

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Capuchino High School	4130738	April 20, 2026	TBD

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

- Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

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

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Capuchino High School collaborates closely with the San Mateo Union High School District leadership team to ensure that our SPSA, LCAP, IB Program and WASC goals are aligned closely with the Local Control and Accountability Plan (LCAP). Consistent meetings are held throughout the school year between site and district administrators to ensure that goals and resources are well aligned. Embedded within the goals and actions is a commitment to create equitable outcomes for all students as well as frequent progress monitoring. Throughout the school year data reviews take place within School Site Council (SSC) to inform future goals and actions.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of our SPSA process, School Site Council (SSC) regularly reviews data aligned to the annual goals which are now the WASC action plan goals that are reviewed by the group each year. The SSC is made up of a broad group of participants including: students from each grade level, parent/guardians, staff members, and administrators. The lead and facilitated primary by CHS students who co-create the agenda with CHS Admin one annually looks at panorama data and provide and considerations for future improvements. The group makes recommendations for future agenda items at the end of each meeting along with other topics that might be of interest to the group.

The administrative team reviews the alignment of the WASC Action Plan, SPSA, and SMUSHD LCAP to ensure that there is continuity of our programs and initiatives.

Resource Inequities

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

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

Our discipline and attendance data demonstrates disproportionate outcomes for specific groups of students. As a school, we are implementing more culturally relevant, restorative practices practices, and the addition of a social worker while reflecting on our own values and biases to create more equitable outcomes. A Focus for Capuchino has been continuing to be intentional throughout the school year with building a sense of belonging for all students and deepen the connection at school for students with adults and peers. The current year the school PD foci was on organizing students thoughts via AVID strategies (WICOR) and look at possible common agreements that could be implemented across grade levels but most importantly at the 9th grade level. This works help us the

larger goal of building program coherence as a school. Student Equity Council has done a lot of work around build and creating a sense of belonging for students at CHS with different school wide events and this year they are working to bring a cultural day celebrating our diverse student body. As a school, we are also working to identify and eliminate any barriers to extra-curricular participation, including school dances and events.

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.

An on going that needs attention is increasing our graduation rate for our ML students with is currently 90.8% and works still need to happen to make sure that all of our ML can graduate which is one of goals as an organization. For our College and Career indicator ML 19.2%, Latino 36.2%, and SES 31.8% students is another area of need that we need to look into improving and better student our students post high school

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	21-22	22-23	23-24	24-25
American Indian	1 0.09%	1 0.09%	1 0.09%	%
Native American	11 0.98%	7 0.64%	7 0.63%	8 0.75%
Asian	120 10.69%	104 9.53%	100 9.03%	91 8.58%
Filipino	112 9.97%	101 9.26%	97 8.75%	92 8.67%
Hispanic/Latino	546 48.62%	550 50.41%	583 52.62%	585 55.14%
Pacific Islander	48 4.27%	52 4.77%	43 3.88%	43 4.05%
White	193 17.19%	194 17.78%	194 17.51%	175 16.49%
Multiple/No Response	92 8.19%	82 7.52%	83 7.49%	67 6.31%
Total Enrollment	1,123	1091	1108	1061

Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	260	242	283	247
Grade 10	292	265	250	283
Grade 11	260	286	252	250
Grade 12	311	298	323	281
Total Enrollment	1,123	1,091	1,108	1,061

Conclusions based on this data:

1. Our largest ethnic group as a school is Hispanic/Latino 55.14% for the 2024-25 school year which is an increase of 2.38% from last year.
2. Projections show that we will have similar enrollment for the coming 2025-26 school year and will not experience a decrease in enrollment like in the last few years.. For the 2024-25 school year our enrollment shows that we increased 52 students which takes to account 32 students that are in the program that were not included which means an increase of 20 students to the standard program. Bay U= 35 & County= 8
3. Overall our ethnic demographics have remained somewhat consistent over the three year period

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	22-23	23-24	24-25
English Learners	182 14.7%	204 18.4%	186 17.5%
Fluent English Proficient (FEP)	311 29.4%	302 27.3%	324 30.5%
Reclassified Fluent English Proficient (RFEP)	290 26.6%		

State RFEP Rate

Conclusions based on this data:

1. We have observed an increase in our reclassification rates to 32 students for English language learners in 25-26 school year. We attribute this to more explicit support and dedicated resources.
2. As a school we have observed a reduction in students classified as English Language Learners over the last three years and waiting to see if this trends continued for 23-24 school year. For the 24-25 school year we since an increase of 22 students (324) compared the year prior 302 total ML students. ML enrollment has decreased in the 2025-26 school year and trends indicate that this number will continue to decrease which would impact staffing allocation as well.
3. With the FPM finding a shift in how we are serving students who have been here for 3 year's has been implemented for the spring semester of 2024 where students will be place in mainstream classes. Teachers are offered more PD to prepare for this shift and district and sites are identifying how best to provide PD to meet our needs of out multilingual learners. More work and professional development in this area needs to take place and as a site we will create a process to review specific students who are not progressing as we would like to see what supports we can offer. CHS has also been targeted with resource allocation to make sure that we have enough resources in the ML department for its current need. On going conversations with the ML department will need to take place once our enrollment is finalized to see how we can continue to support our ML students will this year staffing allocation.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	284	255	252	254	229	224	254	229	223	89.4	89.8	88.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2628.1	2574.1	2602.2	37.01	21.40	29.15	34.25	31.88	31.84	15.35	19.65	19.28	13.39	27.07	19.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	32.28	20.96	26.01	57.48	55.90	54.71	10.24	23.14	19.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	38.98	23.14	30.77	47.24	47.60	45.25	13.78	29.26	23.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	18.90	13.10	16.59	72.05	71.62	76.23	9.06	15.28	7.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	32.28	18.78	26.01	55.51	65.94	60.54	12.20	15.28	13.45

Conclusions based on this data:

1. Reading proficiency student were 26% standard exceeded and 32% standard meet for the 2024-25 school year. .

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	284	255	252	266	233	220	266	233	220	93.7	91.4	87.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2573.1	2526.6	2544.5	12.03	7.73	8.18	21.43	13.73	17.73	22.93	23.61	22.27	43.61	54.94	51.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.65	9.44	7.73	47.37	38.63	40.91	40.98	51.93	51.36

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	16.54	9.01	12.27	63.16	60.52	59.09	20.30	30.47	28.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.16	7.30	9.55	65.79	62.66	65.45	21.05	30.04	25.00

Conclusions based on this data:

1. For each of the 3 math strands, the percentage of students below standard exceeded the students below standards in ELA, which suggested a need to strengthen the instruction of content literacy. (change from Algebra & Geometry to Pre IB Math)
2. Students may need more guided practices with math problems similar to those on the SBAC.
3. Math continue to be an area that we need to explore different approaches to meet the needs of our students but also yield different results as well with our outcome data.

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 \(ELPAC\)](#) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1552.6	1489.6	1546.1	1562.7	1465.2	1546.7	1541.9	1513.5	1545.2	39	60	54
10	1529.3	1526.3	1505.1	1518.1	1504.9	1487.0	1540.1	1547.1	1522.9	49	38	57
11	1527.7	1507.1	1531.0	1510.8	1485.5	1515.5	1544.1	1528.2	1546.1	40	43	35
12	1502.5	1517.6	1531.1	1487.8	1509.9	1520.9	1516.7	1524.9	1540.9	29	37	38
All Grades										157	178	184

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	21.05	8.33	20.37	36.84	23.33	33.33	26.32	26.67	22.22	15.79	41.67	24.07	38	60	54
10	18.37	7.89	8.77	32.65	39.47	28.07	14.29	23.68	24.56	34.69	28.95	38.60	49	38	57
11	10.00	4.65	20.00	25.00	25.58	17.14	37.50	23.26	22.86	27.50	46.51	40.00	40	43	35
12	6.90	13.51	15.79	17.24	18.92	15.79	27.59	27.03	34.21	48.28	40.54	34.21	29	37	38
All Grades	14.74	8.43	15.76	28.85	26.40	25.00	25.64	25.28	25.54	30.77	39.89	33.70	156	178	184

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	39.47	11.67	33.33	36.84	30.00	33.33	10.53	18.33	20.37	13.16	40.00	12.96	38	60	54
10	26.53	23.68	19.30	28.57	36.84	28.07	12.24	13.16	15.79	32.65	26.32	36.84	49	38	57
11	15.00	23.26	37.14	35.00	11.63	14.29	22.50	23.26	11.43	27.50	41.86	37.14	40	43	35
12	10.34	18.92	26.32	31.03	32.43	21.05	17.24	13.51	26.32	41.38	35.14	26.32	29	37	38
All Grades	23.72	18.54	28.26	32.69	27.53	25.54	15.38	17.42	18.48	28.21	36.52	27.72	156	178	184

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	7.89	6.67	9.26	23.68	11.67	20.37	31.58	25.00	33.33	36.84	56.67	37.04	38	60	54
10	10.20	7.89	7.02	18.37	28.95	14.04	32.65	34.21	22.81	38.78	28.95	56.14	49	38	57
11	5.00	2.33	14.29	15.00	13.95	8.57	45.00	37.21	28.57	35.00	46.51	48.57	40	43	35
12	3.45	8.11	13.16	6.90	8.11	5.26	31.03	24.32	28.95	58.62	59.46	52.63	29	37	38
All Grades	7.05	6.18	10.33	16.67	15.17	13.04	35.26	29.78	28.26	41.03	48.88	48.37	156	178	184

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	10.53	5.00	9.26	73.68	50.00	68.52	15.79	45.00	22.22	38	60	54
10	20.41	2.63	8.77	46.94	65.79	45.61	32.65	31.58	45.61	49	38	57
11	0.00	2.33	2.86	52.50	41.86	54.29	47.50	55.81	42.86	40	43	35
12	3.45	2.70	10.53	37.93	40.54	39.47	58.62	56.76	50.00	29	37	38
All Grades	9.62	3.37	8.15	53.21	49.44	52.72	37.18	47.19	39.13	156	178	184

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	84.21	37.29	66.67	2.63	25.42	14.81	13.16	37.29	18.52	38	59	54
10	57.14	50.00	46.43	14.29	23.68	17.86	28.57	26.32	35.71	49	38	56
11	52.50	34.88	57.14	27.50	25.58	8.57	20.00	39.53	34.29	40	43	35
12	39.29	56.76	47.37	25.00	18.92	34.21	35.71	24.32	18.42	28	37	38
All Grades	59.35	43.50	54.64	16.77	23.73	18.58	23.87	32.77	26.78	155	177	183

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	7.89	10.00	14.81	55.26	31.67	35.19	36.84	58.33	50.00	38	60	54
10	16.33	21.05	10.53	40.82	42.11	26.32	42.86	36.84	63.16	49	38	57
11	10.00	4.65	11.43	40.00	37.21	28.57	50.00	58.14	60.00	40	43	35
12	6.90	10.81	10.53	24.14	16.22	34.21	68.97	72.97	55.26	29	37	38
All Grades	10.90	11.24	11.96	41.03	32.02	30.98	48.08	56.74	57.07	156	178	184

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.63	0.00	1.85	76.32	52.54	79.63	21.05	47.46	18.52	38	59	54
10	2.04	2.63	0.00	63.27	76.32	63.16	34.69	21.05	36.84	49	38	57
11	12.50	2.33	14.29	57.50	60.47	54.29	30.00	37.21	31.43	40	43	35
12	0.00	5.41	5.26	51.72	59.46	63.16	48.28	35.14	31.58	29	37	38
All Grades	4.49	2.26	4.35	62.82	61.02	66.30	32.69	36.72	29.35	156	177	184

Conclusions based on this data:

- 1.
2. ELD department will examine data to see what instructional shifts need to be made to meet the needs of our students.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1061	36.2%	17.5%	0.1%
Total Number of Students enrolled in Capuchino High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	186	17.5%
Foster Youth	1	0.1%
Homeless	5	0.5%
Socioeconomically Disadvantaged	384	36.2%
Students with Disabilities	184	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.8%
American Indian	0	0.0%
Asian	91	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	92	8.7%
Hispanic	585	55.1%
Two or More Races	67	6.3%
Pacific Islander	43	4.1%
White	175	16.5%

Conclusions based on this data:

1. Around 400 or 36% students at CHS live within a socio-economically disadvantaged situation which CHS tries to support to the best of our abilities. This increase the use of the current resources which stretchers staff thin at times due to the high volume on need.
2. Initial projects had CHS continuing to decrease annually but it seems like our enrollment has stabilized around 1000 students.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Orange

English Learner Progress



Green

College/Career



Orange

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. Graduation rates, English Language Progress are the strongest are on the dashboard. suspension rate is an area of focus to examine how we can reduce.
2. College/Career is the greatest opportunity for growth within the dashboard for CHS from years past and waiting for this data.

3. Conditions & Climate Re;suspension rate is high according to the dashboard where 6.1 suspended at least one day. Chronic absenteeism is another area that we need to address because this is an ongoing issues for CHS and district.

School and Student Performance Data

Academic Performance English Language Arts

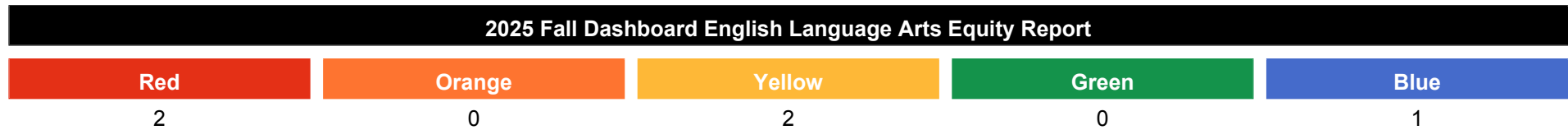
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Red	 No Performance Color
3.6 points above standard	99.2 points below standard	156.4 points below standard
Increased 16.6 points	Maintained 2.7 points	Declined 49.9 points
231 Students	66 Students	11 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 25.9 points below standard Increased 43.6 points 84 Students
Students with Disabilities  Red 128.7 points below standard Declined 5.8 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 24.3 points above standard Declined 28.7 points 26 Students	Filipino  No Performance Color 95.6 points above standard Increased 33.1 points 25 Students	Hispanic  Yellow 34.1 points below standard Increased 6.6 points 110 Students
Two or More Races  No Performance Color 33.7 points below standard Declined 54.4 points 15 Students	Pacific Islander  No Performance Color 57.6 points below standard 16 Students	White  Blue 46.6 points above standard Increased 44.4 points 40 Students

Conclusions based on this data:

1. We observed declines in many areas - more data needs to be collected to better understand patterns and needs, looking at 9th and 10th graders might be a way to start to see what programmatic shifts we might want to look at.
2. Declines may have numerous causes, but student buy-in to the assessment is critical

School and Student Performance Data

Academic Performance Mathematics

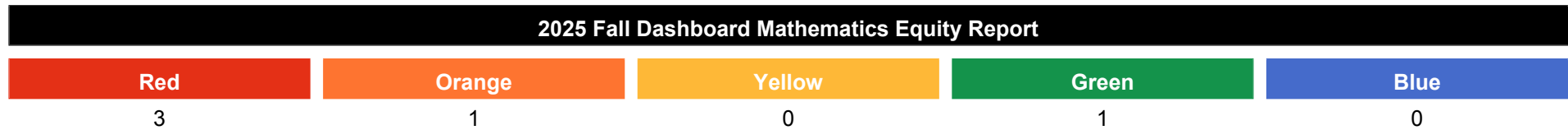
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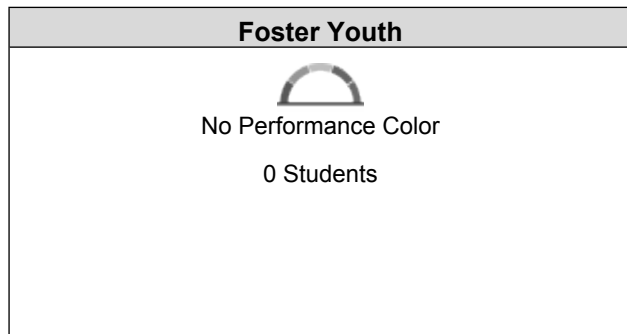
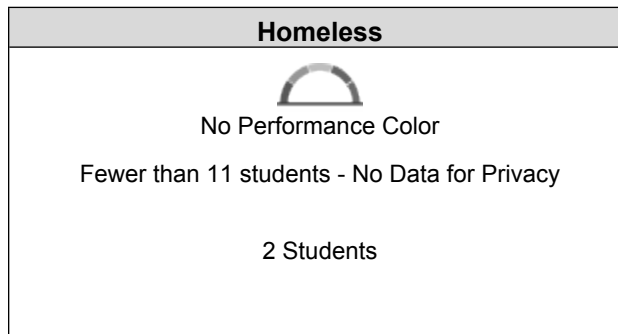
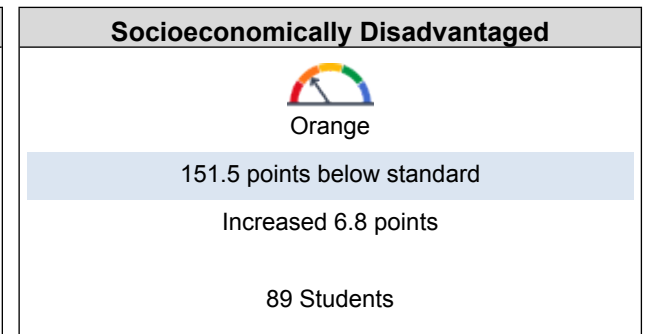
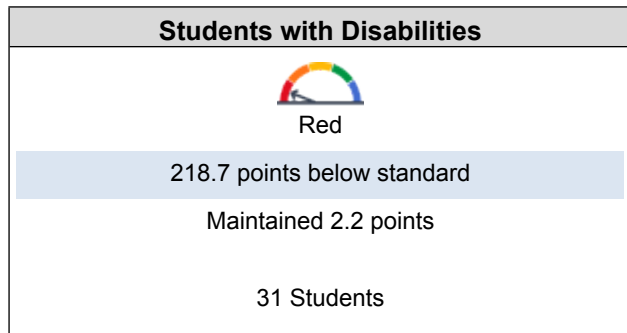
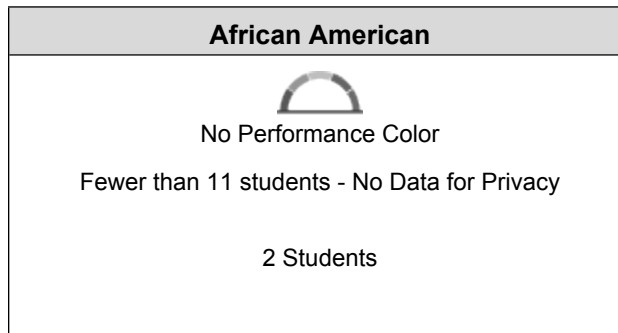
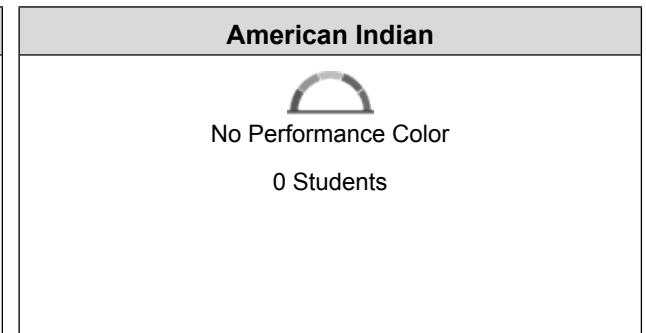
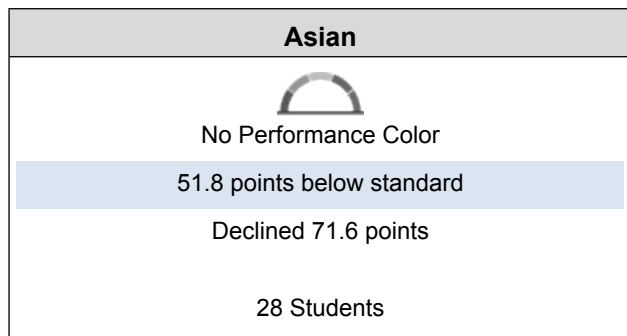
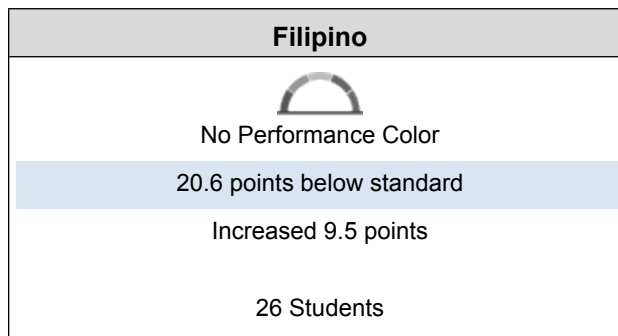
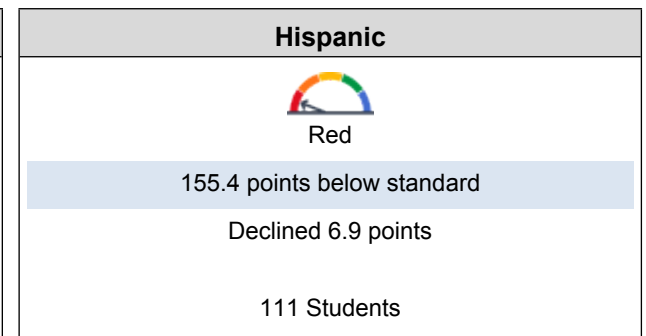
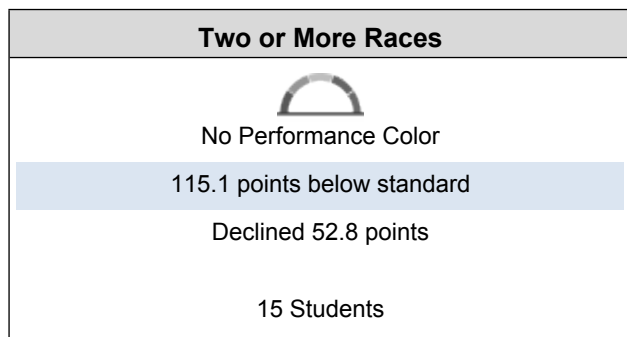
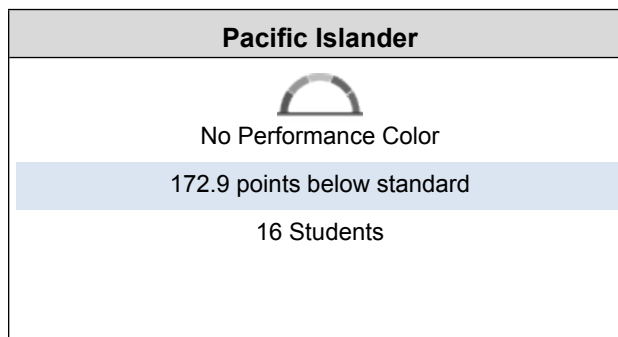
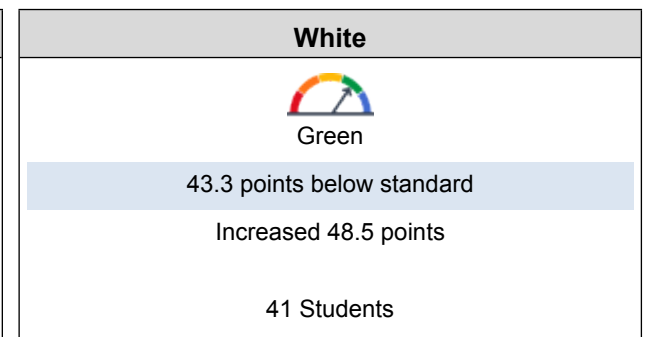


This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
104.4 points below standard	174.8 points below standard	260.5 points below standard
Maintained 2.6 points	Maintained -2.4 points	Declined 41.6 points
236 Students	69 Students	11 Students



Conclusions based on this data:

- 1. Declines may have numerous causes, but student buy-in to the assessment is critical
- 2. Overall gains in math may be attributed to numerous factors, but inquiry into problem solving within math courses may be an area of celebration
- 3. Increases in overall all students and socially disadvantage students.

School and Student Performance Data

Academic Performance Science

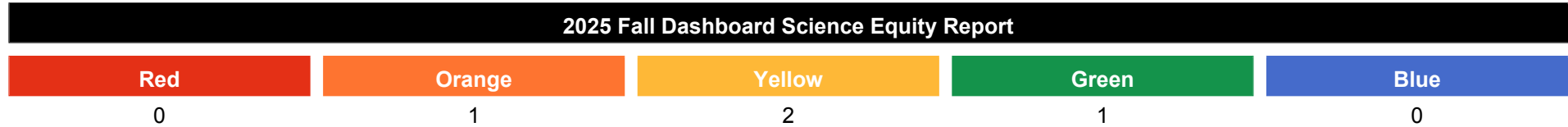
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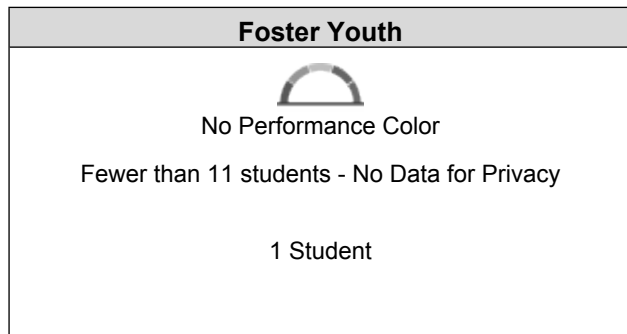
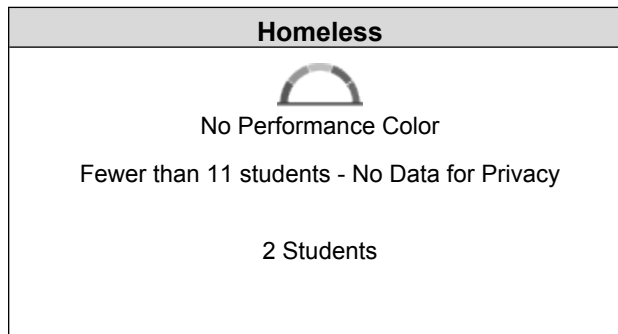
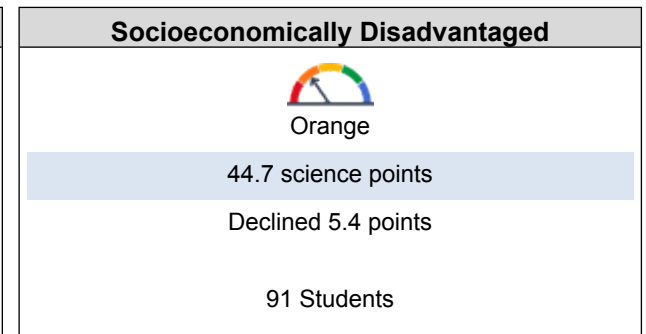
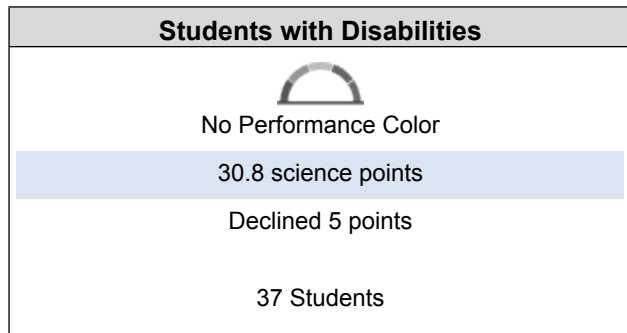
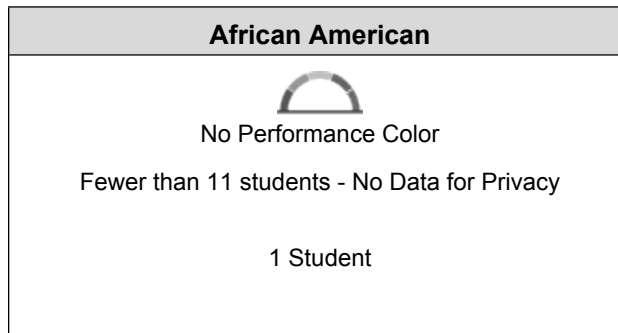
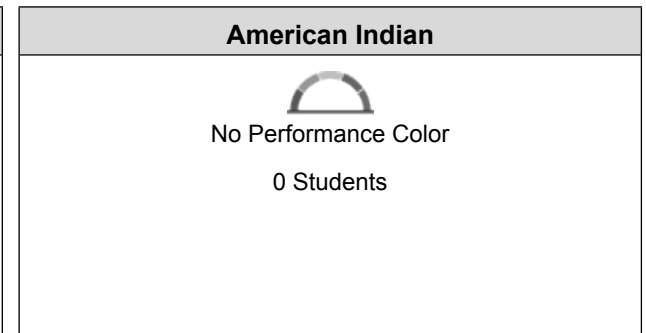
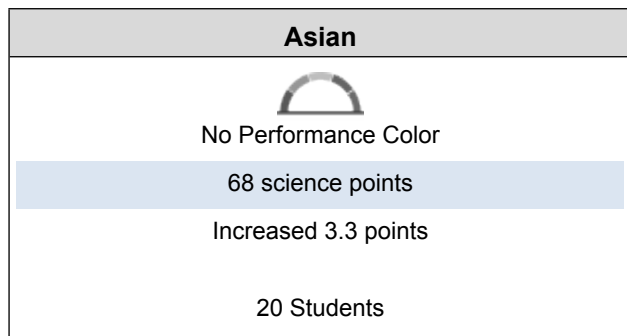
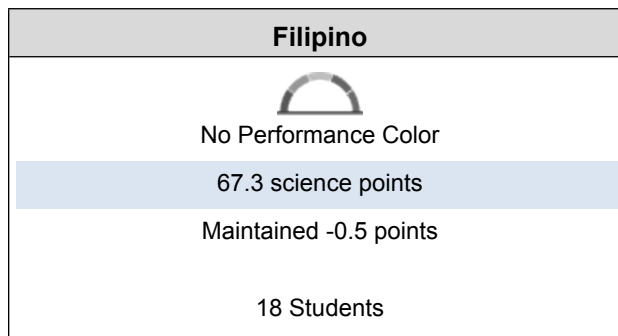
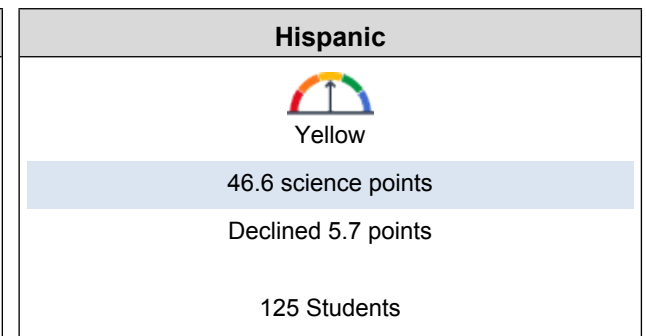
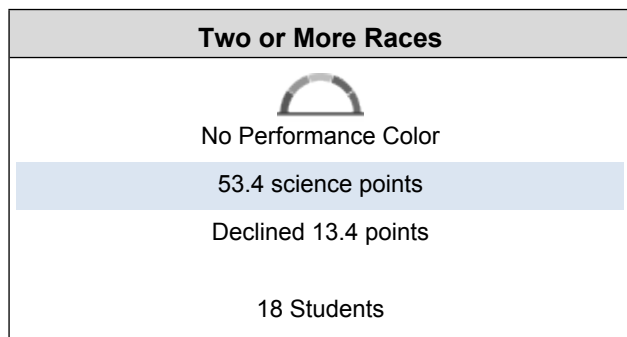
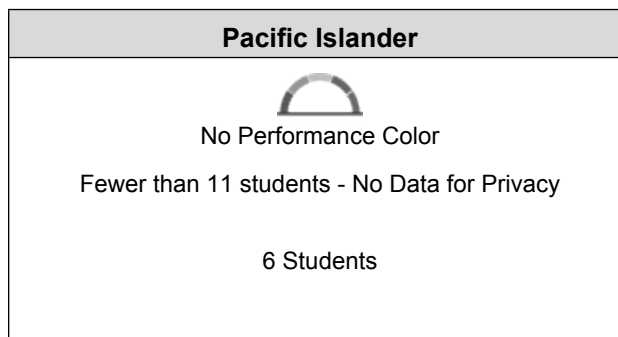
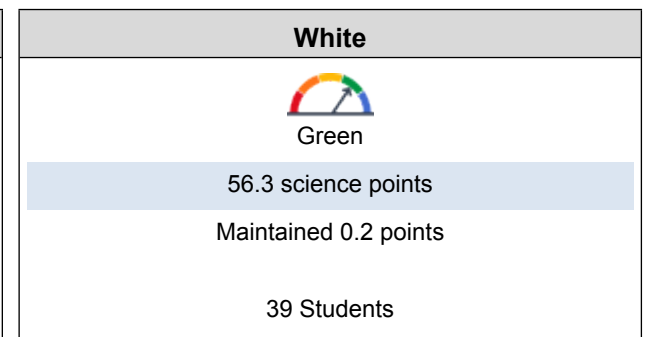


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
52.6 science points	42.5 science points	Fewer than 11 students - No Data for Privacy
Declined 5 points	Increased 7.3 points	
225 Students	67 Students	8 Students



Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 45.8 making progress. Number Students: 144 Students	 Green 47.3 making progress. Number Students: 55 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.

2025 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
11.8%	42.4%	1.4%	44.4%

Conclusions based on this data:

- Overall ELD progress indicator stats CHS is low and that 42 marking progress towards English Language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

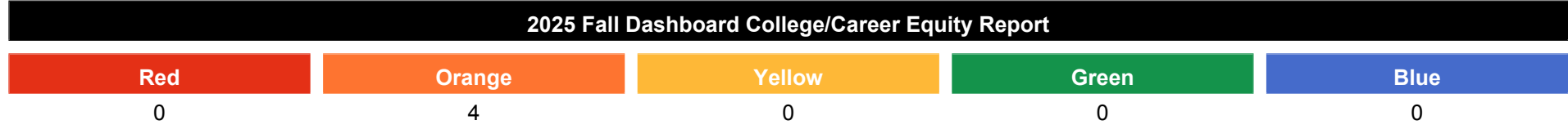
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

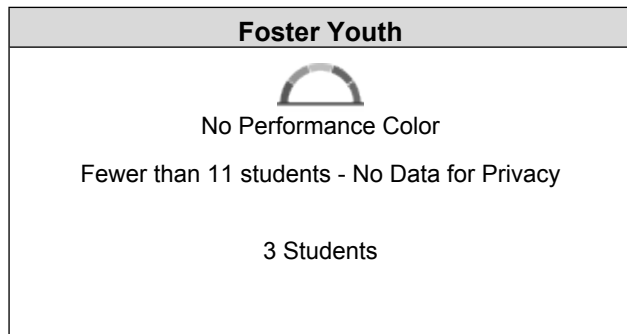
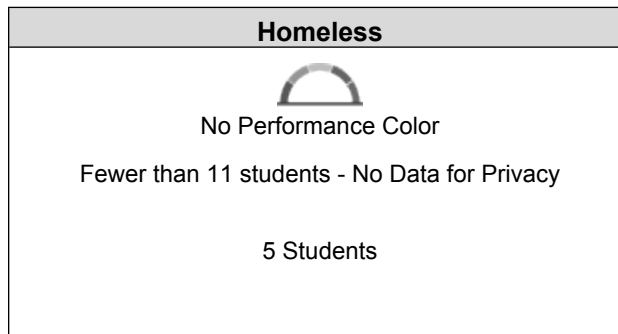
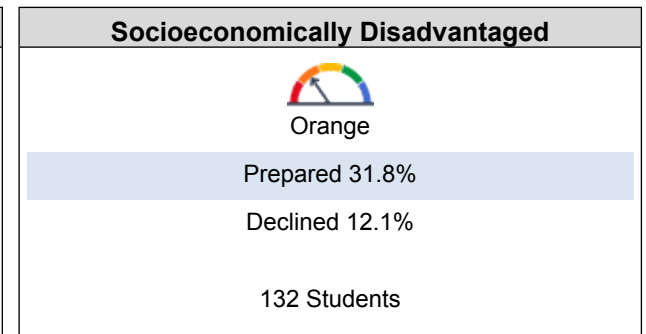
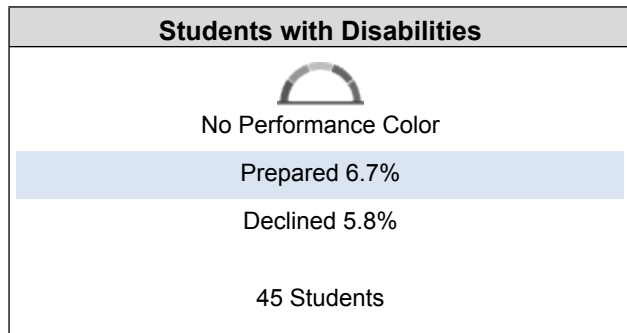
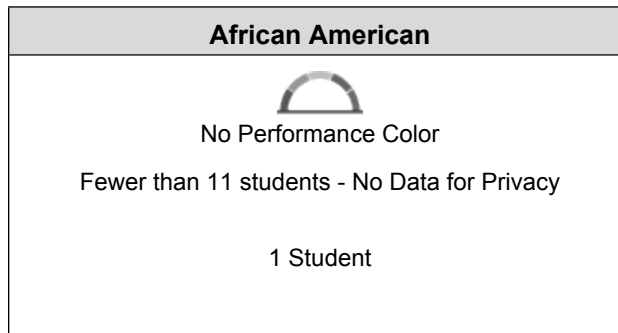
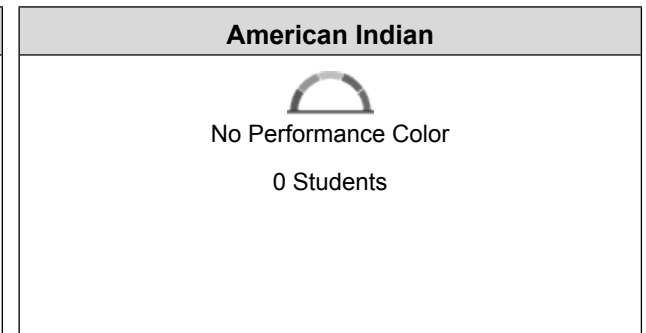
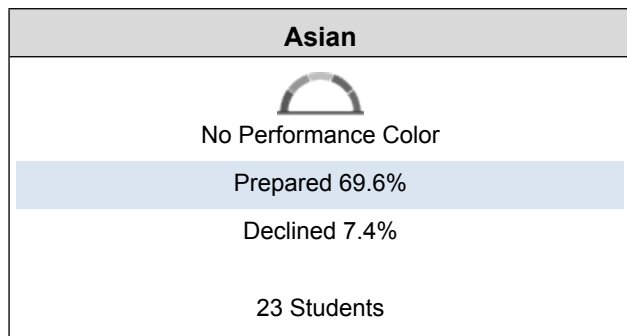
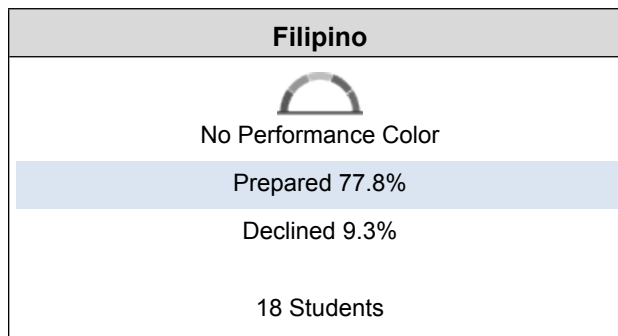
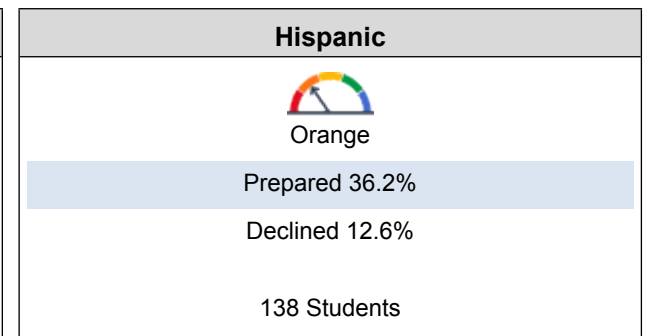
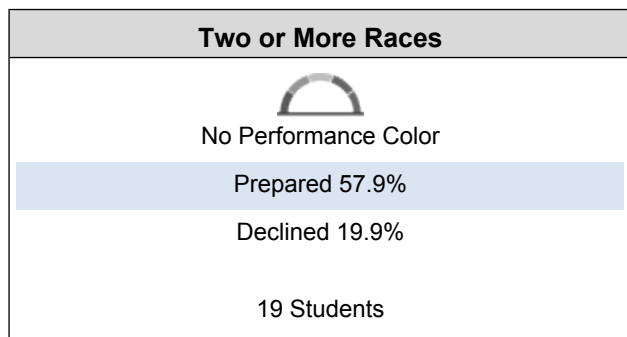
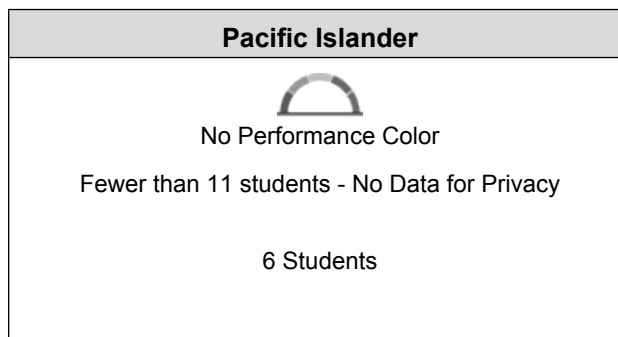
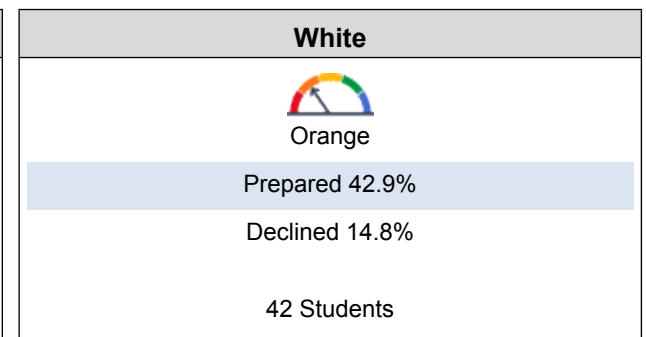


This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
Prepared 44.9%	Prepared 19.2%	Prepared 23.1%
Declined 14.3%	Declined 2.4%	Declined 10.3%
247 Students	73 Students	39 Students



Conclusions based on this data:

- 1. The dashboard demonstrates a significant difference in outcomes between Asian and Hispanic student groups along with socioeconomic disadvantaged students
- 2. CHS is looking at different dual enrollment options for our students that are of high interest to them along with career pathways.
- 3. More targeted approaches to support our ML students to college and career options.

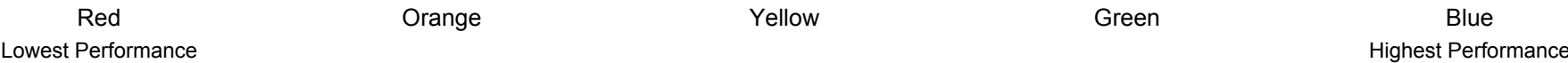
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

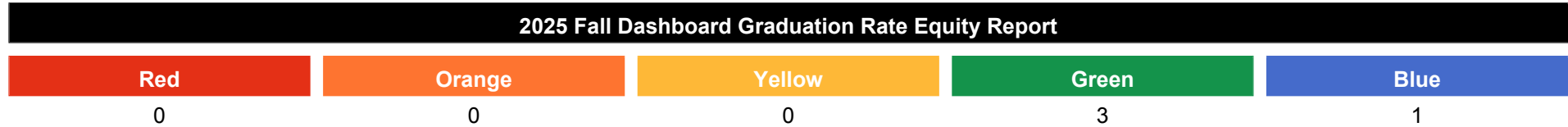
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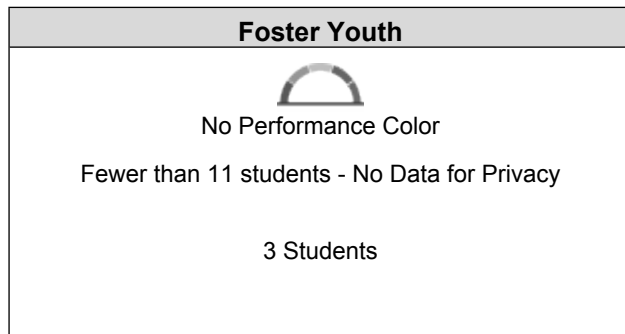
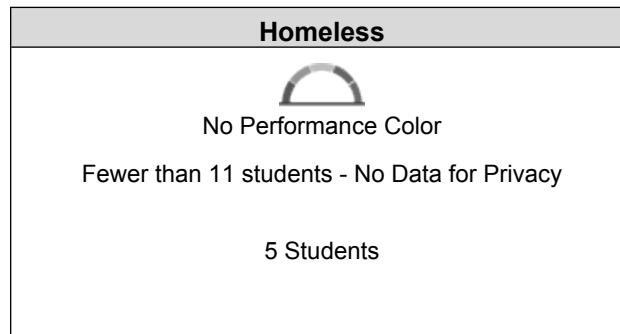
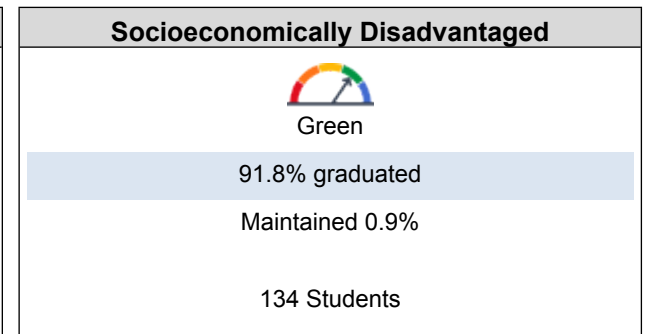
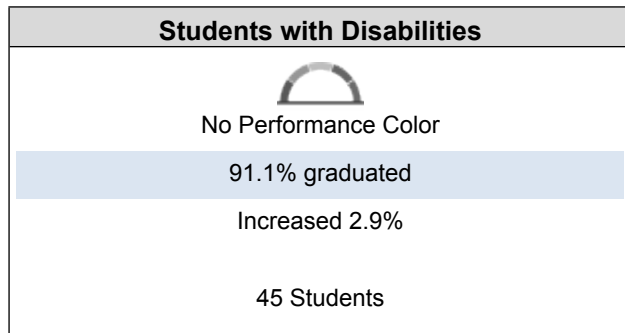
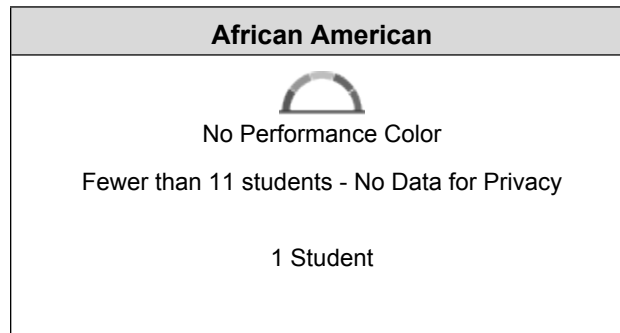
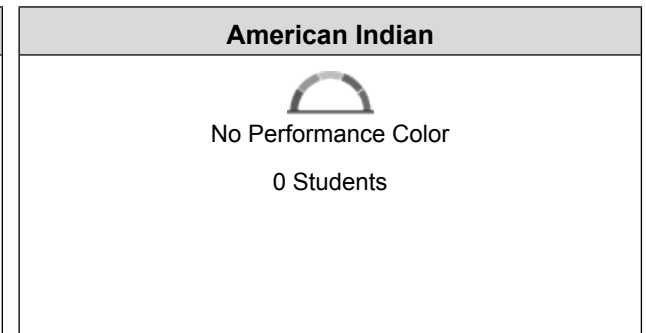
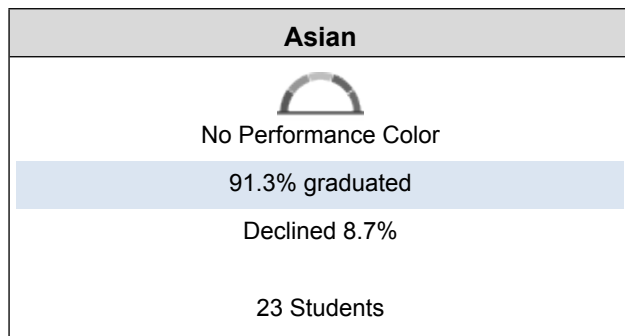
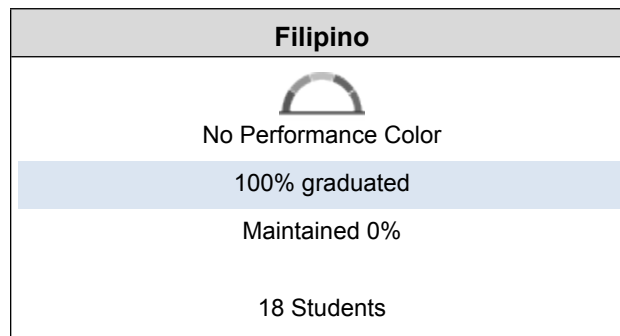
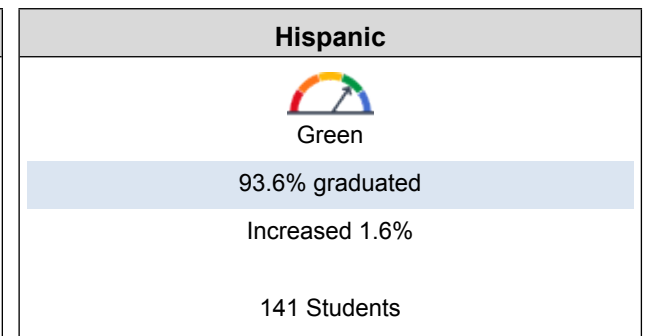
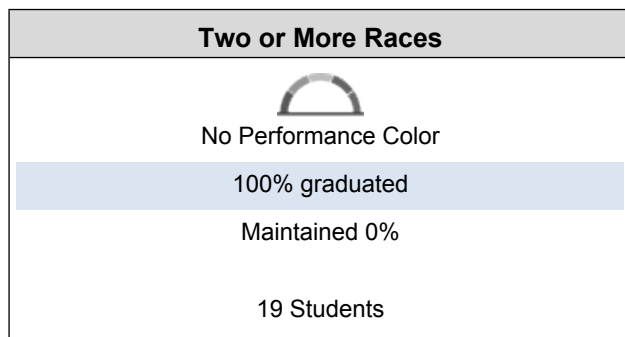
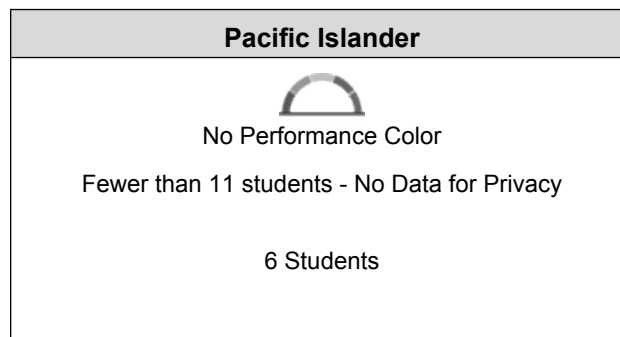
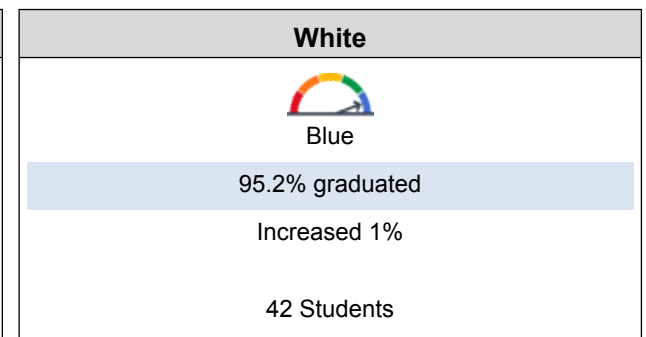


This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
94.8% graduated	90.8% graduated	94.9% graduated
Maintained -0.3%	Increased 12.6%	Declined 1%
250 Students	76 Students	39 Students



Conclusions based on this data:

1. Additional work needs to be done to improve equitable outcomes in the area of graduation for English Language Learners & students with disabilities including but not limited to access and supports.

School and Student Performance Data

Conditions & Climate Suspension Rate

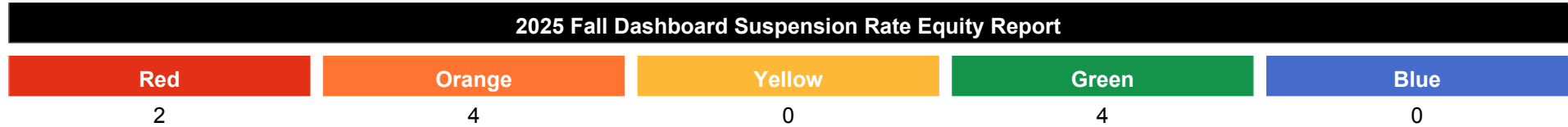
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

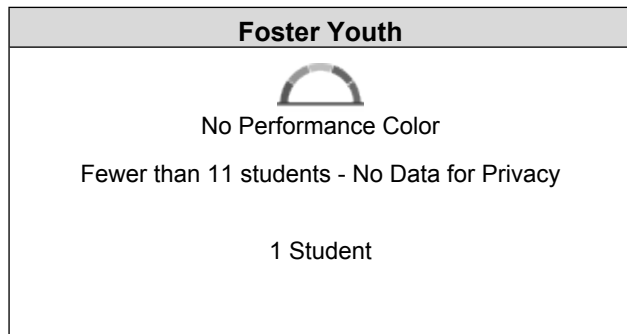
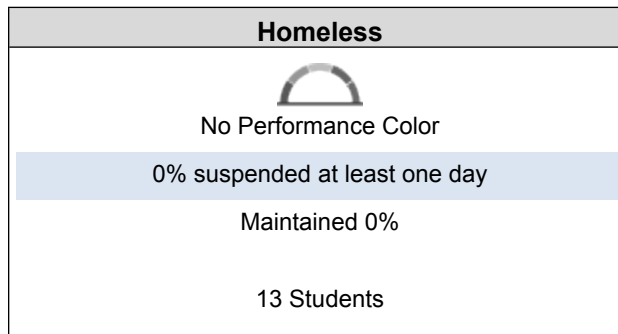
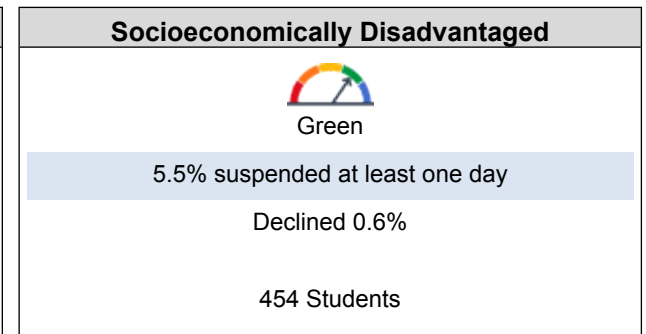
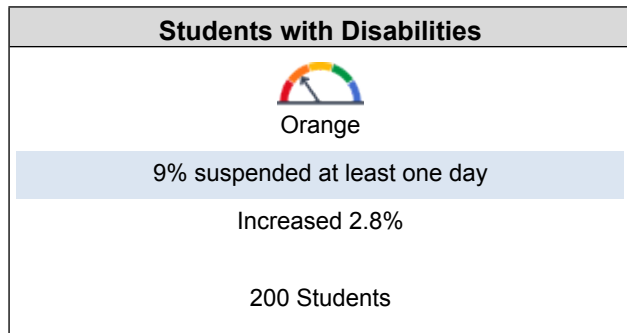
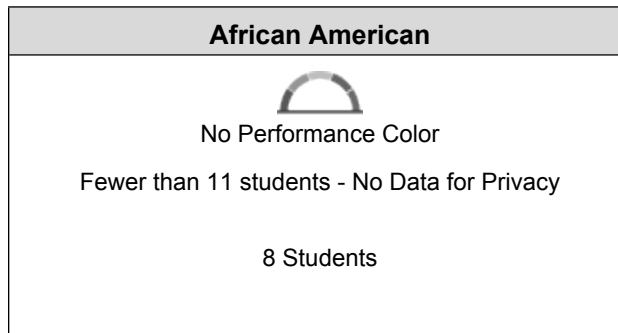
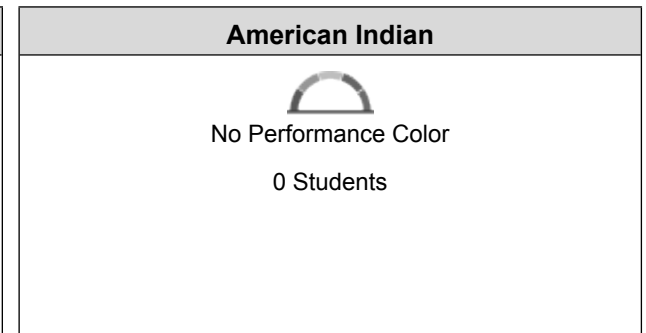
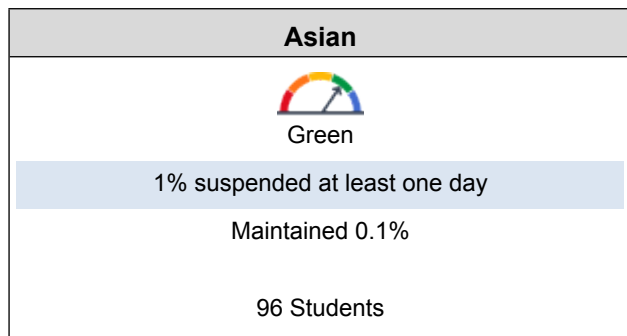
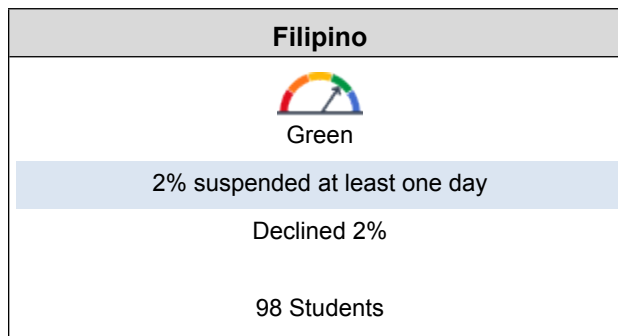
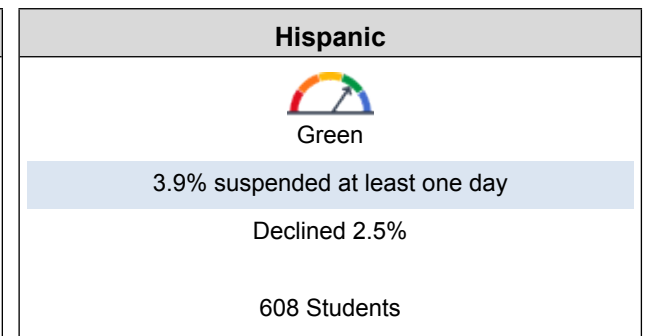
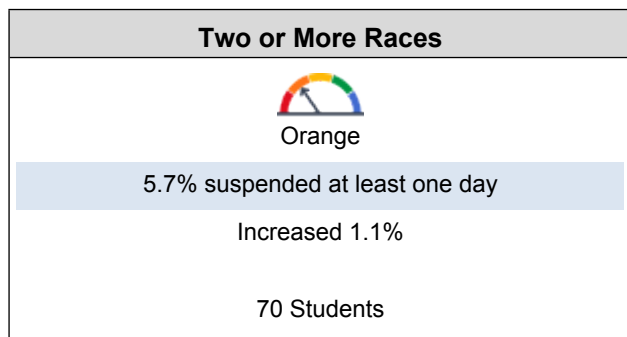
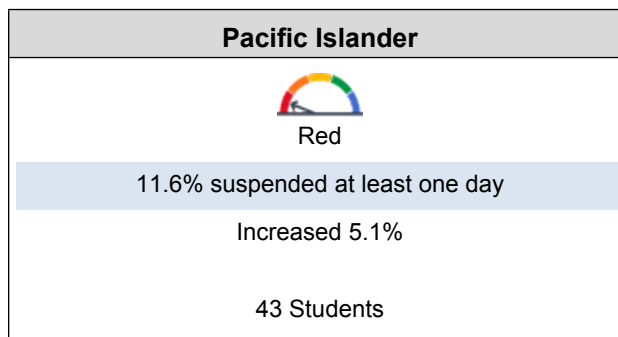
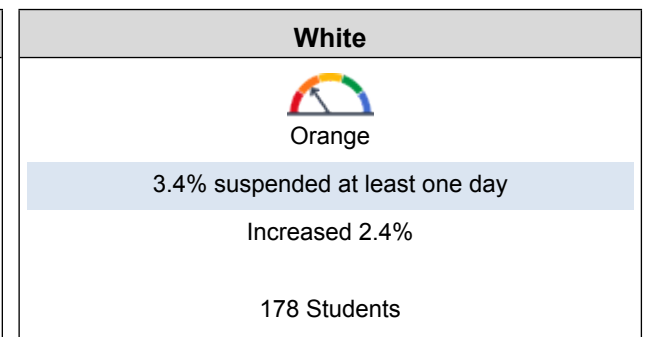


This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Orange	 Red
3.9% suspended at least one day	9.2% suspended at least one day	11.2% suspended at least one day
Declined 0.7%	Increased 2.3%	Increased 1%
1101 Students	217 Students	89 Students



Conclusions based on this data:

- 1. We have significant disproportionality in the are of suspensions for students with IEPs and ELs population
- 2. An area to keep an eye on is the suspension rate for our Filipino students which is orange and increase 4% which is something we need to look into to see what interventions can be applied to prevent suspension for happening or students missing class.
- 3. Student of color according to the dashboard are high and need to work to decrease these numbers and offer alternatives.

School and Student Performance Data

Longitudinal Metrics: State and Local

Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
Capuchino High	1,108	1,108	1,091	1,091	1,123	1,123	1,187	1,187
African American	7	0.60%	7	0.60%	11	1.00%	14	1.20%
American Indian or Alaska Native	1	0.10%	1	0.10%	1	0.10%	1	0.10%
Asian	100	9.00%	104	9.50%	120	10.70%	137	11.50%
Filipino	97	8.80%	101	9.30%	112	10.00%	106	8.90%
Hispanic or Latino	583	52.60%	550	50.40%	546	48.60%	570	48.00%
Pacific Islander	43	3.90%	52	4.80%	48	4.30%	49	4.10%
White	194	17.50%	194	17.80%	193	17.20%	205	17.30%
Two or More Races	83	7.50%	82	7.50%	92	8.20%	105	8.80%
Multilingual Learners	204	18.40%	182	16.70%	165	14.70%	176	14.80%
Foster Youth	3	0.30%	2	0.20%	3	0.30%	1	0.10%
Homeless	3	0.30%	3	0.30%	6	0.50%	1	0.10%
Socioeconomically Disadvantaged	322	29.10%	356	32.60%	407	36.20%	427	36.00%
Students with IEPs	162	14.60%	143	13.10%	152	13.50%	145	12.20%

Dashboard Combined 4&5 Year Graduation Rate

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	26 100%	28 100%	45 95.60%
Filipino	31 100%	22 95.50%	33 97%
Latino	137 92%	133 90.20%	127 86.60%
Pacific Islander	11 100%	13 100%	12 91.70%
White	52 94.20%	48 100%	44 95.50%
Two or More Races	28 100%	15 100%	24 95.80%
Multilingual Learner	55 78.20%	68 85.30%	57 78.90%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	121 90.90%	134 93.30%	137 90.50%
Students with IEPs	17 88.20%	34 88.20%	46 78.30%
All Students	285 95.10%	264 94.70%	286 91.60%

College/Career Indicator (CCI)

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	not reported not reported
Native American	* *	* *	* *
Asian	(20 / 26) 76.90%	(19 / 28) 67.90%	not reported not reported
Filipino	(27 / 31) 87.10%	(18 / 22) 81.80%	not reported not reported
Latino	(65 / 133) 48.90%	(66 / 132) 50.00%	not reported not reported
Pacific Islander	(3 / 11) 27.30%	(1 / 13) 7.70%	not reported not reported
White	(30 / 52) 57.70%	(32 / 48) 66.70%	not reported not reported
Two or More Races	(21 / 27) 77.80%	(10 / 15) 66.70%	not reported not reported
Multilingual Learner	(11 / 51) 21.60%	(21 / 67) 31.30%	not reported not reported
Foster Youth	*	* *	not reported not reported
Homeless	*	* *	not reported not reported
Socioeconomically Disadvantaged	(51 / 116) 44.00%	(64 / 134) 47.80%	not reported not reported
Students with IEPs	(2 / 16) 12.50%	(5 / 34) 14.70%	not reported not reported
All Students	(166 / 280) 59.30%	(149 / 263) 56.70%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow • White	Green (None)	Green • All Students (School Placement)	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange • Socioeconomically Disadvantaged	Yellow • Hispanic	Green (None)	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange • English Learners	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

UC/CSU Eligibility

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(19 / 22) 84.60%	(17 / 22) 78.60%	(35 / 43) 81.40%
Filipino	(25 / 28) 90.30%	(17 / 19) 90.50%	(29 / 32) 90.60%
Latino	(47 / 76) 62.30%	(37 / 66) 55.50%	(62 / 106) 58.50%
Pacific Islander	(1 / 3) 27.30%	(1 / 3) 23.10%	(5 / 11) 45.50%
White	(25 / 35) 71.40%	(29 / 37) 77.10%	(30 / 41) 73.20%
Two or More Races	(20 / 23) 85.20%	(5 / 9) 60.00%	(18 / 23) 78.30%
Multilingual Learner	(4 / 13) 33.30%	(11 / 25) 43.90%	(16 / 40) 40.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(37 / 62) 59.00%	(38 / 69) 55.20%	(73 / 121) 60.30%
Students with IEPs	(0 / 2) 14.30%	(1 / 6) 20.00%	(5 / 34) 14.70%
All Students	(131 / 187) 70.30%	(103 / 160) 64.30%	(180 / 257) 70.00%

Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate

Student Group	2023-24	2022-23	2021-22
African American	* *	5 80.00%	1 100.00%
Native American	* *	* *	* *
Asian	26 65.38%	28 67.86%	43 72.09%
Filipino	31 67.74%	21 61.90%	33 81.82%
Latino	126 55.56%	121 58.68%	111 51.35%
Pacific Islander	11 27.27%	13 15.38%	11 36.36%
White	49 51.02%	48 60.42%	42 69.05%
Two or More Races	28 78.57%	15 60.00%	23 69.57%
Multilingual Learner	34 23.53%	25 40.00%	38 13.16%
Multilingual Learner Long Term	9 11.1%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	15 46.67%	84 54.76%	83 55.42%
Students with IEPs	5 40.00%	26 11.54%	35 11.43%
All Students	271 58.30%	251 58.57%	264 62.50%

10th Graders On-Track for Graduation

Student Group	2023-24	2022-23	2021-22
African American	(1/1) 100.00%	(2/2) 100.00%	(1/1) 100.00%
Native American	* *	(1/1) 100.00%	* *
Asian	(25/29) 86.21%	(18/20) 90.00%	(26/28) 92.86%
Filipino	(26/27) 96.30%	(17/18) 94.44%	(28/29) 96.55%
Latino	(95/123) 77.24%	(115/143) 80.42%	(122/147) 82.99%
Pacific Islander	(14/18) 77.78%	(5/7) 71.43%	(11/13) 84.62%
White	(44/47) 93.62%	(39/41) 95.12%	(50/53) 94.34%
Two or More Races	(14/15) 93.33%	(16/17) 94.12%	(29/30) 96.67%
Multilingual Learner	(32/54) 59.26%	(29/45) 64.44%	(32/52) 61.54%
Multilingual Learner Long Term	(7/14) 50.00%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(77/106) 72.64%	(74/86) 86.05%	(86/103) 83.50%
Students with IEPs	(25/32) 78.13%	(35/41) 85.37%	(11/18) 61.11%
All Students	(219/260) 84.23%	(213/249) 85.54%	(267/301) 88.70%

Post-Secondary Enrollment Immediately after HS Graduation

Student Group	2023-24	2022-23	2021-22
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Post-Secondary Enrollment Two Years after HS Graduation (Persistence)

Student Group	2023-24	2022-23	2021-22
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CAASPP English Language Arts - Participation

Student Group	2023-24	2022-23	2021-22
African American	(2/2) 100%	* *	(5/5) 100%
Native American	* *	* *	* *
Asian	(19/21) 90%	(26/23) 88%	(22/23) 96%
Filipino	(16/18) 89%	(30/29) 97%	(22/23) 96%
Latino	(128/137) 93%	(128/120) 94%	(112/126) 89%
Pacific Islander	(6/7) 86%	(11/8) 73%	(12/13) 92%
White	(39/42) 93%	(52/45) 87%	(42/45) 93%
Two or More Races	(18/19) 95%	(28/26) 93%	(11/16) 69%
Multilingual Learner	(64/69) 93%		(48/59) 81%
Multilingual Learner Long Term	(17/18) 94%		
Foster Youth	(0/2) 0%	* *	* *
Homeless	(2/2) 100%	* *	(1/1) 100%
Socioeconomically Disadvantaged	(77/85) 91%		(89/102) 87%
Students with IEPs	(39/42) 93%		(25/33) 76%
All Students	(228/246) 93%	(275/251) 91%	(226/251) 90%

CAASPP English Language Arts - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 2) 0.00%	(0 / 0) 0.00%	(4 / 5) 80.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(16 / 20) 80.00%	(19 / 25) 76.00%	(15 / 22) 68.00%
Filipino	(14 / 16) 87.00%	(23 / 29) 81.00%	(18 / 22) 81.00%
Latino	(55 / 128) 43.00%	(76 / 121) 63.00%	(68 / 112) 61.00%
Pacific Islander	(2 / 6) 33.00%	(4 / 8) 49.00%	(5 / 12) 41.00%
White	(23 / 39) 58.00%	(34 / 45) 75.00%	(30 / 42) 72.00%
Two or More Races	(11 / 18) 60.00%	(22 / 26) 83.00%	(10 / 11) 90.00%
Multilingual Learner	(0 / 32) 0.00%	(6 / 31) 19.00%	(2 / 24) 8.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(119 / 229) 52.00%	(180 / 254) 71.00%	(151 / 226) 67.00%

CAASPP Mathematics - Participation

Student Group	2023-24	2022-23	2021-22
African American	(1/2) 50%	* *	(5/5) 100%
Native American	* *	* *	* *
Asian	(22/22) 100%	(24/28) 86%	(22/23) 96%
Filipino	(15/18) 83%	(29/30) 97%	(22/23) 96%
Latino	(133/144) 92%	(127/135) 94%	(121/132) 92%
Pacific Islander	(6/7) 86%	(10/11) 91%	(13/13) 100%
White	(39/42) 93%	(49/52) 94%	(44/47) 94%
Two or More Races	(17/19) 89%	(27/28) 96%	(14/16) 88%
Multilingual Learner	(73/77) 95%	(52/55) 95%	(58/67) 87%
Multilingual Learner Long Term	(17/18) 94%		
Foster Youth		* *	* *
Homeless	(2/2) 100%	* *	(1/1) 100%
Socioeconomically Disadvantaged	(80/88) 91%	(80/88) 91%	(97/106) 92%
Students with IEPs	(37/42) 88%	(13/17) 76%	(24/33) 73%
All Students	(233/254) 92%	(266/284) 94%	(241/259) 93%

CAASPP Mathematics - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 1) 0.00%	(0 / 0) 0.00%	(1 / 5) 20.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(15 / 22) 67.00%	(14 / 24) 58.00%	(10 / 23) 43.00%
Filipino	(8 / 15) 53.00%	(16 / 29) 54.00%	(7 / 22) 31.00%
Latino	(12 / 133) 9.00%	(29 / 127) 23.00%	(17 / 121) 14.00%
Pacific Islander	(0 / 6) 0.00%	(2 / 10) 20.00%	(0 / 13) 0.00%
White	(9 / 39) 22.00%	(12 / 49) 24.00%	(20 / 43) 46.00%
Two or More Races	(4 / 17) 22.00%	(15 / 27) 54.00%	(7 / 14) 49.00%
Multilingual Learner	(2 / 40) 5.00%	(1 / 37) 4.00%	(1 / 34) 2.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(47 / 233) 20.00%	(88 / 266) 33.00%	(60 / 241) 25.00%

CAASPP Science (CAST) - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 0) 0.00%	(1 / 5) 20.00%	(0 / 1) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(17 / 25) 68.00%	(14 / 26) 53.00%	(20 / 37) 53.00%
Filipino	(16 / 30) 53.00%	(13 / 21) 61.00%	(19 / 30) 62.00%
Latino	(37 / 126) 29.00%	(24 / 115) 21.00%	(25 / 98) 26.00%
Pacific Islander	(3 / 11) 27.00%	(1 / 12) 8.00%	(5 / 11) 45.00%
White	(22 / 47) 46.00%	(26 / 40) 64.00%	(24 / 37) 64.00%
Two or More Races	(15 / 27) 55.00%	(7 / 13) 53.00%	(9 / 22) 40.00%
Multilingual Learner	(0 / 34) 0.00%	(0 / 24) 0.00%	(0 / 22) 0.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(106 / 266) 40.00%	(86 / 232) 37.00%	(101 / 236) 43.00%

Local Assessment - MAP/NWEA - Pass Rate

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

English Learner Progress Indicator (ELPI)

Student Group	2023-24	2022-23
Multilingual Learner	(51/134) 38.10%	(61/123) 49.60%
Long Term ML	(14/53) 26.40%	* *

Reclassification (RFEP) Rate

Student Group	2023-24	2022-23	2021-22
All Students	(44/237) 18.6%	(49/213) 23.0%	(36/211) 17.1%

Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)

Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	(5 / 11) 45.50%
Native American	* *	* *	* *
Asian	(4 / 103) 3.90%	(12 / 107) 11.20%	(18 / 124) 14.50%
Filipino	(9 / 98) 9.20%	(8 / 102) 7.80%	(14 / 115) 12.20%
Latino	(147 / 612) 24.00%	(150 / 571) 26.30%	(163 / 573) 28.40%
Pacific Islander	(18 / 44) 40.90%	(23 / 55) 41.80%	(22 / 48) 45.80%
White	(32 / 197) 16.20%	(38 / 199) 19.10%	(43 / 200) 21.50%
Two or More Races	(15 / 85) 17.60%	(16 / 83) 19.30%	(19 / 93) 20.40%
Multilingual Learner	(74 / 242) 30.60%	(69 / 220) 31.40%	(75 / 212) 35.40%
Foster Youth	* *	* *	* *
Homeless	(9 / 16) 56.30%	* *	* *
Socioeconomically Disadvantaged	(120 / 388) 30.90%	(108 / 394) 27.40%	(140 / 448) 31.30%
Students with IEPs	(52 / 177) 29.40%	(66 / 168) 39.30%	(63 / 166) 38.00%
All Students	(228 / 1148) 19.90%	(248 / 1125) 22.00%	(284 / 1165) 24.40%

Suspension

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	(3 / 11) 27.27%
Native American	* *	* *	* *
Asian	(1 / 105) 0.95%	(1 / 107) 0.93%	(2 / 125) 1.60%
Filipino	(4 / 98) 4.08%	(0 / 102) 0.00%	(5 / 115) 4.35%
Latino	(40 / 621) 6.44%	(31 / 577) 5.37%	(51 / 578) 8.82%
Pacific Islander	(3 / 46) 6.52%	(3 / 57) 5.26%	(4 / 49) 8.16%
White	(3 / 197) 1.52%	(6 / 201) 2.99%	(19 / 201) 9.45%
Two or More Races	(4 / 86) 4.65%	(2 / 83) 2.41%	(9 / 93) 9.68%
Multilingual Learner	(17 / 247) 6.88%	(17 / 227) 7.49%	(22 / 218) 10.09%
Foster Youth	* *	* *	* *
Homeless	(0 / 16) 0.00%	* *	* *
Socioeconomically Disadvantaged	(24 / 394) 6.09%	(22 / 399) 5.51%	(42 / 453) 9.27%
Students with IEPs	(11 / 178) 6.18%	(12 / 171) 7.02%	(20 / 169) 11.83%
All Students	(55 / 1162) 4.73%	(43 / 1135) 3.79%	(93 / 1173) 7.93%

Expulsion

Student Group	2023-24	2022-23	2021-22
Latino			(1 / 578)
Pacific Islander			(1 / 49)
Multilingual Learner		(1 / 218)	(1 / 218)
Socioeconomically Disadvantaged			(1 / 453)
Students with IEPs	(1 / 169)		
All Students			(2 / 1173)

Certificated Staff Demographics

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Panorama Survey - Feeling Safe (Hate Speech Response) Question

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

Student Group	2023-24	2022-23	2021-22
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Panorama Survey - Family Engagement Question

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

Student Group	2023-24	2022-23	2021-22
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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.

ORGANIZATIONAL COHERENCE

Revise the school's mission and vision statements and develop clear and transparent processes for the school's organizational and leadership structures that are in alignment with the mission and vision.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority #4 - Supporting & Empowering Staff

Major Student 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.

Students need equitable educational experiences, including a common instructional framework rooted in IB, common classroom practices, grading and assessment practices, behavioral norms, and academic support.

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
Metric #1: Panorama survey - staff responding favorably: "I feel informed about important decisions regarding my school."	All Staff (Percentage Favorable): 53%	60%
Metric #2: Panorama survey - staff responding favorably: "My school/worksites communicates a clear direction for the future."	All Staff (Percentage Favorable): 30%	60%
Metric #3: Panorama survey - staff responding favorably: "Information about school/worksites policies is disseminated to staff clearly."	All Staff (Percentage Favorable): 40%	60%

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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	Develop CHS mission and vision as well as set practices to regularly revise it	All CHS Community				Review Annually
1.2	Create and implement practices for clearly communicating the mission, vision, and core beliefs of the school (with students, families, and staff)	All CHS Community				Review Annually
1.3	Marshal resources to create a system for monitoring the effectiveness of new programs and initiatives at CHS	All CHS Community				Review Annually
1.4	Create seats on SSC for LPO and PTO reps in order to increase communication and stakeholder agency.	All CHS Community				Review Annually
1.5	Institute regular Tier I and Tier II updates at faculty meetings	All CHS Community				Review Annually

Annual Review

SPSA Year Reviewed: 2025-26

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.

2024-25 school year we have worked as staff to update and approve most of our core beliefs. CHS staff is currently engaging in conversations on our collective identity as a school so we know our direction as a school then the staff will work on our Mission and Vision to with affirm, update, or change completely based on current conversations we are having as a staff this year. In the 2025-26 school year the CHS staff were able to update and approve our Mission and Vision statement . We are also looking at the IB framework and SMUHSD instructional framework to see what we will ground on instructional practices moving forward at CHS.

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

For goal 1.4 we have good representation in out SSC with parents and students. Our PTO has maintain good leadership and now will explore how to engage with other parent groups and hold meeting with similar topics of interest rather than competing with one another on presenter. Out PTO numbers have at meetings have remained small at meeting so we will explore other meeting options.

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

We have a strong SSC and have incorporated new voices to the group from ELAC and LPO to help with communication. This year we have regularly had both Tier 1 and Tier 2 updates to the staff and this model is effective and provides teams to talk about current patterns about our students and community.

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.

SCHOOL CULTURE

Develop and strengthen initiatives that cultivate a sense of belonging and connectedness for all stakeholders.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority #1 - Authentic Relationships and Priority #2 - Safe & Connected Communities

Major Student 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.

All CHS students need a strong foundation of school connectedness and caring relationships.
All students need a safe, inclusive, and empathetic school culture that accepts all

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
Metric #1: Panorama Data - favorable responses to questions on "sense of belonging"	Schoolwide (Percentage Favorable): 36%	50%
Metric #1: Panorama Data - favorable responses to questions on "sense of belonging"	English Learners (Percentage Favorable): 37%	50%
Metric #1: Panorama Data - favorable responses to questions on "sense of belonging"	Students with Disabilities (Percentage Favorable): 37%	50%
Metric #2: Panorama Data - favorable responses (overall score) to questions on teacher-student relationships	Schoolwide (Percentage Favorable): 49%	55%
Metric #2: Panorama Data - favorable responses (overall score) to questions on teacher-student relationships	English Learners (Percentage Favorable): 51%	55%

Metric #2: Panorama Data - favorable responses (overall score) to questions on teacher-student relationships	Schoolwide (Percentage Favorable): 52%	55%
Metric #3: Percent of students involved in at least one extracurricular activity, such as clubs, sports, band, etc.	Schoolwide (Percentage Favorable): 70%	75%
Metric #3: Percent of students involved in at least one extracurricular activity, such as clubs, sports, band, etc.	English Learners (Percentage Favorable): 65%	72%
Metric #3: Percent of students involved in at least one extracurricular activity, such as clubs, sports, band, etc.	Schoolwide (Percentage Favorable): 47%	55%

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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Metric #3: Percent of students involved in at least one extracurricular activity, such as clubs, sports, band, etc.	ALL				Tier 1, SSC, SLT, SEC
2.2	Create a Cultural Day/Event for multicultural sharing	ALL				Tier 1, SSC, SLT, SEC
2.3	Explore SEL programs to promote empathy (focus on 9th grade Tier 1)	ALL				Tier 1, SSC, SLT, SEC
2.4	Re-establish the IB Learner Awards (or similar) for staff and students	ALL			None Specified	Tier 1, SSC, SLT, SEC
2.5	Establish and reinforce student-centered cultural traditions	ALL				Tier 1, SSC, SLT, SEC
2.6	Outreach to increase student participation in clubs and activities, and club participation in events.	ALL				Tier 1, SSC, SLT, SEC

2.10						
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Annual Review

SPSA Year Reviewed: 2025-26

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.

One of the on going goals for CHS is ton continue to build a strong sense of belonging and community for our students especially at the 9th grade level. SEC and Tier 1 groups have worked hard to create new traditions based on student input during our homerooms. Leadership program has also continues to host school wide events as well to build community. SEC is working to establish a multicultural day to support our diversity among the CHS community that we hope to use as a new tradition here at CHS.

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

Admin budget and Tier 1 budget has covered most of these events and Admin covers the cost of other items depending on need. Admin Funds and Growth Funds are the 2 primary sources of support for new activities that need to be lifted. An event like Multicultural Day we have allocated \$2,500 to support ASB clubs so that they don't have to spend down their own funds this 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.

At this point we have not made any changes but if we do we will adjust but I think this is still a big need for us and will be part of the work moving forward. We have made good progress on this goal and we will continue to try new things to build a stronger community. With our WASC 3 year review of our action plan we will be able to demonstrate our progress in this area and the new structures that we have in place to come up with new traditions or how we have built community of the last 3 years.

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.

EQUITABLE EDUCATIONAL EXPERIENCES

Implement a common instructional framework rooted in IB; develop common classroom practices, grading and assessment practices, behavioral norms, and systems of academic support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority #3 - Engaging, Rigorous & Relevant Learning for Every Student & Priority #4 - Supporting & Empowering Staff

Major Student 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.

Implement a common instructional framework rooted in IB, common classroom practices, grading and assessment practices, behavioral norms, and systems of academic support.

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
Metric #1: Panorama - staff responding favorably: "Teachers in my school work together to improve instructional practice."	All Faculty (Percentage Favorable): 63%	68%
Metric #2: Student survey: "To what extent are classroom practices aligned or similar across your classes?"	Schoolwide (Percentage Favorable): 55%	60%
Metric #2: Student survey: "To what extent are classroom practices aligned or similar across your classes?"	English Learners (Percentage Favorable): 50%	57%
Metric #2: Student survey: "To what extent are classroom practices aligned or similar across your classes?"	Students with Disabilities (Percentage Favorable): 46%	54%

Metric #3: Decrease the number of discipline referrals from classrooms.	Schoolwide (Number of Referrals): 268	255
Metric #3: Decrease the number of discipline referrals from classrooms.	English Learners (Number of Referrals): 43	40
Metric #3: Decrease the number of discipline referrals from classrooms.	Students with Disabilities (Number of Referrals): 38	35

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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Implement IB orientation and PD for all staff to establish common vocabulary and practices	ALL	1-6 years (WASC cycle)			
3.2	Establish schoolwide PBIS practices	ALL	1-6 years (WASC cycle)			
3.3	Implement evidence-based interventions for academic support in Tier 2 and 3 (focus on 9th grade).	ALL	1-6 years (WASC cycle)			
3.4	Departments identify common classroom practices	ALL	1-6 years (WASC cycle)			
3.5	Pilot an academic/SEL intervention course for 9th grade to support transition from middle school	ALL	1-6 years (WASC cycle)			
3.9						

Annual Review

SPSA Year Reviewed: 2025-26

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.

For 3.1, we will incorporate IB orientation into the new teacher onboarding process each school year and embed explicit IB-focused questions into our interview protocols. This approach reinforces that IB is central to our academic identity. In addition, we are in the process of identifying and aligning on common instructional practices to be implemented schoolwide and across grade levels.

For 3.2, we have implemented the 3C Recognition Program, which is grounded in the IB Learner Profile. Through this initiative, students are recognized and rewarded for demonstrating key IB attributes.

For 3.3, our work around evidence-based Tier 2 interventions is ongoing. This year, we introduced a hip-hop-based intervention that is showing promising early results, and we are exploring opportunities to expand it in the coming year. A continued area of need is the development of additional evidence-based academic interventions. While this is a districtwide challenge, it is particularly critical given the needs of our student population.

For 3.4, the coherence work we are engaging in as a staff will support progress in this area by enabling departments to identify and implement common classroom practices.

For 3.5, progress will depend largely on resource allocation and our ability to add additional course sections. If adding courses is not feasible, we will explore ways to expand the AVID program, leveraging its established focus on social-emotional learning (SEL) to meet student needs.

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

At this time, there are no major differences between the intended implementation and the budgeted expenditures associated with this goal. Implementation is proceeding as planned, and we anticipate continued progress supported by ongoing progress monitoring and data collection to measure impact.

One identified area for growth—both at the school and district level—is expanding access to evidence-based interventions, particularly at the Tier 2 level. While initial steps have been taken, additional development and potential resource allocation may be needed to fully meet student needs in this area.

Additionally, we recognize that strengthening program coherence across all structures at CHS remains a priority. While efforts are underway, full alignment will require more time, collaboration, and refinement to ensure consistency and effectiveness across the school.

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.

At this time, no changes have been made to the goal, annual outcomes, metrics, or strategies/activities as a result of this analysis. We will continue to monitor progress and make adjustments as needed. Any future changes will be documented in the SPSA and brought forward to the School Site Council (SSC) for review and input.

Additionally, our Summer Bridge program has expanded to include a greater number of incoming 9th-grade students, providing increased support as they transition into high school.



Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

ACCESS AND LEARNER AGENCY

Increase access to and knowledge of CTE pathways, trades, job skills, and post-secondary options aside from college.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority #3 - Engaging, Rigorous & Relevant Learning for Every Student

Major Student 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.

Increase access to and knowledge of CTE pathways, trades, job skills, and post-secondary options aside from college.

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
Metric #1: Career and College Readiness Indicator, percentage prepared	Schoolwide (2019 Percentage Percent Prepared): 54% , (2023 Percentage Percent Prepared): 57%	62%
Metric #1: Career and College Readiness Indicator, percentage prepared	English Learners(2019 Percentage Percent Prepared): 43% , (2023 Percentage Percent Prepared): 31%	38%
Metric #1: Career and College Readiness Indicator, percentage prepared	Students with Disabilities (2019 Percentage Percent Prepared): 11% , (2023 Percentage Percent Prepared): 14%	22%
Metric #3: Student survey - Percentage of students favorable: "My school helps me to understand what my options are after high school and how to prepare for and pursue my goals."	Schoolwide All Faculty (Percentage Favorable): 57 %	62%

Metric #3: Student survey - Percentage of students favorable: "My school helps me to understand what my options are after high school and how to prepare for and pursue my goals."	English Learners All Faculty (Percentage Favorable): 59%	64%
Metric #3: Student survey - Percentage of students favorable: "My school helps me to understand what my options are after high school and how to prepare for and pursue my goals."	Students with Disabilities All Faculty (Percentage Favorable): 63%	68%
Metric #3: Student survey - Percentage of students favorable: "My school helps me to understand what my options are after high school and how to prepare for and pursue my goals."	Schoolwide, grades 9-10 All Faculty (Percentage Favorable): 54%	59%
Metric #3: Student survey - Percentage of students favorable: "My school helps me to understand what my options are after high school and how to prepare for and pursue my goals."	Schoolwide, grades 11-12 All Faculty (Percentage Favorable): 60%	65%

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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	More opportunities for trades (eg., hands-on experiences for certificate)					
4.2	More information on the concurrent enrollment process from counseling and career center					
4.3	Expand CTE offerings and pathways as well as shared partnerships with neighboring schools					

4.4	Integrate career skills and real-life application into curriculum					
4.5	Implement student needs survey					
4.9						

Annual Review

SPSA Year Reviewed: 2025-26

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.

The overall implementation of this goal has focused on increasing student access to and knowledge of CTE pathways, trades, job skills, and post-secondary options beyond traditional college routes. Our College and Career Center has been highly effective in supporting students with information and guidance on college, trades, and other post-secondary opportunities.

One area for continued growth is expanding connections to trades and similar career pathways. While we have successfully engaged local unions to provide general information, additional support is needed to help students prepare for union entrance exams.

Looking ahead, we are exploring the addition of three dual enrollment options to our master schedule and continuing to leverage concurrent enrollment opportunities at the local junior college to broaden students' access to college-level coursework.

Additionally, with support from a state grant secured by the district, we are planning to introduce two new CTE pathways in the coming year. The planned courses include Counseling (2 sections), Health Careers (2 sections), and Business (1 section). This expansion reflects the collaborative efforts of multiple stakeholders and represents an exciting step forward in providing students with diverse pathways to post-secondary success.

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

For this goal, we anticipate relying heavily on district support, and its full implementation will likely take the longest, positioning it toward the latter stages of the WASC action plan. Other components of the plan are being addressed with the support of the College and Career Center and various stakeholder groups.

One notable limitation is in 4.1—expanding opportunities with trades—since currently, the primary interaction students have with trades is through informational sessions. Moving forward, we plan to collect student feedback on the new pathways to assess their impact and determine how to expand these opportunities if the feedback is positive.

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.

At this time, no changes have been made to this goal, the annual outcomes, metrics, or strategies/activities as a result of this analysis. If any changes are made in the future, they will be reflected in the WASC action plan, which aligns with the SPSA goals, and will be documented accordingly.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

SCHOOL SAFETY

Confront and prevent issues of hate speech, bullying, and harassment so that students feel safe at school. Work to promote inclusivity, empathy, and equity in the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Priority #2 - Safe & Connected Communities and Priority #1 - Authentic Relationships

Major Student 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.

Confront and prevent issues of hate speech, bullying, and harassment so that students feel safe at school. Work to promote inclusivity, empathy, and equity in the community.

Develop and strengthen initiatives that cultivate a sense of belonging and connectedness for all stakeholders.

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
Metric #1: Panorama survey - Students responding favorably to adults at school responding to hate speech, homophobia, and sexual harassment in a way that makes students feel safe.	Schoowide, hate speech (Percentage Favorable): 43%	48%
Metric #1: Panorama survey - Students responding favorably to adults at school responding to hate speech, homophobia, and sexual harassment in a way that makes students feel safe.	Schoolwide, homophobia (Percentage Favorable): 64%	69%

Metric #1: Panorama survey - Students responding favorably to adults at school responding to hate speech, homophobia, and sexual harassment in a way that makes students feel safe.	Schoolwide, sexual harassment (Percentage Favorable): 64%	69%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: White, (% Responding Affirmatively): 18%	13%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: Latino, (% Responding Affirmatively): 19%	14%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: Asian, (% Responding Affirmatively): 20 %	15%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: Hawaiian/Pacific Islander, (% Responding Affirmatively): 24%	18%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: Black/African American, (% Responding Affirmatively): 22%	16%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: Multiple Races, (% Responding Affirmatively): 24%	18%
Metric #2: Panorama survey - Students responding affirmatively: "I have been the target of hate-motivated speech or behavior."	Student Group: LGBTQ+(Self identified), (% Responding Affirmatively): 38%	30%

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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
5.1	Implement schoolwide event(s) addressing racism and hate speech					
5.2	Create and communicate protocols for responding to hate speech, bullying, and sexual harassment					
5.3	PD for classified and certificated staff on response to hate speech, bullying, and sexual harassment					
5.4	Work with student groups to develop community events that promote inclusivity, welcoming, and empathy among students and staff					
5.7						

Annual Review

SPSA Year Reviewed: 2025-26

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.

The overall implementation of this goal has focused on confronting and preventing hate speech, bullying, and harassment to ensure that all students feel safe and supported at school. We are committed to fostering a culture of inclusivity, empathy, and equity throughout our community.

To support this mission, we have developed a comprehensive Hate Speech Protocol for staff and established a structured response protocol for both students and staff. School-wide posters have been implemented as part of an educational campaign to raise awareness and reinforce our commitment to a safe and respectful learning environment. In collaboration with the School Equity Team and administration, we have also created mini-lessons to support the rollout of the Hate Speech Protocol, ensuring all members of the school community understand its importance and how to apply it.

These efforts have strengthened our ability to create a more inclusive and supportive environment; however, ongoing education and reinforcement are critical to maintain momentum and create lasting impact. Additionally, providing staff with practical tools and strategies to address incidents in the moment remains an area for continued growth and focus.

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

There have been no major differences between the intended implementation and the budgeted expenditures for this goal. Administrative funds have covered most expenses, and additional support was provided by the district to engage an outside consultant who worked alongside our Equity Coordinator for the School Equity Committee (SEC). Any future expenses are expected to be supported through site funds for school-based initiatives that align with and advance this work.

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.

At this time, no formal changes have been made to the goal, annual outcomes, metrics, or strategies/activities. However, based on our progress, we plan to expand initiatives already in place, such as Tier 1 lessons on hate speech, and explore implementing a dedicated Day of Learning focused on hate speech. Any updates or additions will be reflected in the SPSA as they are finalized.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
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Subtotal of state or local funds included for this school: \$

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

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
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Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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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
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Jose A. Gomez	Principal
Scott Kuchenig	Classroom Teacher
Liliana Klatt	Classroom Teacher
Anna Lapid	Classroom Teacher
Angelica Alvarez	Classroom Teacher
Imelda Goemz	Other School Staff
Hiroko Cruz	Parent or Community Member
Mauricio Rodriguez	Other School Staff
Aurelio Hueletl Torres	Parent or Community Member
Barabara Bools-Gullory	Parent or Community Member
Tanawan Teesuka	Parent or Community Member
Dylan Lee	Secondary Student
Barabara Cordoso	Secondary Student

Gavin Ku	Parent or Community Member
Tyler Cruz	Secondary Student
Bryan Moran	Secondary Student
Camila Porto	

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

Departmental Advisory Committee

Other: School Site Council

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 12/19/22.

Attested:



Principal, Jose A. Gomez on 12/19/22

SSC Chairperson, Elijah Agra on 12/19/22

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 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.

Major Student 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 Major Student 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, Major Student 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, Major Student 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, Major Student 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, Major Student 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