on 5/28/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

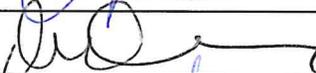
Updated by the California Department of Education, October 2023

Central High School
HOPE-COMPASSION-COURAGE-ACCOUNTABILITY

School Site Council Sign In

Date: 5.28.25

SPSA

Name	Signature	Role: Staff, Parent, Student, Community Member
Lisa Martin		Principal
Nada Daneshvar		School Secretary
Nicole Guinane	Nicole Guinane	Teacher
Chery	-CHERYL CASTELLANO	Student
Deborah Amaya	DAmaya	Parent/Guardian
T. Espino	Timo Espino	ECIAC / Community Liaison



SSC Agenda/Agenda para la junta de SSC

Date:
Fecha:

Central High
LBJ
1:00-2:00

Pres: _____ **Vice-Pres:** _____ **Secretaria/Secretary:** _____
Site Reps/Representantes de la escuela: _____

Normas/ Norms

- | | |
|--|---|
| <ul style="list-style-type: none"> • <i>Descansos según sea necesario</i> • <i>Llegar a tiempo, mantenerse en el tema</i> • <i>Límite conversaciones paralelas y el uso de la tecnología</i> • <i>Mantener un clima positivo</i> | <ul style="list-style-type: none"> • Bio breaks as needed • On time, on topic • Limit side conversations & technology use • Keep positive climate |
|--|---|

Oficiales presentes:

Oficiales presentes:

- Presidente:**
- Vicepresidente:**
- Secretario:**

Miembros presentes / Members present:

Principal Lisa Martin
Non-certificated personnel: Nada Daneshvar
Non-certificated personnel:: Temo Esparza (ELAC)
Teacher: Nicole Guinane
Teacher:
Teacher:
Parent/community member: D. Amaya
Student: C. G.

Invitados adicionales / Invited guests:

<u>School Site Council (SSC)</u>			
Time:			
	Topic	Time	Presenter
1	Welcome Members, Call Meeting to Order, Norms and Roll Call		
2	Read agenda <ul style="list-style-type: none"> • Review/Approve SSC meeting minutes • Review/Approve next school year's budget and SPSA • SPSA Assurance signed by Principal, SSC Chair, Additions/Deletions of Agenda Items Approve this Agenda Approval of Previous Minutes		1st Motion: 2nd Motion: Vote 1st Motion: 2nd Motion: Vote:

<u>Comité del consejo del plantel escolar.</u>			
Time:			
	Tema	Tiempo	Moderador
1	Bienvenida a Los Miembros, Llamar junta al orden, Normas, y Asistencia		
2	Leer agenda Revisar/Aprobar las actas de la reunión del CSE Revisar/Aprobar el presupuesto del próximo año escolar y el CSE Garantía del CSE firmada por el Director y el Presidente del CSE, Agregar/Quitar temas de la agenda Aprobación de esta agenda		1a mocion: 2a mocion: Voto: 1a mocion: 2a mocion: Voto:

3	Public Comment (2 min. max./person)		
4	Old Business:		1st Motion: 2nd Motion: Vote:
5	DELAC Report		School Representative
6	New Business:		
7	Adjourn		

	Aprobación de las minutas de la reunión anterior		
3	Comentario Publico (2 min máx./persona)		
4	Asuntos anteriores:		1a mocion: 2a mocion: Voto:
5	Reporte de DELAC		Representantes de escuelas
6	Asuntos nuevos:		
7	Clausura		

Future SSC Meetings / Futuras reuniones de SSC
Time: (in person/ en persona / virtual)

Notas/Actas: Be sure to capture discussions and points/questions made by committee members, including who said what..

Topic / Tema	Notes / Notas	To do / next steps

