School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corcoran High School	16 63891 1632207	12/3/25	February 2026

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) will identify needs, develop goals, and select strategies, aligned with the Local Control Accountability Plan (LCAP) for a continued improvement process. Corcoran Joint Unified School District (CJUSD) has student needs in the following categories: English Language Arts, Math, and Suspension Rate. As part of the school district, Corcoran High School has identified areas to address with the overall Suspension Rate and specifically for Hispanic, Socioeconomic Disadvantaged, English Learners, Long Term English Learners, and Students with Disabilities. This SPSA is our plan for improvement.

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) will identify needs, develop goals, and select strategies, aligned with the Local Control Accountability Plan (LCAP) for a continued improvement process. Corcoran Joint Unified School District (CJUSD) has student needs in the following categories: English Language Arts, Math, and Suspension Rate. As part of the school district, Corcoran High School has identified areas to address with the overall Suspension Rate and specifically for Hispanic, Socioeconomic Disadvantaged, English Learners, Long Term English Learners, and Students with Disabilities. This SPSA is our plan for improvement.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Corcoran High School continues to underperform with its suspension rate. Students with Disabilities and English Learners are being suspended more often than their other peer groups. As a result, this plan will provide materials and supplies, professional development, and other research based strategies for ongoing support to decrease the suspension identified in the orange and red categories on the California School Dashboard.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Corcoran Joint Unified School District (CJUSD) has areas of growth with Suspension Rates and English Learner Progress.

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

Corcoran High School was identified in an orange performance category for Suspension at 8.5% suspended at least one day. This was an increase 0.7% from the year prior. Additional student groups identified as suspension areas for growth include the following: Hispanic (increased .6% to 8.3%), Socioeconomic Disadvantaged (increased 1% to 9.2%), English Learners (increased .8% to 12.2%), Long Term English Learners (decreased .5% to 17.4%), and Students with Disabilities (increased 4.5% to 17.7%). Additionally, English Learners Progress declined significantly to the Red rating, including Long Term English Learners (LTELs).

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

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

Conclusions based on this data:

1. Corcoran High School (CHS) had a decrease in the number of total enrolled English Learner (EL) students.
2. Corcoran High School (CHS) Fluent English Proficient (FEP) remains relatively consistent at 42.4%.

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	191	230	216	188	221	216	188	221	216	98.4	96.1	100
All Grades	191	230	216	188	221	216	188	221	216	98.4	96.1	100

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	2609.	2624.	2637.	26.60	31.67	32.87	37.77	37.10	39.81	20.21	18.10	17.59	15.43	13.12	9.72
All Grades	N/A	N/A	N/A	26.60	31.67	32.87	37.77	37.10	39.81	20.21	18.10	17.59	15.43	13.12	9.72

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	21.81	27.60	32.41	63.30	57.92	57.41	14.89	14.48	10.19
All Grades	21.81	27.60	32.41	63.30	57.92	57.41	14.89	14.48	10.19

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	36.17	45.70	47.22	47.87	41.18	42.13	15.96	13.12	10.65
All Grades	36.17	45.70	47.22	47.87	41.18	42.13	15.96	13.12	10.65

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	15.96	18.55	19.44	73.40	70.14	68.98	10.64	11.31	11.57
All Grades	15.96	18.55	19.44	73.40	70.14	68.98	10.64	11.31	11.57

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	18.09	25.34	31.48	70.74	66.06	63.89	11.17	8.60	4.63
All Grades	18.09	25.34	31.48	70.74	66.06	63.89	11.17	8.60	4.63

Conclusions based on this data:

1. Corcoran High School (CHS) took the English CAASPP in the Spring of 2025. Students performed above all other comprehensive high schools in the county with an overall 74% standards met or exceeded resulting in a blue dashboard rating.
2. Corcoran High School (CHS) continues to utilize a site wide Panther Reading and Panther Writing Instructional Model to support growth in reading and writing skills development.
3. Corcoran High School (CHS) supports English instruction with 2 academic coaches coming from English instruction backgrounds.

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	191	230	216	187	220	216	187	220	216	97.9	95.7	100
All Grades	191	230	216	187	220	216	187	220	216	97.9	95.7	100

* 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	2526.	2552.	2608.	1.07	8.18	18.52	16.04	19.55	26.39	29.95	29.55	27.78	52.94	42.73	27.31
All Grades	N/A	N/A	N/A	1.07	8.18	18.52	16.04	19.55	26.39	29.95	29.55	27.78	52.94	42.73	27.31

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	3.74	12.27	18.52	44.39	45.00	47.69	51.87	42.73	33.80
All Grades	3.74	12.27	18.52	44.39	45.00	47.69	51.87	42.73	33.80

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	6.42	8.18	23.15	66.84	64.09	58.80	26.74	27.73	18.06
All Grades	6.42	8.18	23.15	66.84	64.09	58.80	26.74	27.73	18.06

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	3.74	6.82	20.83	66.84	71.82	60.65	29.41	21.36	18.52
All Grades	3.74	6.82	20.83	66.84	71.82	60.65	29.41	21.36	18.52

Conclusions based on this data:

1. Corcoran High School (CHS) took the Math CAASPP in the Spring of 2025. Students performed above all other comprehensive high schools in the county with an overall 45% standards met or exceeded total resulting in a green rating on the California School Dashboard.
2. Corcoran High School (CHS) has made changes to its master schedule to combine teacher teams based on assigned courses. This assists in the collaborative efforts within the department resulting in more effective instructional practices.
3. Corcoran High School (CHS) has added Precalculus the prior school year and has added AP Calculus for the current school year. Rigor is a focus for student achievement in Math.

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	1563.7	1572.9	1533.0	1560.8	1575.8	1524.7	1566.1	1569.4	1540.6	33	21	26
10	1589.5	1560.8	1578.3	1577.1	1555.6	1591.3	1601.3	1565.5	1564.8	22	23	17
11	1553.4	1586.9	1522.9	1561.0	1608.2	1504.0	1545.6	1565.2	1541.2	18	13	15
12	*	1561.6	*	*	1553.8	*	*	1568.8	*	*	13	7
All Grades										76	70	65

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	24.24	33.33	15.38	45.45	33.33	30.77	15.15	23.81	30.77	15.15	9.52	23.08	33	21	26
10	40.91	34.78	25.00	31.82	30.43	50.00	13.64	8.70	12.50	13.64	26.09	12.50	22	23	16
11	11.11	30.77	6.67	27.78	15.38	26.67	22.22	38.46	33.33	38.89	15.38	33.33	18	13	15
12	*	23.08	*	*	23.08	*	*	30.77	*	*	23.08	*	*	13	*
All Grades	25.00	31.43	14.06	36.84	27.14	34.38	15.79	22.86	26.56	22.37	18.57	25.00	76	70	64

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	24.24	52.38	30.77	48.48	28.57	26.92	12.12	9.52	19.23	15.15	9.52	23.08	33	21	26
10	45.45	43.48	56.25	27.27	30.43	25.00	18.18	4.35	6.25	9.09	21.74	12.50	22	23	16
11	27.78	46.15	13.33	22.22	38.46	40.00	22.22	0.00	13.33	27.78	15.38	33.33	18	13	15
12	*	38.46	*	*	38.46	*	*	0.00	*	*	23.08	*	*	13	*
All Grades	31.58	45.71	32.81	34.21	32.86	28.13	15.79	4.29	15.63	18.42	17.14	23.44	76	70	64

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	6.06	9.52	0.00	36.36	28.57	23.08	39.39	47.62	50.00	18.18	14.29	26.92	33	21	26
10	36.36	13.04	12.50	13.64	43.48	25.00	40.91	21.74	37.50	9.09	21.74	25.00	22	23	16
11	5.56	23.08	6.67	11.11	7.69	0.00	50.00	30.77	53.33	33.33	38.46	40.00	18	13	15
12	*	7.69	*	*	7.69	*	*	61.54	*	*	23.08	*	*	13	*
All Grades	14.47	12.86	4.69	22.37	25.71	17.19	42.11	38.57	45.31	21.05	22.86	32.81	76	70	64

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	12.12	9.52	0.00	78.79	85.71	61.54	9.09	4.76	38.46	33	21	26
10	9.09	8.70	12.50	77.27	69.57	75.00	13.64	21.74	12.50	22	23	16
11	16.67	30.77	6.67	50.00	46.15	53.33	33.33	23.08	40.00	18	13	15
12	*	7.69	*	*	61.54	*	*	30.77	*	*	13	*
All Grades	11.84	12.86	4.69	69.74	68.57	60.94	18.42	18.57	34.38	76	70	64

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	81.82	66.67	73.08	6.06	23.81	11.54	12.12	9.52	15.38	33	21	26
10	72.73	73.91	81.25	18.18	8.70	12.50	9.09	17.39	6.25	22	23	16
11	50.00	76.92	46.67	22.22	7.69	20.00	27.78	15.38	33.33	18	13	15
12	*	53.85	*	*	30.77	*	*	15.38	*	*	13	*
All Grades	69.74	68.57	68.75	13.16	17.14	12.50	17.11	14.29	18.75	76	70	64

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	9.09	14.29	3.85	63.64	61.90	57.69	27.27	23.81	38.46	33	21	26
10	40.91	17.39	18.75	45.45	56.52	56.25	13.64	26.09	25.00	22	23	16
11	5.56	23.08	6.67	44.44	23.08	40.00	50.00	53.85	53.33	18	13	15
12	*	7.69	*	*	53.85	*	*	38.46	*	*	13	*
All Grades	17.11	15.71	7.81	51.32	51.43	50.00	31.58	32.86	42.19	76	70	64

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	0.00	0.00	0.00	93.94	90.48	80.77	6.06	9.52	19.23	33	21	26
10	18.18	4.35	0.00	77.27	78.26	87.50	4.55	17.39	12.50	22	23	16
11	11.11	7.69	6.67	61.11	84.62	53.33	27.78	7.69	40.00	18	13	15
12	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
All Grades	7.89	7.14	1.56	78.95	80.00	73.44	13.16	12.86	25.00	76	70	64

Conclusions based on this data:

1. Corcoran High School (CHS) has an overall significant decrease in English Learner Language Proficiency.
2. In 2023-2024 Corcoran High School (CHS) produced a Blue rating on the California School Dashboard, but has decreased to Red for 2024-2025.
3. Corcoran High School (CHS) Level 4 English Learners have decreased significantly.

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.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
931	**90.1%**	**6.8%**	**0.8%**
Total Number of Students enrolled in Corcoran High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	63	6.8%
Foster Youth	7	0.8%
Homeless	10	1.1%
Socioeconomically Disadvantaged	839	90.1%
Students with Disabilities	73	7.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	1.9%
American Indian	2	0.2%
Asian	5	0.5%
Filipino	2	0.2%
Hispanic	868	93.2%
Two or More Races	4	0.4%
Pacific Islander	1	0.1%
White	30	3.2%

Conclusions based on this data:

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

2. Corcoran High School (CHS) has a majority socioeconomic disadvantaged and Hispanic student population.

3. Corcoran High School (CHS) has a notable population of English Language Learners, Students with Disabilities, and students that are categorized as either Homeless or Foster Youth.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Graduation Rate**  Blue	**Suspension Rate**  Orange
Mathematics  Green		
English Learner Progress  Red		
College/Career  Blue		

Conclusions based on this data:

1. Corcoran High School (CHS) CAASPP English Language Arts performance continues to show growth, outperforming all comprehensive high schools in the county.
2. Corcoran High School (CHS) CAASPP Math performance has shown significant growth, outperforming all comprehensive high schools in the county.
3. Corcoran High School (CHS) is identifying areas of growth with English Learners Language Proficiency and Suspension Rates.

School and Student Performance Data

Academic Performance
English Language Arts

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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
 Blue	 No Performance Color	 No Performance Color
59.5 points above standard	7.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 15.6 points	Increased 33.4 points	4 Students
206 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.1 points above standard
0 Students	2 Students	Increased 20.7 points
		181 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
81.5 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 16.9 points	4 Students	
14 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	61.9 points above standard
		Increased 19.8 points
		198 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		4 Students

Conclusions based on this data:

1. Corcoran High School (CHS) students demonstrated significant growth in the CAASPP English Language Arts examinations. This metric outperforms all comprehensive high schools in the county.
2. Corcoran High School (CHS) Panther Writing and Panther Reading Models has shown to effectively support English Language Arts performance growth.
3. Corcoran High School (CHS) employs two academic coaches to provide instructional support to teachers.

School and Student Performance Data

Academic Performance
Mathematics

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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
 Green	 No Performance Color	 No Performance Color
19.5 points below standard	37.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 55.1 points	Increased 104.4 points	4 Students
207 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	24.9 points below standard
0 Students	2 Students	Increased 59.7 points
		182 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
159.2 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 47 points	4 Students	
14 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	15.6 points below standard
		Increased 59.8 points
		199 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		4 Students

Conclusions based on this data:

1. Corcoran High School (CHS) has shown a significant growth in CAASPP Math Performance outperforming all comprehensive high schools in the county.
2. Corcoran High School (CHS) Math Department has a streamlined master schedule that is resulting in performance growth.
3. Corcoran High School (CHS) employs two academic coaches to provide instructional support to teachers.

School and Student Performance Data

Academic Performance
Science

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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
 Blue	 No Performance Color	 No Performance Color
66.6 science points	62.2 science points	Fewer than 11 students - No Data for Privacy
Increased 7.1 points	Increased 18.3 points	4 Students
206 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	Fewer than 11 students - No Data for Privacy	65.3 science points
	2 Students	Increased 7.9 points
		181 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
41.1 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 3.9 points	4 Students	
14 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0 Students	0 Students	67.2 science points
		Increased 7.7 points
		198 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		4 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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 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
	
Red	Red
37.9 making progress.	32.4 making progress.
Number Students: 58 Students	Number Students: 37 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
22.4%	39.7%	0%	37.9%

Conclusions based on this data:

1. While Corcoran High School (CHS) has historically performed well with English Learner Language Proficiency, the most recent trends are showing a significant decrease within this category.
2. Corcoran Joint Unified School District (CJUSD) has added a Full Time Employee (FTE) English Language Learner District Coach to assist within this student category.
3. Corcoran High School (CHS) has added a Full Time Employee (FTE) Resource Teacher to assist within this student category.

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.

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

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

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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
 Blue	 No Performance Color	 No Performance Color
Prepared 65.7%	Prepared 38.1%	Prepared 35.7%
Increased 10.4%	Increased 6%	Maintained 0.4%
201 Students	21 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 65.1%
1 Student	4 Students	Increased 9.4%
		195 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
Prepared 30%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 15%	5 Students	1 Student
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 66.5%
1 Student	1 Student	Increased 12.4%
		185 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		6 Students

Conclusions based on this data:

1. Corcoran High School (CHS) has experienced a decrease in its College and Career Readiness Indicator with this data set, but has grown to the Blue rating on the most recent California School Dashboard.
2. Corcoran High School (CHS) maintains nearly 100% A-G course alignment with the exception of CoEd PE, Business Management, and Art Metal.
3. Corcoran High School (CHS) continues its partnerships with local Junior Colleges to ensure readiness e.g., College of Sequoias (COS), Fresno City College (FCC), and Lemoore College (LC).

School and Student Performance Data

Academic Engagement
Graduation 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.

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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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**
 Blue	 No Performance Color	 No Performance Color
95.5% graduated	90.5% graduated	92.9% graduated
Maintained 0%	Declined 6%	Declined 1.3%
202 Students	21 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	95.4% graduated
1 Student	4 Students	Maintained 0%
		196 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
95.2% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 15.2%	5 Students	1 Student
21 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	95.7% graduated
1 Student	1 Student	Maintained 0.4%
		186 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		6 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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
 Orange	 Red	 Orange
8.5% suspended at least one day	12.2% suspended at least one day	17.4% suspended at least one day
Increased 0.7%	Increased 0.8%	Declined 0.5%
982 Students	74 Students	46 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
36.4% suspended at least one day	4.8% suspended at least one day	9.2% suspended at least one day
11 Students	Declined 8.9%	Increased 1%
	21 Students	896 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
17.7% suspended at least one day	13.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 4.5%	Declined 0.6%	3 Students
79 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	8.3% suspended at least one day
5 Students	2 Students	Increased 0.6%
		908 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	11.1% suspended at least one day
5 Students	1 Student	Increased 4%
		36 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Improve Academic Performance with a focus on ELA, Math, and English Learners.
Strengthen Tier 1 Instruction and Academic Supports in ELA, Mathematics, English Language Development, and Science to Improve Student Achievement and Close Performance Gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Analysis of the 2025 California School Dashboard and CHS local assessment data shows the need to strengthen Tier 1 instruction and targeted academic supports in ELA, Mathematics, English Language Development, and Science. While CHS demonstrated strong performance in ELA (Blue, 59.5 points above standard), significant performance gaps persist for English Learners, Long-Term English Learners, and Students with Disabilities.

Math performance improved to Green overall but remains below standard for key student groups, including ELs (37.6 points below), SWDs (159.2 points below), and Socioeconomically Disadvantaged students (24.9 points below).

English Learner Progress declined from Blue in 2023–24 to Red in 2024–25, with a notable reduction in Level 4 proficiency and a need to accelerate progress toward reclassification. CHS must therefore strengthen academic coaching, PLC structures, ELD instruction, and intervention supports to close these achievement gaps and ensure all students are on track for college and career readiness.

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
Priority 4 Pupil Achievement: CAASPP ELA	All Students: 59.5 points above standard; 73% Met/Exceeded SWD: 81.5 points below standard; 21% Met/Exceeded EL: 7.2 points below standard; 15% Met/Exceeded LTELS: Fewer than 11 students - data not displayed for privacy Homeless (DA): Fewer than 11 students - data not displayed for privacy	All Students: Increase +7.5 points SWD: Increase +45 points EL: Increase +7.5 points LTEL: Fewer than 11 students; data not displayed for privacy Homeless (DA): Fewer than 11 students - data not displayed for privacy
Priority 4 Pupil Achievement: CAASPP Math	All Students: 19.5 points below standard; 45% Met/Exceeded SWD: 159.2 points below standard 14% Met/Exceeded EL: 37.6 points below standard; 62% Met/Exceeded LTELS: Fewer than 11 students; data not displayed for privacy Homeless (DA): Fewer than 11 students - data not displayed for privacy	All Students: Increase +7.5 points SWD: Increase +44 points EL: Increase +7.5 points LTEL: Fewer than 11 students; data not displayed for privacy Homeless (DA): Fewer than 11 students - data not displayed for privacy
Priority 4 Pupil Achievement: English Learner Progress (ELPAC) & English Learner Progress Indicator (ELPI)	EL: 37.9% making progress (red) (TSI) LTELS: 32.4% making progress (red) (TSI)	Increase English Learner Progress 7.1% to 45%; Increase Long Term English Learner 12.6% to 45%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Summer, Winter, Spring, Intersession, Saturday, & After School Learning Recovery (1) Certificated and (2) Classified Personnel Salaries, (3) Employee Benefits, and (4) Edgenuity (Imagine Learning) State-Aligned Digital Curriculum Planning: Identify students needing learning recovery based on grades/transcripts or Counselor referral. Plan staffing, secure curriculum access (Edgenuity/Imagine Learning), classroom space, and supplies. Prepare schedules for supplemental sessions and ensure materials accommodate MLL and SWD needs.	All, Homeless, Foster Youth, Hispanic, African-American, Multi Language Learners, Students with Disabilities, and Socioeconomic Disadvantaged Student Categories	30,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries 10000.00 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Implementation: Provide structured Summer, Winter, Spring, Intersession, Saturday & After School Learning Recovery opportunities using evidence-based credit recovery curriculum aligned to state standards. Deliver instruction through teacher-supported digital learning. Monitoring/Evaluation: Assistant Principal & Counseling Office Measures: Credit Recovery Completion Report, Student Attendance, and Graduation Rate		15,000.00 Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Employee Benefits 40,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Edgenuity (Imagine Learning) State-Aligned Digital Curriculum
1.2	Implementation of high quality instruction grounded in UnBound Ed blueprint for effective instruction that is Grade-level, Engaging, Affirming, and Meaningful (GLEAM) instructional blueprint and rooted in evidence informed practices from the science of learning. Planning: * Provide professional learning for school site leaders * Registration to attend Unbound Ed Standards Institute * Select Teachers Administrators, and Support Staff Participants * Develop roll out plan of GLEAM instructional blueprint implementation site-wide Implementation: * During Professional Development Days identify GLEAM elements in the instructional blueprint * Support Lesson Design Aligned to GLEAM elements * Academic Coaches, Administration, Teachers, and Support Staff will lead the facilitation of effective instruction using the GLEAM elements Monitoring and Evaluation: Implementation is monitored by site leadership through classroom walkthroughs, PLC documentation to assess instructional practices, and increase in student achievement in ELA and Math assessments.	All, Homeless, Foster Youth, Hispanic, African-American, Multi Language Learners, Students with Disabilities, and Socioeconomic Disadvantaged Student Categories	158,278.64 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Personnel Salary 175,055.95 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Personnel Salary 46,886.00 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Professional Learning
1.3	Implement a Structured Checking for Understanding Framework in all Classrooms to ensure teachers continuously assess student learning during instruction and adjust teaching in real time. Planning: * Establish Walkthroughs to Determine Current USE CFU Strategies Design a Professional	Homeless, Foster Youth, Multi Language Learners, Students with Disabilities, and Socioeconomic Disadvantaged Categories	13,556.57 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Supplemental Software Licensing

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Development Plan Focused on Effective CFU Techniques and Providing Effective Feedback * Establish PLC Protocols for Designing Formative Checks Aligned to Essential Checks in Core Academic Subject Areas Implementation: * Professional Development on Structured Checking for Understanding Techniques * Utilize Pear Deck to Embed Checking for Understanding Strategies Monitoring and Evaluation: Implementation is monitored by site leadership through classroom walkthroughs, PLC documentation to assess instructional practices, and increase in student achievement in ELA and Math assessments.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

CHS continued to strengthen Tier 1 instruction in ELA, Math, and ELD, supported by academic coaching, PLC collaboration, and targeted interventions. ELA performance remained strong at 59.5 points above standard, but Math and English Learner progress did not meet expected targets. Math subgroup gaps persisted, particularly for SWD. The ELPI declined from Blue to Red. While instructional initiatives were implemented, inconsistent Tier 1 practices and limited implementation for SWDs, ELs, and LTELs reduced overall effectiveness.

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

There were no significant differences between budgeted and actual expenditures for Goal 1; however, outcomes varied by strategy. Student learning recovery supports, including Edgenuity credit recovery and intersession learning, were implemented as planned and continued to yield positive results. In contrast, prior professional development strategies did not produce the intended improvements in Tier 1 instruction. Although funds were expended as budgeted, outcome data indicated these approaches were not effective, informing a shift in professional learning design to better support literacy and numeracy goals.

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.

As a result of this analysis, the school is shifting away from one-time professional learning experiences, that are difficult to measure, toward strategies with clearer implementation and outcome metrics. This includes increased use of educational software and digital platforms that support both staff instructional practice and student learning. These changes are reflected in the strategies and expenditures aligned to Goal 1 in the SPSA, where professional learning activities have been revised and resources reallocated to support measurable literacy and numeracy outcomes.

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.

Improve School Climate, Reduce Suspensions, and Strengthen Tier 1 and Tier 2 Behavioral Supports; Additionally Support Family Engagement and School Communications Systems.
CHS will decrease suspensions and increase student connectedness through consistent implementation of PBIS Tier 1 and Tier 2 systems, restorative practices, SEL supports, behavior intervention services, and staff professional learning. Efforts will prioritize student groups in the Orange and Red dashboard levels, including Students with Disabilities, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 — Create a welcoming, safe, and nurturing school environment that fosters parent engagement and collaboration.

Identified Need

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

Analysis of the 2025 California School Dashboard and CHS local discipline data indicates a need to strengthen Tier 1 behavioral systems and expand targeted Tier 2 interventions to reduce suspensions and improve school climate.

CHS's overall suspension rate increased to 8.5%, placing the school in the Orange performance category, with several student groups experiencing significantly higher rates of suspension. Disproportionate outcomes are present for Students with Disabilities (17.7%), Long-Term English Learners (17.4%), English Learners (12.2%), Socioeconomically Disadvantaged students (9.2%), and Hispanic students (8.3%).

Local discipline analysis shows that the majority of suspensions are associated with Education Code 48900(a) interpersonal conflict and 48900(c) substance-related incidents, particularly possession or use of electronic marijuana vaporizer devices. These trends indicate a need for stronger Tier 1 behavioral expectations, consistent PBIS implementation across classrooms, expanded Tier 2 supports for students exhibiting early warning behaviors, and increased student belonging and engagement strategies.

To address these needs, CHS will strengthen PBIS Tier 1 systems, expand Tier 2 student support structures, implement consistent behavioral expectations across campus environments, and improve school-family communication systems. These efforts are designed to reduce suspension rates, increase student connectedness, and improve school climate outcomes for all students, with targeted focus on historically overrepresented student groups.

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
Priority 6 School Climate Suspension Rates: All Students Orange, Multi-Language Learners (MLL) Red, Students with Disabilities (SWD) Red, Long Term English Learners (LTEL) Orange, Social Economic Disadvantaged (SED) Orange, Hispanic Orange	Suspended at Least One Day: 8.5% of All Students 12.2% of MLLs 17.7% of SWDs 17.4% of LTELs 9.2% of SED 8.3% of Hispanic	Reduce Suspensions: All to 7.0% MLL to 10% SWDs 14% LTELs to 14% SEDs to 8% Hispanic to 7%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Supporting a Positive School Climate Through Tier 1 PBIS Systems and Tier 2 Student Belonging Supports Planning: Site leadership and the PBIS Team will review suspension trends, behavior incident data, and school climate survey results to identify areas requiring strengthened behavioral systems. The team will align Tier 1 PBIS expectations, recognition systems, and visibility tools with SPSA climate goals. Planning will prioritize improved outcomes for Students with Disabilities, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students. Implementation: CHS will implement Tier 1 PBIS supports through visibility systems and campuswide communication tools including Minga and Flex Scheduler software, reinforced by consistent schoolwide signage that clearly communicates behavioral expectations. In addition, Tier 2 student belonging and culture-building supports will be implemented through recognition programs, student leadership opportunities, and structured extracurricular engagement initiatives designed to increase student connectedness and positive school identity. Monitoring/Evaluation: Implementation will be monitored by site administration, the PBIS Team, the Athletics and Activities Director, and the Panthers Athletics Wellness and Spirit (PAWS) Team through review of behavior incident reports, suspension trends, and participation data in extracurricular programs. Measures: Effectiveness will be measured through reductions in suspension rates, decreased behavior incidents related to fighting and substance use, increased student participation in athletics and extracurricular programs, and improvements in school climate and student connectedness indicators.	All students with focus on subgroups identified in Dashboard data: SWD, EL, LTEL, SED, Hispanic	13,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Tier 1 PBIS Supplemental Software 4,000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Signage 5,514.19 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Tier 2 Student Belonging Supports
2.2	Family Engagement and School Communication Systems Planning: Site leadership will analyze parent engagement data, ParentSquare analytics, school climate survey results, and participation records from ELAC, School Site Council, and parent events to identify opportunities to strengthen family	All students with focus on subgroups identified in Dashboard data: SWD, EL, LTEL, SED, Hispanic	4,000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Family Engagement and School Communication Systems

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	engagement and communication systems. Planning will prioritize improved communication access and engagement opportunities for families of English Learners, Students with Disabilities, Long-Term English Learners, and Socioeconomically Disadvantaged students. Implementation: CHS will strengthen family engagement through coordinated outreach efforts and expanded communication systems. Communication platforms including ParentSquare, Aeries, school website tools, Canva Premium, and school social media systems will be used to provide timely, accessible, and multilingual information to families. Parent engagement opportunities will include family data nights, orientation sessions, ELAC meetings, School Site Council meetings, and parent workshops designed to help families understand academic expectations, graduation progress, and available student supports. These systems will increase opportunities for families to engage with school staff and participate in school decision-making processes. Monitoring and Evaluation: Implementation will be monitored by site administration and the Community Contact through review of ParentSquare engagement analytics, Aeries communication metrics, event attendance records, and sign-in logs from parent meetings and workshops. Measures: Effectiveness will be measured through increased parent participation in school events, improved communication engagement rates through digital platforms, and positive trends in family engagement indicators from school climate surveys, with particular attention to engagement from families of English Learners, Students with Disabilities, Long-Term English Learners, and Socioeconomically Disadvantaged students.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

While dress code issues and interpersonal conflicts have decreased, the suspension rate remains in the critical performance range, especially for SWD, EL, LTEL, SED, and Hispanic students. The primary driver of suspensions

continues to be possession of vape devices, which has offset gains made through PBIS efforts and contributes to ongoing disproportionality across student groups.

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

CHS will strengthen Tier 1 PBIS consistency and expand prevention efforts targeting vaping-related incidents through a more robust visibility and signage system and Tier 2 student belonging and culture building activities. The school will focus on addressing the disproportionality among SWD, EL, LTEL, SED, and Hispanic students.

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.

There were no significant differences between budgeted and actual expenditures for Goal 2; however, spending priorities shifted to better align with intended outcomes. Resources were directed toward visibility software and schoolwide culture-building materials that support PBIS implementation, rather than toward student clothing related to dress code compliance. This adjustment strengthened alignment between expenditures and strategies focused on improving campus climate and reducing suspensions.

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	$181,956.76
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$515,291.35
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$333,334.59
Title I Part A: Basic Grants Low-Income and Neglected	$181,956.76

Subtotal of additional federal funds included for this school: $515,291.35

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 ($)

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

Total of federal, state, and/or local funds for this school: $515,291.35

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	181,956.76	0.00
Title I Part A: Allocation	333,334.59	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	333,334.59
Title I Part A: Basic Grants Low-Income and Neglected	181,956.76

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	363,334.59
2000-2999: Classified Personnel Salaries	10,000.00
3000-3999: Employee Benefits	15,000.00
4000-4999: Books And Supplies	13,514.19
5000-5999: Services And Other Operating Expenditures	66,556.57
5800: Professional/Consulting Services And Operating Expenditures	46,886.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	333,334.59
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	30,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	15,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	13,514.19
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	66,556.57

5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	46,886.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	488,777.16
Goal 2	26,514.19

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Ed Larkin	Principal
Ramon Arreola	Classroom Teacher
Marc Ochoa	Other School Staff
Kazzandra Figueroa	Secondary Student
Ashley Coronel	Secondary Student
Adriana Ruvalcaba	Other School Staff
Jeanette Bragg	Parent or Community Member
Tina Botill	Parent or Community Member
Katlyn Frazier	Parent or Community Member
Luz Garcia	Secondary Student
Gabriela Cruz	Other School Staff
Rosemarie Alvarez	Classroom Teacher
Stephen Cox	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Ed Larkin on

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on . MARCH 12, 2026

Attested:

Principal, Ed Larkin on MARCH 27, 2026

Brenda Walker SSC CO-CHAIR 3.27.26