



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Cathedral City High School
Address	69250 Dinah Shore Dr. Cathedral City, CA 92234-4713
County-District-School (CDS) Code	33 67173 3330578
Principal	Julia Bartsch
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2026-6/30/2027
Schoolsite Council (SSC) Approval Date	5/26/26
Local Board Approval Date	6/23/26

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The vision and mission of Cathedral City High School is to cultivate a collaborative educational environment where students, parents, staff, and community members work together to inspire a lifelong passion for learning. We aim to empower every student to become a responsible, productive, and compassionate global citizen, equipped with the academic, artistic, athletic, and technical skills necessary to thrive in a complex and ever-changing world. CCHS will provide a dynamic and inclusive educational experience that prepares students for success beyond high school. Through strong partnerships with families, dedicated staff, and an engaged community, we foster personal growth, critical thinking, and a commitment to excellence. We strive to nurture well-rounded individuals who contribute meaningfully to society by embracing diversity, demonstrating integrity, and applying their skills to real-world challenges.

School Profile

CCHS and the Palm Springs Unified School District work cooperatively in creating and updating pacing guides and benchmark assessments, as well as developing regulations and procedures in-line with the Education Code and California Department of Education guidelines.

Cathedral City High School opened in September 1991. Students are primarily drawn from the city of Cathedral City with a small group of students from the neighboring cities of Rancho Mirage and Thousand Palms.

Cathedral City High School serves approximately 1300 students. Cathedral City High School is the only Gold Ribbon High school within the Palm Springs Unified School District as well as the only International Baccalaureate school serving the western Coachella Valley. Cathedral City High School was selected as a CA Distinguished School in 2024 and was the only school selected in the Coachella Valley until 2026. Students taking advanced courses take a combination of International Baccalaureate and Advanced Placement courses in the four core courses as well as the elective areas. Approximately 400 students are taking advanced courses. Cathedral City High School also has two California Partnership academies serving students in the Health and Environmental area as well as Digital Media production. Both academies have been designated as Distinguished academies by the CDE. In addition, the Digital Arts and Media production academy is a "Lighthouse" Academy that provides the opportunity for other academies to model after. During the last WASC visit CCHS received a 6 year term with a mid term visit which took place during February. The WASC mid year visit went well and the visiting chair reviewed and approved of our continued direction. In February 2025 we also had our IB evaluation. It had been 5 years since our last visit. We will continue to work to implement recommendations from the committee to drive our school success forward.

The CCHS faculty is committed to helping students achieve more success not only on state tests, but also by completing programs and pathways that will lead to more opportunities when they graduate. To emphasize this, the school's mission is "providing an educational experience that guides students toward successful, fulfilling lives as productive, educated citizens of their community. Students are encouraged to acquire academic, artistic, athletic, and technical skills, and to practice health-conscious and ethical behaviors. The CCHS community believes that valuing the different abilities and talents of all students promotes an understanding that respect and diversity strengthens a community and its individual members."

In accordance with current best practices and research, the CCHS staff has established cross-curricular and departmental collaborative teams that work as a Professional Learning Community (PLC) to examine data and to set school and achievement goals.

The Cathedral City High School School-wide Learner Outcomes are:

What all CCHS students should know and be able to do upon graduation:

Lion's Road to Success

Graduating Lions are prepared to:

Further their education.

All students have the ability to:

Read, write, listen, speak, and communicate effectively

Solve mathematical problems accurately

Use current technology.

All students can:

Correctly use computers and adapt to current technologies

Find, evaluate, and use a variety of software applications
Safely use the Internet and other sources to communicate globally

Enter the world of work and careers.

All students:

Understand the importance of proper work ethics and habits

Know how to seek and secure employment, and conduct themselves in a professional manner

Demonstrate positive attitudes and global citizenship

Live in a society of diverse cultures and customs.

All students:

Respect diversity

Appreciate the art and music of the global community

Value the history of their own culture and the cultures of others

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

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

Cathedral City High School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The CCHS School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did the 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

SSC Election Dates and Results for Cathedral City High School 2025-2026

Teacher Nominations / Elections:

Staff / teacher nominations were taken from 8/7/25 - 8/14/25 through a google form. Once nominations were received a ballot was sent out on 8/19/25 through google forms and due back by 8/26/25. The two new teachers elected were: Marcela Nevarez and Rae Miller. There was a new classified staff member elected: Rosalba Aguilera-Longoria.

Parent Nominations / Elections:

Parent Nomination forms were sent out via autodialer, email and posted on the school website. The nomination google form was sent home on 8/8/25 and due back on 8/15/25.

Parent ballots were created for the nominees. The ballot was sent out via autodialer and email as well as posted on the catcityhigh.com website. Ballots were sent out on 8/19/25 and due back by 8/26/25. The new parents elected were: Abigail Hernandez Conde and Michelle Gomez. There was one returning parents from the previous year.

Student Nominations / Elections:

All of the students elected were new as the previous students were all seniors. Nominations were sent out 8/7/25 and closed 8/15/25. 25 students were nominated. Ballots were sent out on 8/19/25 and closed on 8/26/25. Three students were elected: Nevaeh C, Sander S, Alexa R.

SSC training was provided by Karen Johnson and Jim Feffer on September 3 via zoom.

SSC Meeting Dates and Topics:.

September 8, 2025

Attendance information review
Approval of minutes from 5/14/25
Title 1 Parent & Family Engagement Policy, Home School Compact
School Site Council By Laws
Uniform Complaint Procedures
School Safety Plan
Williams Act visit
Data Review - assessment data - CAASPP - ELPAC, CAASPP & CAST info for the year
Review of 25-26 SPSA Goals / Modifications
Budget modifications
ELAC Report
Review of the budget

October 6, 2025

ELAC information
Approval of previous minutes
Parent Education Opportunities
Assessment & data review of results
attendance data review
review of 25-26 goals
SPSA target progress
modification to goals & funding & strategies
review of modification of budget for additional funding
ELAC report out with information from ELAC

Scheduled mtg for December 15 did not have quorum could not hold mtg

February 4, 2026

ELAC information
Approval of Minutes - 10/6/25
School Safety Plan
Needs Assessment
Assessment Data Results - IAB
Assessments for this year - ELPAC, CAASPP & CAST, longitudinal data for CAASPP
Attendance data
Review of 2025-2026 Goals / Modifications
Review of 2025-26 budget - adjustments - purchases -
ELAC Report / DELAC report with input from ELAC

March 25 - no quorum rescheduled

ELAC information
Approval of Minutes - 2/4/26
Assessment Data Results - IAB
Assessments for this year - ELPAC, CAASPP & CAST
Attendance information
Review of 2025-26 Goals / Modifications
Review of 2025-26 budget - adaptations
ELAC Report / DELAC report - report includes information from ELAC committee as well as suggestions and discussions that took place

ELAC Site needs assessment review
ELAC SPSA input information

April 27, 2026

ELAC information

Approval of Minutes 2/4/26, along with testing plan

Data Review - Assessments - ELPAC, CAASPP, CAST

Attendance data review

SPSA review of 25-26 budget

Presentation of 26-27 budget - input from SSC - provide input from ELAC committee

ELAC report / DELAC report

ELAC site needs assessment review

ELAC SPSA input review

CCHS SSC did not receive input from the ELAC that requested changes to anything that the SSC was working on. ELAC agreed with SSC SPSA and encouraged SSC to continue the work that was being presented.

ELAC Meeting Dates and Topics:

September 24, 2025 - did not have attendance, rescheduled for October 1, 2025

Opening

Introductions

Approval of Agenda and Minutes

Old Business

New Business

Rationale for Establishing ELAC (English Language Advisory Committee)

Parent Groups: Roles & Responsibilities

Review ELAC Bylaws

Each site needs to have their own Bylaws.

Uniform Complaint Procedures

PSUSD UCP resources

Training: Overview of The Responsibilities of ELAC

Advising the principal and staff in the development of a site plan for ELs and submit a plan to school site council for consideration in the School Plan for Student Achievement

Conduct the School Needs Assessment study

Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance

ELAC Elections

ELAC Members

DELAC representative (one official representative and one alternate)

Remember all voting is done by the parents of English Learners. The vote is to vote for members, not officers.

You will use this form for voting

Discuss future ELAC Meeting dates and set times

Suggested dates:

11/19

1/28

3/11

4/15

5/14 - awards

Review projected budget and ELL programs provided

Get advice from the members on priorities for English Learners

Report to/from SSC

DELAC report

Public Comments

Closing

November 20, 2025

Opening

Approval of Agenda and Minutes - 10/1/25

Old Business

New Business

Importance of Attendance, video regarding attendance, discussion on absence reporting policies, parent input advice to improve attendance
Focus on Legal Points/Elements of ELAC
Review School Plan for Student Achievement for English Language Learners for the school site
SPSA review
Review the school instructional program for ELL students
Secondary
Parent Advice on English Language Learners
Review/discuss projected budget and provide advice on priorities
Report to/from SSC
DELAC Report
Public Comments
Closing

January 28, 2026

Opening
Approval of Agenda and Minutes - 11/20/25
Old Business
New Business - Legal points / elements of ELAC, review of SPSA for ELL
SPSA review
review of instructional program for ELL students
parent advice on ELL
review / discuss projected budget and provide advice on priorities
Report to/from SSC
DELAC Report
Public Comments
Closing

February 12, 2025

Opening
Approval of Agenda and Minutes
Old Business
New Business
guest speaker
participate in finding ways to assist parents in becoming aware of importance of regular school attendance & discuss effects of absences on ADA
training - importance of attendance - how to report absences - effect on student learning
videos
discussion on problems parents experience with reporting absences - loss of school funding - difference between excused and unexcused absences
parent advice on how to improve attendance
review / discuss projected budget and advice on priorities from families
Discuss the development and implementation of the school needs assessment study to discover overall understanding that parents have of the instructional program for
Report to / from SSC
DELAC report
Public Comments
Closing
Next meeting scheduled for 3/19/25 - CCHS Library

March 5, 2026

Opening
Approval of Agenda and Minutes
Old Business
New Business
Dashboard data - includes testing information
CCHS census information
Discuss the development and implementation of the school needs assessment study to discover the overall understanding that parents have of the instructional program for English Language Learners
Training: The School Needs Assessment of Instructional Programs for ELL's
Purpose

Procedures
Results
Parent advice o priorities
Review/Discuss projected budget and provide advice on priorities
review roles / responsibilities of ELAC - review needs assessment, discuss language census - continued discussion
regarding importance of attendance
developed goals for next year
review course offerings - a-g requirements, AP/IB courses and registration, graduation requirements, review academies
and how to join, AVID program
Report to / from SSC
DELAC report
Public Comments
Closing

April 15, 2026
Opening
Approval of agenda & minutes
Old Business
New Business
dashboard data review - included testing information review
CCHS census information - review information
Review and discuss projected budget and priorities - advice from parents
developed goals for next year
report to / from SSC
DELAC report
public comments
closing - final meeting of the year - review of Recognition / Awards ceremony information, 5/14/26 @ 6 pm CCHS
Theater
reminder we would meet again next year as a committee

Instructional Council Meeting and Dates
July 29, 2025
Welcome Back
shared vision with our Why
plans for moving the staff forward this year
staffing information
weekly newsletter info
admin team
master schedule info
construction information / updates
Freshman information
testing information
The Lion Way
ASB info
Club CC info
common language across campus

September 22
Transcript analysis info
leadership data protocol
staff meeting info
walk through tool
UDL info
dept follow up

October 21
UDL review, implementation
Equity walk info
MSLP discussion
data review / discussion

hand scoring IAB, CFA info
counseling info - college apps, FAFSA info, parent nights
dept review

December 1
data review / discussion
UDL implementation
MSLP continued discussion
IAB assessments
data discussions
leadership mtg over break
dept mtg info
paper & copies
dept review info

February 17
UDL walk throughs
CAASPP goal setting
goals worksheet
testing incentives
feedback on para's & budget info
dept review

April 14
PLC Solution Tree
CAASPP goal setting
testing dates
testing incentives
plans for intervention for remainder of the year
cell phone policy - next year
Golden Lion info
dept review

May 19
Solution Tree info
UDL info
CAASPP / testing info
end of year data discussions
end of year wrap up
master schedule info
expectations for next year
leadership mtgs next year

Based on input from School Site Council, Instructional Council and parent input CCHS will continue to allocate funds to support credit recovery efforts through interventions. Our groups have made recommendations to continue to support students and families with Social Emotional learning, college and career resources and standardized testing supports. Recommendation to keep the paraprofessionals that were hired this past year as there has been an increase in attendance, a decrease in chronic absenteeism, and discussed that we would continue to review the paraprofessional schedules for those being utilized in classrooms for additional supports for our EL students. There will not be many changes to the budget, however CCHS has elected to work with Solution Tree on campus, and it was approved to utilized approximately \$62000 to bring Solution Tree onto campus next year to work with all members of the staff, with a focus on the English and Math departments as they are the heavily tested groups. CCHS will work with Solution Tree for the next few years and work to slowly decrease the amount they are needed as the teachers become able to lead their own groups with less input from outside entities.

Fall School Site Council Nominations / Elections
Student Nomination & Election process

A google form is sent out to students with information about what the School Site Council is and the responsibilities. Students are asked to nominate themselves and are given a one week window with reminders throughout the window about this process.

After the date of nominations, names are compiled and placed on a google form and sent back out for student elections. Students are provided one week to vote. Once voting is completed votes are tabulated to let students know who was selected.

Nominations were posted and sent out on Thursday, August 9 and closed August 15.. There were 25 students nominated. After nominations the ballots were posted / sent out on August 19 and closed August 26 with 3 students being elected. The ballot included all nominated students and a place for students to write in candidates.

Parent/Community & Election process

Nomination information is sent out to parent / community members in the form of a google form. Information is also sent out via ParentSquare and placed on the website and at the school site. There is a one week window for nominations with multiple reminders sent out.

After nominations are completed, a ballot is created with a google form being sent out through ParentSquare, placed on the website, and hung up at the school site. There is a one week window for voting, with multiple reminders sent out to vote. Once voting closes votes are tabulated and then notification is sent out for the winners.

Nominations were sent / posted on Friday, August 8 and open until Friday, August 15. Seven nominations were received. A ballot was created with all nominations and a place for write in candidates. The ballot was sent out on August 19 and due on August 26. There were 2 parents elected.

Teachers & Classified Staff Nominations & Election process

An email is sent out to staff (both teachers and classified staff) regarding nominations for SSC. Staff is given 1 week for nominations with reminders sent throughout the window.

After nominations are completed a ballot is created and sent out via email to all staff (both teachers and classified staff) regarding voting. Staff is provided one week for voting with reminders throughout the window. After voting closes votes are calculated and staff is notified as to the winning teachers and classified staff member.

Nomination emails were sent out on August 7 and due by August 14. Ballots were created with all nominated staff members listed and a place to write in staff members. One was sent for classified staff and one was sent for certificated staff. One classified staff member was elected and two certificated staff members were elected. Nominations were open from August 8 - August 15. Ballots were open from August 19 - August 26.

Resource Inequities

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

For 2026-27 school year we will continue the focus on students who are English Learners and are our low socio economic status students to provide support academically and social emotional. Additional intervention support will be provided Wednesday mornings during staff collaboration time, after school, weekends and during winter and spring breaks. Students will receive targeted support in English Language Development to support successful completion of a-g requirements and to be college and career ready. We will continue to offer intersession courses that will assist with credit recovery and focus on small group learning focusing first our English Language Learner groups. In addition students in all grades will be receiving SEL support through comprehensive lessons focused on social emotional and academic issues. We have increased the use of restorative practices on a school wide basis and continue to utilize conflict mediation and equity ambassadors to assist with resolving conflicts. We also provide opportunities for English Language Learners to receive additional support through the Equity Ambassadors when required. CCHS has been examining grades, test scores and attendance data to support our English Language Learners through additional supports and services such as tutoring. CCHS is working with the mathematics department to increase student achievement and intervention support. The mathematics department has been offering additional opportunities for students to increase scores through repeated assessments, tutoring opportunities during lunch and after school.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

Based on the WASC Accreditation visit, the findings indicate that stakeholder pride in Cathedral City High School is at high levels. This includes: students, parents, staff subgroups. Additionally the visiting team cited strengths in special program offerings for all student groups.

Intersession data indicates 100% + increase in successful completion of courses offered. This directly impacts graduation and a-g rates. Winter Intersession had over 100 students participate and 75% of them were classified as English Language Learners, SED and homeless youth. This year we utilized Subject for our credit recovery courses and continued to utilize this during our intersession offerings. Students had the opportunity to complete multiple courses throughout the school year which included intersession offerings. Students were able to work on D recovery as well as increasing grades of F. Over 230 students were able to correct grades, with 75 plus students completing more than one course. This allowed for an increase in a-g rates which has been significant for our scholars. Data indicates that participating students fell into the category of English Language Learners, SEF and homeless youth. The impact of increased performance for English Learners and Hispanic subgroups has boosted confidence in the ability of our students. Our math intervention position has had success in reducing the D/F rate by utilizing a push in model for interventions. We have also seen success in small group implementation and English Language Learners are attending tutoring during designated times with the intervention teacher.

Teachers report success in online curriculum modifications due to effective professional development offered by the school district. In addition to academic support, using the MTSS coach we implemented structured restorative practices and lessons for all 9th and 10th grade students. We have increased implementation of MTSS with all grades now receiving support and instruction through Club CC. The implementation has lead to higher attendance and lower suspension/expulsion rates. The continued refinement of peer mediations to address conflict mediations have shown a decrease in conflict and fights, with an increase in students self referring for peer mediations. We have seen success through additional small group program support regarding anger management and positive decision making skills.

SSC has also agreed to shift funding from the LCFF section in our allocated prep buy outs to support students exploration of college and careers as well as support our IB CAS exploration. The additional support for college and career exploration has had a direct impact on student performance as students realize the access to college is more available with academic success. Along with providing opportunities for all students to attend college and career field trips, SSC has agreed to continue funding for our two paraprofessional positions to support our English Language Learners throughout the day, along with an bilingual office specialist to support attendance conversations with students and families.

We will continue to refine and adapt the MTSS lessons and we are now supporting all grade levels on a regular basis.

After reviewing the data from the 2025 CAASPP, and STAR data during the current school year, CCHS will continue to support English Language Learners through additional tutoring and work surrounding test preparation to ensure that students gain and understanding on how questions are worded. We will have our math intervention teacher focus on our English Language Learners as well as our Foster Youth students to ensure they have equal access to tutoring services as well as ensure counselors and intervention coaches check in regularly. A focus on our intervention math has been a continued improvement with additional contacts home to assist in supporting our scholars. CCHS will be continue to utilize push in support from the intervention teacher to assist with increase in performance for all students. CCHS will continue to offer interventions for grade improvement, and course completion as well as test preparation.

CCHS has noticed that our attendance rates have increased compared to this time last year. We have also found that our newcomer students are exhibiting an increase in performance levels on class testing, and have continued to practice for ELPAC interim assessments.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

We continue to support additional areas for students to achieve graduation and a-g eligibility. We have determined that a significant portion of our students continue to require social emotional support. We will continue to address this through a certificated staff person who oversees Club CC which is district supported classroom for SEL interventions. Additional professional development will be offered to teachers in PLC development, which will assist in how we utilize data that is available and we will continue to discuss supports necessary immediately rather than waiting for a specific time. PLC development will assist all teachers in supporting our scholars throughout classes, with additional conversations continuing around collaborative lessons between subjects to increase student achievement in all areas, with a focus on reading and writing.

As we have reviewed our STAR testing data there has been a decline in the D/F rate, and we will continue to allocate instructional time for students by compensating teachers for their preparation time allowing targeted students, specifically our students with disabilities and our African American students opportunities for credit recovery as well as encouraging students through continued small groups. We will continue to work on our chronic absenteeism for our significant subgroups as well suspension rates. Our Prevention Specialist has been working with students to reduce suspension rates and will continue to work on voluntary courses for students to avoid suspension. We will be hosting small groups for students in our subgroups, students with disabilities, in order to improve STAR testing results as well as ELPAC and CAASPP through work with our English Language Learners and Students with Disabilities. Gaps in learning will be addresses in next year SPSA through the intervention plans, adding paraprofessionals to support classroom success, as well as small class sizes by prep buy outs for departments and we will be utilizing our Math intervention position to assist with increasing math scores on the STAR as well as CAASPP. We are looking at data to inform our practices of our lowest performing student groups, and have set aside opportunities to increase test scores, decrease absences and suspensions. CCHS has budgeted time for teachers to collaborate and perform walk throughs to ensure implementation of UDL as well as restorative practices within classes.

Reflections: Identified Need

After review of our newest data we are adding the additional Title 1 funding to support additional academic, additional books and supplies. Utilizing paraprofessionals will assist for students in our English Language Learner groups to provide additional adults who create relationships on campus, and increase the opportunity to support our students with academic struggles. We will also provide check ins with students in the homeless group to assist in making choices and provide opportunities for students to connect with adults and ask for assistance when questions arise, providing small group instruction as well as additional support in healthy choices and decrease suspension rates. School Site Council has decided to support these interventions after review of testing data and review of grades throughout the school year. This will focus on our English Learners, Students with Disabilities and our Foster and Homeless Youth. We have noticed that our Students with Disabilities have attendance issues almost double that of our students without disabilities. We will continue to work on reaching out to families and provide additional interventions and information to determine what is needed to assist students with attendance. We will be hiring a part time bilingual community liaison to assist with contact home in order to provide supports. CCHS will be creating a sub committee of staff that will work to communicate and provide support for students who are struggling with attendance and performance upon return to school after being absent. We have added individual phone calls to families of English Learners and Foster Youth students in order to ensure families are aware of opportunities being offered to work on grades and course work to work on a-g rates and decreasing D/F rates. Winter and Spring interventions will focus on English Learners, Foster and Homeless youth who are in need of additional support to increase a-g rates. We are continuing support for our IB and AP level students with additional study sessions. Our MTSS coach is spending additional time working with our English Learners to assist them if they are new to our school in adapting and ensuring they have resources and know where to go when assistance is required. The equity ambassadors also assist to ensure conflict is resolved through peer mediation.

SSC has agreed to continue the prep buy outs in order to lower class sizes to increase the targeted interventions. This will allow us to keep our classes for students with disabilities and English Language Learners smaller. With the additional support in classes for English Language Learners, LTEL, Homeless and Foster Youth along with Students with Disabilities we are working to decrease D/F rates, and improve a-g rates along with improving understanding to support an increase in confidence and opportunity. SSC has also agreed to continue to support students exploration of college and careers as well as support our IB CAS exploration along with our College and Career access for English Language Learners, Foster and Homeless Youth, and Students with Disabilities.

SSC has also approved splitting extra duty hours to support interventions of our Students with Disabilities, Foster Youth and our English Learners by adjusting the funding of Certificated Personnel salaries to be half for Certificated Personnel and half for Classified Personnel in order to continue supporting contacting parents and families regarding the intervention opportunities.

SSC reviewed the continued need for extra duty hours to support interventions for our English Language Learners. SSC also discussed the testing from the previous year and how CCHS will support our students through the process of improvement. The focus is on assessment support through small groups and 1:1 meetings and assistance on understanding and methods for improvement for CAASPP and ELPAC.

As the SSC reviews the information we are working to improvements with our English Language Learner population as well as our Special Education population. Based on current attendance, STAR, CAASPP and ELPAC data we will continue to work on small group and 1:1 interventions as well as provide resources to assist in improvement. Resources will be provided in support of project based learning, standards-aligned instruction, and literacy development. Additional supports will also be designated to continuously analyze the data to ensure we are providing the supports necessary. Through this support, teachers will be compensated to review data on a regular basis as well as provided opportunities for continued professional development through collaboration with peers as well as conferences to support interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cathedral City 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.29%	0.30%	0.16%	4	4	2
African American	1.09%	1.42%	1.50%	15	19	19
Asian	0.88%	1.20%	1.26%	12	16	16
Filipino	1.68%	1.42%	1.74%	23	19	22
Hispanic/Latino	90.36%	90.48%	90.69%	1238	1207	1149
Pacific Islander	0.15%	0.15%	0.24%	2	2	3
White	4.74%	4.12%	3.71%	65	55	47
Multiple/No Response	0.80%	0.90%	0.71%	11	12	9
Total Enrollment				1370	1334	1267

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	346		337
Grade 10	322		317
Grade 11	351		320
Grade 12	351		293
Total Enrollment	1,370		1,267

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	372	337	308	28.9%	27.2%	24.3%
Fluent English Proficient (FEP)	606	625	602	42.6%	44.2%	47.5%

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
1334	96.5%	25.3%	0.6%
Total Number of Students enrolled in Cathedral City 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	337	25.3%
Foster Youth	8	0.6%
Homeless	115	8.6%
Socioeconomically Disadvantaged	1287	96.5%
Students with Disabilities	149	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	1.4%
American Indian	4	0.3%
Asian	16	1.2%
Filipino	19	1.4%
Hispanic	1207	90.5%
Two or More Races	12	0.9%
Pacific Islander	2	0.1%
White	55	4.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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



Red



Orange



Yellow



Green



Blue

Lowest Performance

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Red

English Learner Progress



Orange

College/Career



Blue

Conclusions based on this data:

1. The suspension rates indicate continuing to work with families, scholars and staff to strengthen relationships will improve the culture, and assist in decreasing the suspension rates.
2. There is room to provide additional professional development for staff in differentiated instruction and support in completion of a-g, and high school completion, with a focus on English Language Learners.
3. Additional supports are needed in mathematics to increase deeper conceptual understanding.

School and Student Performance Data

Academic Performance English Language Arts

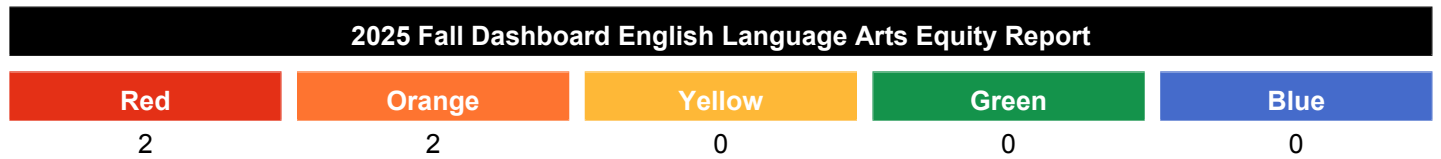
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 15.6 points below standard Declined 42.4 points 270 Students	English Learners  Red 87.6 points below standard Declined 8.8 points 100 Students	Long-Term English Learners  Red 120.3 points below standard Declined 39.4 points 48 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 78.2 points below standard 14 Students	Socioeconomically Disadvantaged  Orange 14.7 points below standard Declined 44.2 points 265 Students

Students with Disabilities  No Performance Color 129.6 points below standard Declined 60.6 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 19.7 points below standard Declined 38.3 points 251 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Tier 1 English instruction needs strengthening across all classrooms.
2. English Learners and LTELs show critical performance gaps, which indicates an urgent need for stronger language development systems.
3. Equity focused supports are needed for historically underserved student groups.

School and Student Performance Data

Academic Performance Mathematics

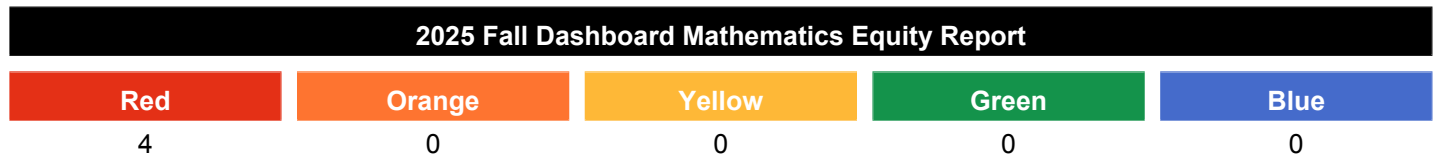
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 123.7 points below standard Declined 43.4 points 272 Students	English Learners  Red 175.2 points below standard Declined 13.5 points 103 Students	Long-Term English Learners  Red 209.1 points below standard Declined 32.1 points 48 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 133.9 points below standard 17 Students	Socioeconomically Disadvantaged  Red 122.2 points below standard Declined 43.1 points 266 Students

Students with Disabilities  No Performance Color 215.8 points below standard Declined 57.6 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 129.6 points below standard Declined 43.9 points 253 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Math instruction requires schoolwide redesign and strengthening.
2. Comprehensive intervention systems are needed to address significant unfinished learning and work to accelerate student growth.
3. Equity focused supports and monitoring are essential to improve math outcomes for all.

School and Student Performance Data

Academic Performance Science

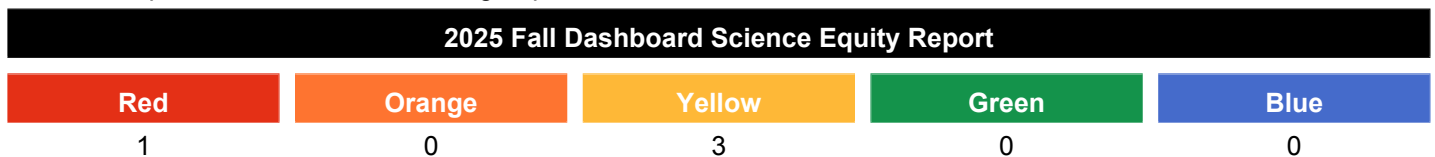
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 48.6 science points Maintained -1.1 points 274 Students	English Learners  Yellow 38.1 science points Increased 2.5 points 107 Students	Long-Term English Learners  Red 34.1 science points Maintained 0.2 points 48 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 42.2 science points Increased 7.5 points 19 Students	Socioeconomically Disadvantaged  Yellow 48.8 science points Maintained -1.3 points 266 Students

Students with Disabilities  No Performance Color 34.1 science points Maintained -0.2 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 47.7 science points Maintained -1 points 257 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Science instruction demonstrates a stable foundation but refinement is needed in order to move overall performance from the yellow.
2. LTEL students show a need for targeted support across all science instruction.
3. Science has an opportunity to build upon the strengths that exist and address gaps within the sub groups.

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
 Orange	 Yellow
37.6 making progress.	42.6 making progress.
Number Students: 263 Students	Number Students: 195 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
19.7%	42.5%	0.4%	37.5%

Conclusions based on this data:

- Overall progress indicates that there is a need for schoolwide systems to be strengthened to increase language development.
- LTEL performance reflects some stability, however providing additional supports will increase the overall improvement.
- A greater alignment of ELD instruction in core academic areas will assist all students in improving language development.

School and Student Performance Data

Academic Performance College/Career Report

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

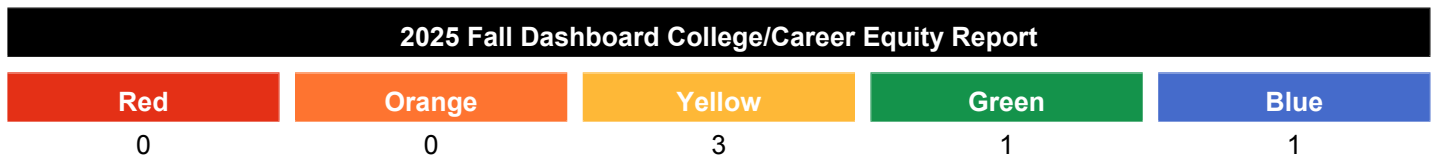
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Blue Prepared 55.8% Increased 12% 328 Students	English Learners Yellow Prepared 31.1% Increased 14.2% 103 Students	Long-Term English Learners Yellow Prepared 31.5% Increased 13.9% 73 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Prepared 17.6% Declined 10.5% 17 Students	Socioeconomically Disadvantaged Blue Prepared 56.6% Increased 12.2% 318 Students

Students with Disabilities  Yellow Prepared 21.2% Increased 18.5% 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Green Prepared 54.8% Increased 13.6% 294 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 47.1% Declined 17.9% 17 Students

Conclusions based on this data:

1. Strong overall College & Career indicators for performance reflect effective schoolwide systems.
2. Targeted supports for EL, LTEL and Students with Disabilities are needed to improve outcomes for all.
3. All subgroups but one increased from the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

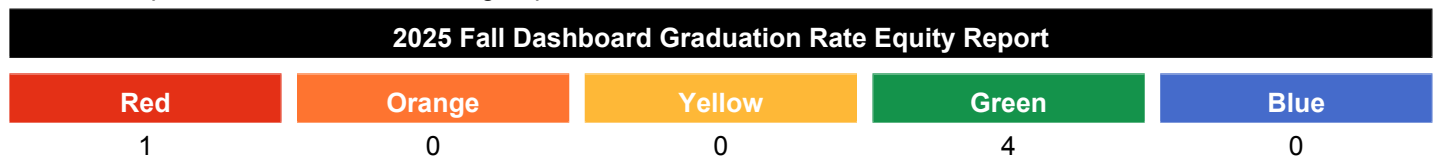
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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  Green 92.7% graduated Maintained 0.8% 328 Students	English Learners  Green 86.4% graduated Increased 3.2% 103 Students	Long-Term English Learners  Green 90.4% graduated Increased 3.4% 73 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 88.2% graduated Declined 2.4% 17 Students	Socioeconomically Disadvantaged  Green 93.7% graduated Increased 1.1% 318 Students

Students with Disabilities  Red 66.7% graduated Maintained -0.9% 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Green 92.2% graduated Maintained 0% 294 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 94.1% graduated Increased 4.1% 17 Students

Conclusions based on this data:

1. There are strong schoolwide systems in place.
2. Supports for Students with Disabilities are needed with intervention happening earlier.
3. Regular attention to completion of items required for graduation should be done earlier.

School and Student Performance Data

Conditions & Climate Suspension Rate

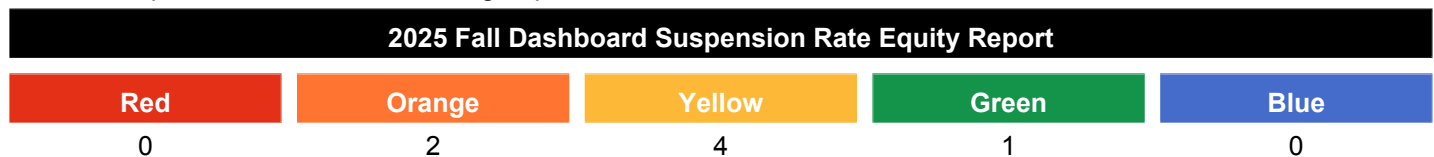
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 5.4% suspended at least one day Maintained -0.1% 1412 Students	English Learners Orange 8.3% suspended at least one day Maintained 0% 372 Students	Long-Term English Learners Yellow 7.5% suspended at least one day Declined 0.4% 266 Students
Foster Youth No Performance Color 16.7% suspended at least one day 12 Students	Homeless Yellow 6.2% suspended at least one day Declined 4.3% 113 Students	Socioeconomically Disadvantaged Yellow 5.6% suspended at least one day Maintained 0.2% 1347 Students

Students with Disabilities  Yellow 5.9% suspended at least one day Maintained 0.2% 170 Students	African American  No Performance Color 5% suspended at least one day Declined 4.5% 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Hispanic  Green 5.3% suspended at least one day Declined 0.5% 1276 Students
Two or More Races  No Performance Color 15.4% suspended at least one day Increased 15.4% 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 4.9% suspended at least one day Increased 2% 61 Students

Conclusions based on this data:

1. Continued work with Club CC will assist us in analyzing our groups that require additional supports.
2. Additional analysis of RTI for our students in subgroups who increased in suspension rate is required.
3. The high rate of groups in the green who either maintained or improved indicate that there are effective systems in place.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 1 – Increased Academic Achievement

The goal for CCHS is to increase literacy across all content areas as this goal aligns with the district instructional focus statement and the overall implementation of Common Core State Standards. Additional instructional support and materials will be provided to English, math, science and ELD departments to effectively augment instructional practices that are CCSS aligned. CCHS will work to develop a system that includes time within the day for collaboration with staff to assess and reinforce expectations for students as identified by schoolwide and district learner outcomes. CCHS will utilize student data to identify academic needs to increase CCI, graduation rates, a-g completion, D/F rate, CTE completion, and CAASPP growth. We will increase access and completion of elective classes, provide real world experience, increase college and career exploration, and grow overall student achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	yellow	8.1 pts below	increased 7.5 pts	All	 Orange	15.6 points below standard	Declined 42.4 points
	EL	orange	80 pts below	increased 8 pts	EL	 Red	87.6 points below standard	Declined 8.8 points
	Hisp	yellow	14.7 pts below	increased 5 pts	Hisp	 Orange	19.7 points below standard	Declined 38.3 points
	AA	no performance color			AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
	SED	orange	11.7 pts below	increased 3 pts	SED	 Orange	14.7 points below standard	Declined 44.2 points
	SWD	No performance color			SWD	 No Performance Color	129.6 points below standard	Declined 60.6 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	orange	120 pts below	increased 3	All	 Red	123.7 points below standard	Declined 43.4 points
	EL	orange		increased 3	EL	 Red	175.2 points below standard	Declined 13.5 points

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	orange		increased 3	Hisp	 Red	129.6 points below standard	Declined 43.9 points
	AA	No Performance color		increased 3	AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
	SED	orange		increased 3	SED	 Red	122.2 points below standard	Declined 43.1 points
	SWD	No Performance color		increased 3	SWD	 No Performance Color	215.8 points below standard	Declined 57.6 points
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – 35%				California Science Test - Percent of Students Who Meet or Exceed Standard High School – 22%			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	yellow	35	increased 2	English Learner Progress Indicator	 Orange	37.6	3 1.8
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 50%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 37.6% making progress			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	94%	increased 1.3	All	 Green	92.7% graduated	Maintained 0.8%
	EL	Green	89.4%	increased 3	EL	 Green	86.4% graduated	Increased 3.2%
	Hisp	Green	94.9%	increased 2.7	Hisp	 Green	92.2% graduated	Maintained 0%
	AA	No Performance color		Fewer than 11 students - data not displayed for privacy	AA	 No Performance Color		Fewer than 11 students - No Data for Privacy
	SED	Green	94.9%	increased 1.2	SED	 Green	93.7% graduated	Increased 1.1%
	SWD	yellow	69%	increased 2.3%	SWD	 Green	66.7% graduated	Maintained - 0.9%

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Blue</td><td>64.8%</td><td>increased sign 9</td></tr><tr><td>EL</td><td>Green</td><td>40.1%</td><td>increased sign 9</td></tr><tr><td>Hisp</td><td>Green</td><td>59.8%</td><td>increased 5</td></tr><tr><td>AA</td><td>No Performance color</td><td></td><td></td></tr><tr><td>SED</td><td>Blue</td><td>69%</td><td>increased 12.4%</td></tr><tr><td>SWD</td><td>No Performance</td><td></td><td></td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Blue	64.8%	increased sign 9	EL	Green	40.1%	increased sign 9	Hisp	Green	59.8%	increased 5	AA	No Performance color			SED	Blue	69%	increased 12.4%	SWD	No Performance			<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Blue</td><td>Prepared 55.8%</td><td>Increased 12%</td></tr><tr><td>EL</td><td> Yellow</td><td>Prepared 31.1%</td><td>Increased 14.2%</td></tr><tr><td>Hisp</td><td> Green</td><td>Prepared 54.8%</td><td>Increased 13.6%</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Fewer than 11 students - No Data for Privacy</td></tr><tr><td>SED</td><td> Blue</td><td>Prepared 56.6%</td><td>Increased 12.2%</td></tr><tr><td>SWD</td><td> Yellow</td><td>Prepared 21.2%</td><td>Increased 18.5%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Blue	Prepared 55.8%	Increased 12%	EL	 Yellow	Prepared 31.1%	Increased 14.2%	Hisp	 Green	Prepared 54.8%	Increased 13.6%	AA	 No Performance Color		Fewer than 11 students - No Data for Privacy	SED	 Blue	Prepared 56.6%	Increased 12.2%	SWD	 Yellow	Prepared 21.2%	Increased 18.5%
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UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 65% English Learners (EL) - 45% Hispanic (Hisp) - 65% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 65% Students with Disabilities (SWD) - 38%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 65.1% English Learners (EL) - 45% Hispanic (Hisp) - 64.6% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 65% Students with Disabilities (SWD) - 38%																																																								
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course HEAL - 99% DATA - 98%	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course 67.5%																																																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 60% English Learners (EL) - 25% Hispanic (Hisp) -80% African American (AA) - 50% Socioeconomically Disadvantaged (SED) - 80% International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 65%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 60% English Learners (EL) - 77% Hispanic (Hisp) - 60% African American (AA) - Socioeconomically Disadvantaged (SED) - 59% International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 58%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide sustained support and resources for the IB Diploma Program to ensure high-quality learning experiences for students and professional development for educators, aligned with IB certification standards. Measured by feedback from the IB review, including evaluations of student engagement, instructional quality, and alignment with IB program standards.	Conitnue to provide sustained support and resources for the IB Diploma Program to ensure high-quality learning experiences for students and professional development for educators, aligned with IB certification standards. This will be measured by feedback from the IB review, including evaluations of student engagement, instructional quality, and alignment with IB program standards.	IB annual program fee 5800: Professional/Consulting Services And Operating Expenditures LCFF 13000	IB annual program fee 5800: Professional/Consulting Services And Operating Expenditures LCFF 13000
		IB Student Examination Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000	IB Student Examination Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000
Support educators with targeted professional development, collaborative planning time, and	We have worked to support educators with targeted professional development,	Conferences will focus on professional development to increase offerings and provide	Conferences will focus on professional development to increase offerings and provide

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
access to conferences to enhance instructional practices, expand IB course offerings, and implement Universal Design for Learning (UDL), ensuring all students benefit from inclusive and high-quality learning experiences. Monitored through the number of staff trained, expansion of IB course offerings, evidence of UDL strategies in instruction, and documentation from Professional Learning Community (PLC) meetings and planning sessions.	collaborative planning time, and access to conferences to enhance instructional practices, expand IB course offerings, and implement Universal Design for Learning (UDL), ensuring all students benefit from inclusive and high-quality learning experiences. We continue to monitor through the number of staff trained, expansion of IB course offerings, evidence of UDL strategies in instruction, and documentation from Professional Learning Community (PLC) meetings and planning sessions.	increase in engagement and data analysis 5000-5999: Services And Other Operating Expenditures LCFF 30000	increase in engagement and data analysis 5000-5999: Services And Other Operating Expenditures LCFF
		certificated and classified timecards for collaboration for data analysis and lesson design, as well as walk through opportunities for staff to determine engagement and support services provided and required 1000-1999: Certificated Personnel Salaries Title I 29500	certificated and classified timecards for collaboration for data analysis and lesson design, as well as walk through opportunities for staff to determine engagement and support services provided and required 1000-1999: Certificated Personnel Salaries Title I
		allow for certificated professional development opportunities for staff to support our English Learners, Foster Youth, Low income, Students with Disabilities, LTEL populations through conferences and other opportunities, this is being supported through our Title 1 carryover 5000-5999: Services And Other Operating Expenditures Title I 15000	allow for certificated professional development opportunities for staff to support our English Learners, Foster Youth, Low income, Students with Disabilities, LTEL populations through conferences and other opportunities, this is being supported through our Title 1 carryover 5000-5999: Services And Other Operating Expenditures Title I
		certificated and classified timecards for collaboration for data analysis and lesson design, as well as walk through opportunities for staff to	certificated and classified timecards for collaboration for data analysis and lesson design, as well as walk through opportunities for staff to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		determine engagement and support services provided and required, increase amount designated to analyze data for our English Learner, Foster Youth, Students with Disabilities, and LTEL populations, this was increased due to our Title 1 carryover 1000-1999: Certificated Personnel Salaries Title I 12671	determine engagement and support services provided and required, increase amount designated to analyze data for our English Learner, Foster Youth, Students with Disabilities, and LTEL populations, this was increased due to our Title 1 carryover 1000-1999: Certificated Personnel Salaries Title I
Provide targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets the diverse learning needs of all students. These efforts aim to enhance student engagement, reduce learning gaps, and improve overall academic achievement. Evaluated by growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.	CCHS continues to provide targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets the diverse learning needs of all students. Through PLC we are monitoring student engagement, working to reduce learning gaps, and improve overall academic achievement. CCHS evaluates this through growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 15000	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I
		Teachers will provide targeted intervention for our LTEL and English Language Learner students to assist in improving student achievement in all areas. This expenditure will be funded by the use of Title 1 carryover funds. 1000-1999: Certificated Personnel Salaries Title I 10000	Teachers will provide targeted intervention for our LTEL and English Language Learner students to assist in improving student achievement in all areas. This expenditure will be funded by the use of Title 1 carryover funds. 1000-1999: Certificated Personnel Salaries Title I
Increase student access to personalized, high-quality instruction in core academic subjects by reducing class sizes through strategic staffing support.	CCHS is working to increase student access to personalized, high-quality instruction in core academic subjects by reducing class sizes through strategic	Science/Math/ English/ World Language/ Social Sciences / Special Education prep buyouts	Science/Math/ English/ World Language/ Social Sciences / Special Education prep buyouts

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Smaller class sizes will enable more differentiated instruction, greater student-teacher interaction, and expanded opportunities for students to enroll in high-demand courses aligned with their academic interests and goals. Evaluated by a reduction in class size, increased availability of requested courses, and evidence of differentiated instructional practices that support student engagement and achievement.	staffing support. Smaller class sizes enable more differentiated instruction, greater student-teacher interaction, and expanded opportunities for students to enroll in high-demand courses aligned with their academic interests and goals. This will be evaluated by a reduction in class size, increased availability of requested courses, and evidence of differentiated instructional practices that support student engagement and achievement.	will provide student support in the core content areas. 1000-1999: Certificated Personnel Salaries LCFF 111146	will provide student support in the core content areas. 1000-1999: Certificated Personnel Salaries LCFF
Hire 1 paraprofessional to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-income students, and African American students by hiring paraprofessionals who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.	CCHS hired 1 paraprofessional to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-income students, and African American students by hiring paraprofessionals who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. CCHS will monitor this through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.	hire one paraprofessionals to assist in academic support for students in core academic courses - increase due to adding this position to be bilingual, which requires additional funding, this will be covered by the Title 1 carryover amount 2000-2999: Classified Personnel Salaries Title I 71000	hire one paraprofessionals to assist in academic support for students in core academic courses - increase due to adding this position to be bilingual, which requires additional funding, this will be covered by the Title 1 carryover amount 2000-2999: Classified Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Expand equitable access to Advanced Placement (AP) and PSAT assessments for all students to support college readiness, academic confidence, and exposure to rigorous coursework. Special focus will be placed on removing barriers for historically underserved students to ensure inclusive participation in advanced academic opportunities. Measured by an increase in overall and subgroup participation in AP and PSAT assessments, reflecting broader access and engagement in college preparatory pathways.	CCHS worked to provide equitable access to Advanced Placement (AP) and PSAT assessments for all students to support college readiness, academic confidence, and exposure to rigorous coursework. Special focus will be placed on removing barriers for historically underserved students to ensure inclusive participation in advanced academic opportunities.	assist students in accessing the assessments by paying for exam fees if they do not qualify for a reduced rate 5000-5999: Services And Other Operating Expenditures Title I 5000	assist students in accessing the assessments by paying for exam fees if they do not qualify for a reduced rate 5000-5999: Services And Other Operating Expenditures Title I 0
Equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources will be prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. Measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction to support literacy, engagement, and differentiated learning across departments.	CCHS works to equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources have been prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. CCHS measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction to support literacy, engagement, and differentiated learning across departments.	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES 4000-4999: Books And Supplies Title I 20000 assist with expenses required to support MESA and STEM based course offering 5000-5999: Services And Other Operating Expenditures LCFF 2000 purchase materials and specimens for dissection within science courses 4000-4999: Books And Supplies LCFF 4000	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES 4000-4999: Books And Supplies Title I 25000 assist with expenses required to support MESA and STEM based course offering 5000-5999: Services And Other Operating Expenditures LCFF 2000 purchase materials and specimens for dissection within science courses 4000-4999: Books And Supplies LCFF 4000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		purchase materials of online learning tools to support math and science courses 4000-4999: Books And Supplies Title I 4000	purchase materials of online learning tools to support math and science courses 4000-4999: Books And Supplies Title I 4000
		purchase of online platform for use with all students for activity based instruction (PE / athletics) 5000-5999: Services And Other Operating Expenditures LCFF 1500	purchase of online platform for use with all students for activity based instruction (PE / athletics) 5000-5999: Services And Other Operating Expenditures LCFF 1500
CCHS will expand access to college and career exploration opportunities that empower all students to make informed, future-ready decisions aligned with their goals and interests. These experiences will help students build awareness of postsecondary pathways, develop career readiness skills, and engage with real-world learning that supports long-term success. Measured by increased student participation in college and career exploration events, workshops, and programs, with attention to equitable access across all student groups.	CCHS worked to expand access to college and career exploration opportunities that empower all students to make informed, future-ready decisions aligned with their goals and interests. These experiences helped students build awareness of postsecondary pathways, develop career readiness skills, and engage with real-world learning that supports long-term success. Measured by increased student participation in college and career exploration events, workshops, and programs, with attention to equitable access across all student groups.	Provide students with additional opportunities to explore college and career options - provide opportunities for EL, LTEL students to explore options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 10000	Provide students with additional opportunities to explore college and career options - provide opportunities for EL, LTEL students to explore options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 10000
CCHS will provide targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support will focus on helping students meet	CCHS provided targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. The support focused on helping students meet reclassification	assist in credit recovery and provide small group interventions 1000-1999: Certificated Personnel Salaries Title I 18180	assist in credit recovery and provide small group interventions 1000-1999: Certificated Personnel Salaries Title I 18000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.	criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. CCHS measured this by increasing, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.	extra duty hours to support interventions for students with disabilities, English Language Learners, students with low SES, students performing below standard, as well as individualized instruction in accessing materials and 1:1 support 2000-2999: Classified Personnel Salaries LCFF 12000	extra duty hours to support interventions for students with disabilities, English Language Learners, students with low SES, students performing below standard, as well as individualized instruction in accessing materials and 1:1 support 2000-2999: Classified Personnel Salaries LCFF 12000
Hire a part-time bilingual community liaison to strengthen family-school partnerships, enhance communication, and support student engagement. The liaison will provide culturally responsive outreach to ensure families have access to academic information, resources, and attendance support—helping all students stay connected, informed, and on track for success. Measured by increased family participation in school events, improved communication, and positive trends in student attendance and engagement.	CCHS hired a part-time bilingual community liaison to strengthen family-school partnerships, enhance communication, and support student engagement. The liaison provided outreach to ensure families have access to academic information, resources, and attendance support—helping all students stay connected, informed, and on track for success. CCHS measured this by improved communication, and positive trends in student attendance and engagement.	provide support for student and family attendance engagement as well as academic supports 2000-2999: Classified Personnel Salaries Title I 31000	provide support for student and family attendance engagement as well as academic supports 2000-2999: Classified Personnel Salaries Title I 31000
CCHS will establish a collaborative accountability team to analyze student performance data—such as D/F rates, test scores, A–G completion, credit recovery, and assessment results—in order to identify and implement effective practices that reduce barriers to	CCHS worked to establish a collaborative accountability team to analyze student performance data—such as D/F rates, test scores, A–G completion, credit recovery, and assessment results—in order to identify and implement effective practices that	summer planning for leadership 5000-5999: Services And Other Operating Expenditures LCFF 2000	summer planning for leadership 5000-5999: Services And Other Operating Expenditures LCFF 0
		summer planning for leadership	summer planning for leadership

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
success. The team will focus on improving learning outcomes, increasing engagement, and expanding access to academic opportunities for all students through responsive grading, equitable interventions, and instructional support strategies. Monitored through regular review of student progress reports via Synergy, with ongoing evaluation of intervention effectiveness and reductions in failure rates.	reduce barriers to success. The team focused on improving learning outcomes, increasing engagement, and expanding access to academic opportunities for all students through responsive grading, equitable interventions, and instructional support strategies. This was monitored through regular review of student progress reports via Synergy, with ongoing evaluation of intervention effectiveness and reductions in failure rates.	1000-1999: Certificated Personnel Salaries LCFF 7000	1000-1999: Certificated Personnel Salaries LCFF 7000
Provide targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets the diverse learning needs of all students. These efforts aim to enhance student engagement, reduce learning gaps, and improve overall academic achievement. Evaluated by growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.	CCHS provided targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets the diverse learning needs of all students. These efforts enhanced student engagement, reduce learning gaps, and improve overall academic achievement. CCHS evaluated this through growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.	Teachers will provide targeted intervention to improve student achievement for English Language Learners 1000-1999: Certificated Personnel Salaries Title I 14000	Teachers will provide targeted intervention to improve student achievement for English Language Learners 1000-1999: Certificated Personnel Salaries Title I 14000
Hire 1 paraprofessionals to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-income students, and African	CCHS hired 1 paraprofessional to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-income students,	hire one paraprofessionals to assist in academic support for students in core academic courses, this position was added as bilingual and will increase cost,	hire one paraprofessionals to assist in academic support for students in core academic courses, this position was added as bilingual and will increase cost,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
American students by hiring paraprofessionals who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.	and African American students to ensure equitable access to rigorous academic content. This support promoted active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. This was monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.	increase covered by Title 1 carryover 2000-2999: Classified Personnel Salaries Title I 71000	increase covered by Title 1 carryover 2000-2999: Classified Personnel Salaries Title I 71000
Equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources will be prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. Measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction	CCHS worked to equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources were prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. CCHS measured this by the quantity and quality of materials provided, and the extent to which they are	provide supplementary supplies for project based learning for English Language Learners, an increase was added from Title 1 carryover after discussion in SSC - added additional 10,000 4000-4999: Books And Supplies Title I 20000	provide supplementary supplies for project based learning for English Language Learners, an increase was added from Title 1 carryover after discussion in SSC - added additional 10,000 4000-4999: Books And Supplies Title I 20000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to support literacy, engagement, and differentiated learning across departments.	integrated into instruction to support literacy, engagement, and differentiated learning across departments.		
CCHS will provide targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support will focus on helping students meet reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.	CCHS provided targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support focused on helping students meet reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.	assist in credit recovery and provide small group interventions 1000-1999: Certificated Personnel Salaries Title I 5000	assist in credit recovery and provide small group interventions 1000-1999: Certificated Personnel Salaries Title I 5000

Analysis

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

CCHS focused on providing access to intervention for students in order to ensure equitable access to college and career opportunities, as well as ensuring that students who required additional supports had access to intervention as well as support within classrooms. CTE numbers increased, as well as student improvement through intervention opportunities. CCHS was also able to offer small class sizes in math through the purchase of prep periods.

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

CCHS chose to add additional funds to support instructional materials as well as ensure that we have adequate support for interventions. We had to adjust the funds that assisted students in paying for exams as we were not approved to use Title 1 funds for this and therefore we adjusted and moved that funding to supplies and resources.

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.

CCHS will continue to focus on opportunities for intervention, however there will be a stronger focus on best first instruction through the use of paraprofessionals as well as co-teach strategies for both para and teachers, along with supports for our English Language Learners. Math will remain a focus to ensure smaller class sizes in order to work with students to close gaps that exist.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 2 – Parent Engagement

The Parent Involvement and Participation site plan includes the following goals: 1) Involve parents in the program; 2) Update a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents.

Site goals for parent participation also align with the parent and community partnerships goal outlined in the district's LCAP. additional board policy directives post covid 19 as procedures will be likely to change.

We have set a goal to use the School Messenger telephone notification system to advise our parents and guardians of the activities we hold on campus. We also have planned to increase parent attendance at parent activities by ten percent. In addition, increased online communication through our school website will allow parents ample time to plan for events and meetings. CCHS will work to increase the parent participation in The Panorama Survey by double within the next year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 275 parents completing	Parent Participation in Stakeholder Input Processes - 52
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 96% African American (AA) -	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 94% African American (AA) -
Climate of Support for Academic Learning via Panorama Family Climate Survey • All Students (ALL) • Hispanic (Hisp) • African American (AA)	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 96% Two or More Races / Ethnicities - 90% Confidentiality Protected - 82%	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 94% Two or More Races / Ethnicities - 85% Confidentiality Protected - 85%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CCHS will enhance family engagement by increasing access to timely, clear, and culturally responsive communication that empowers parents to actively support their children's academic and social success. Efforts will focus on building strong home-school partnerships through inclusive outreach and meaningful opportunities for parent involvement. Measured by increased parent participation in school events, meetings, and engagement opportunities, through surveys and sign in sheets, with attention to participation across diverse family groups.	CCHS has been working to enhance family engagement by increasing access to timely, clear, and culturally responsive communication that empowers parents to actively support their children's academic and social success. Efforts will focus on building strong home-school partnerships through inclusive outreach and meaningful opportunities for parent involvement. We will measure this by increased parent participation in school events, meetings, and engagement opportunities, through surveys and sign in sheets, with attention to participation across diverse family groups.	website update/upgrades along with guides and planners 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2000	website update/upgrades along with guides and planners 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2000
CCHS will support family engagement and student achievement by equipping the Parent Involvement Center with materials, resources, and supplies that promote clear communication and educate families on the importance of high school graduation and A–G course completion. These resources will empower parents to actively support their children's academic planning and college readiness. This will be evaluated through increased parent engagement and	CCHS will support family engagement and student achievement by equipping the Parent Involvement Center with materials, resources, and supplies that promote clear communication and educate families on the importance of high school graduation and A–G course completion. These resources will empower parents to actively support their children's academic planning and college readiness. This will be evaluated through increased parent engagement and	Supplies for the Parent Involvement Center to update on new events and programs 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1397 Classified and certificated extra duty hours to assist in implementation of events, added additional funding from Title 1 Parent Involvement carryover 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement	Supplies for the Parent Involvement Center to update on new events and programs 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1300 Classified and certificated extra duty hours to assist in implementation of events, added additional funding from Title 1 Parent Involvement carryover 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
feedback on surveys regarding the usefulness of materials related to A–G requirements and course registration, as well as participation in related informational sessions.	feedback on surveys regarding the usefulness of materials related to A–G requirements and course registration, as well as participation in related informational sessions.	2052	2149
CCHS will foster a welcoming and inclusive school community by increasing opportunities for meaningful parent engagement through interactive activities and small-group conversations. These gatherings will empower families to share their perspectives, build relationships with staff and other parents, and actively support their children’s educational journey. Measured by increased parent participation in engagement events, as recorded through sign-in sheets, and qualitative feedback from families on the value of these interactions.	CCHS is working to foster a welcoming and inclusive school community by increasing opportunities for meaningful parent engagement through interactive activities and small-group conversations. These gatherings will empower families to share their perspectives, build relationships with staff and other parents, and community and actively support their children’s educational journey. Measured by increased parent participation in engagement events such as ParentPalooza, as recorded through sign-in sheets, and qualitative feedback from families on the value of these interactions.	Since there is limited face to face engagement with our parents, additional funds will be allocated to internet and print resources for parental awareness of school issues. (a-g, FAFSA, SEL). We will monitor the number of parents attending activities and work on increasing each quarter the number of parents attending events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800	Since there is limited face to face engagement with our parents, additional funds will be allocated to internet and print resources for parental awareness of school issues. (a-g, FAFSA, SEL). We will monitor the number of parents attending activities and work on increasing each quarter the number of parents attending events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800

Analysis

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

CCHS has been working to improve family engagement and improve participation rates. We have continued to work on ParentPalooza to improve participation and provide information for families.

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

CCHS utilized additional funding for parent events and slightly less for the supplies for those events as there was some supplies that are reusable from previous years that were available.

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.

CCHS will be working to continue ParentPalooza participation in the coming years and will be including the feeder middle and elementary schools to improve additional parent and community participation.

Annual Review and Update

SPSA Year Reviewed: 2025-26

Goal 3 – Safe and Healthy Learning Environment

All students at Cathedral City High School will be educated in a safe and drug-free learning environment. Students will have increased opportunities to participate in extended learning, extra curricular and academic outreach offerings that will address academic student learner needs in a safe school environment. CCHS will continue to work with the prevention specialist to decrease the percentage of chronically absent students. This includes small group meetings with students, parent meetings, site visits and referrals to SARB.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes											
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 93%				Student Attendance Rates All Students (ALL) - 91.33%											
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - 28% English Learner (EL) - 25% Hispanic (Hisp) - 25% African American (AA) - 35% Socioeconomically Disadvantaged (SED) - 20% Students with Disabilities (SWD) - 35%				Chronic Absenteeism Rates All Students (ALL) - 29.3% English Learner (EL) - 32.3% Hispanic (Hisp) - 28.8% African American (AA) - 55% Socioeconomically Disadvantaged (SED) - 29.3% Students with Disabilities (SWD) - 37.4%											
High School 4-Year Graduation Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -	High School 4-Year Graduation Rate All Students (ALL) - 93% English Learner (EL) -85% Hispanic (Hisp) - 93% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 93.5% Students with Disabilities(SWD) - 69%				High School 4-Year Graduation Rate All Students (ALL) - 92.7% English Learner (EL) - 86.4% Hispanic (Hisp) - 92.2% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 93.7% Students with Disabilities(SWD) - 66.7%											
Suspension Rates: All Students (ALL) English Learner (EL)	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr></table>				St. Group	Color	DFS/Percentage	Change	<table><tr><td>St. Group</td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr></table>				St. Group	Color	DFS/Percentage	Change
St. Group	Color	DFS/Percentage	Change													
St. Group	Color	DFS/Percentage	Change													

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Yellow	5.4% suspended at least one day	Maintained - 0.1%	All	 Yellow	5.4% suspended at least one day	Maintained - 0.1%
	EL	 Orange	8.3% suspended at least one day	Maintained 0%	EL	 Orange	8.3% suspended at least one day	Maintained 0%
	Hisp	 Green	5.8% suspended at least one day	Declined 0.5%	Hisp	 Green	5.3% suspended at least one day	Declined 0.5%
	AA	 No Performance Color	5% suspended at least one day	Declined 4.5%	AA	 No Performance Color	5% suspended at least one day	Declined 4.5%
	SED	 Yellow	5.6% suspended at least one day	Maintained 0.2%	SED	 Yellow	5.6% suspended at least one day	Maintained 0.2%
	SWD	 Yellow	5.9% suspended at least one day	Maintained 0.2%	SWD	 Yellow	5.9% suspended at least one day	Maintained 0.2%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) - 0.6% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%				Expulsion Rates All Students (ALL) - 0.1% English Learner (EL) - 0% Hispanic (Hisp) - 0.1% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%			
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Panorama Survey – School Connectedness All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - 70%				Panorama Survey – School Connectedness All Students (ALL) - 64% English Learner (EL) - 64% Hispanic (Hisp) - 64% African American (AA) - 54%			
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey – School Safety All Students (ALL) - 85% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%				Panorama Survey – School Safety All Students (ALL) - 82% English Learner (EL) - 81% Hispanic (Hisp) - 81% African American (AA) - 80%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%				Williams Facilities Inspection Results remain at 100%			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide classified support to monitor student attendance and engage families in proactive, supportive communication that encourages healthy decision-making and consistent school participation. This outreach aims to build strong home-school partnerships that address attendance barriers and promote student well-being and academic success. CCHS will evaluate this by increased communication with families and greater parent participation in attendance-related meetings and support sessions through monitored documents and surveys.	CCHS provided classified support to monitor student attendance and engage families in proactive, supportive communication that encourages healthy decision-making and consistent school participation. This outreach aimed to build strong home-school partnerships that address attendance barriers and promote student well-being and academic success. CCHS evaluates this by increased communication with families and greater parent participation in attendance-related meetings and support sessions through monitored documents and surveys.	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 14309	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 14309
CCHS will train Student Equity Ambassadors to serve as peer leaders who promote inclusion, mediate conflicts, and strengthen school connectedness. Through peer mediation and relationship-building, ambassadors will support a safe, respectful environment where all students feel heard, valued, and engaged in the school community. This will be evaluated by the number of peer mediations completed and student feedback on the impact of peer-led support in fostering a positive school climate.	CCHS trained Student Equity Ambassadors to serve as peer leaders who promote inclusion, mediate conflicts, and strengthen school connectedness. Through peer mediation and relationship-building, ambassadors will support a safe, respectful environment where all students feel heard, valued, and engaged in the school community. This has been evaluated by the number of peer mediations completed and student feedback on the impact of peer-led support in fostering a positive school climate.	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning, provide peer mediations and utilize support strategies that will increase student achievement and school connectedness. Will determine success through the decrease in conflicts and increase in students utilizing provided services. 5000-5999: Services And Other Operating Expenditures Title I 5000	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning, provide peer mediations and utilize support strategies that will increase student achievement and school connectedness. Will determine success through the decrease in conflicts and increase in students utilizing provided services. 5000-5999: Services And Other Operating Expenditures Title I 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CCHS will provide accessible, student-centered counseling services that promote social-emotional wellness, build resilience, and foster a sense of safety and belonging. Counselors will offer individualized and group support to help students manage stress, develop healthy coping skills, and remain engaged in their learning and personal growth. We will evaluate this by increased student communication with counseling staff and trends in survey data reflecting student well-being and satisfaction with support services, along with monitoring survey results on specific created surveys from the CCHS counseling team.	CCHS provides accessible, student-centered counseling services that promote social-emotional wellness, build resilience, and foster a sense of safety and belonging. Counselors offered individualized and group support to help students manage stress, develop healthy coping skills, and remain engaged in their learning and personal growth. We evaluated this by increased student communication with counseling staff and trends in survey data reflecting student well-being and satisfaction with support services, along with monitoring survey results on specific created surveys from the CCHS counseling team.	provide support counseling services on site focusing on social and emotional wellness with check in for students. Will monitor through number of contacts with students and counselors. 1000-1999: Certificated Personnel Salaries Title I 5000	provide support counseling services on site focusing on social and emotional wellness with check in for students. Will monitor through number of contacts with students and counselors. 1000-1999: Certificated Personnel Salaries Title I 5000

Analysis

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

CCHS worked with Equity Ambassadors to complete peer mediations and engage students in decreasing conflicts as well as increasing attendance and a positive school culture. Counselors worked with students and families to provide individual as well as group counseling to engage in student well being as well as personal growth.

Briefly 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 major differences in the intended actions and what CCHS actually completed.

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.

CCHS will continue to work with our Equity Ambassadors to lead peer mediations as well as continue to work on school culture. We will continue to work on attendance and work with families to engage them in the community and offer support services.

Metric/Indicator

California School Dashboard -
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Orange	15.6 points below standard	Declined 42.4 pts
EL	 Red	87.6 points below standard	Declined 8.8 pts
Hisp	 Orange	19.7 points below standard	Declined 38.3 pts
AA	 No Performance Color		Less than 11 Students
SED	 Orange	14.7 points below standard	Declined 44.2 pts
SWD	 No Performance Color	129.6 points below standard	Declined 60.6 pts

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	yellow	8.1 pts below	increased 7.5 pts
EL	orange	80 pts below	increased 8 pts
Hisp	yellow	14.7 pts below	increased 5 pts
AA	no performance color		
SED	orange	11.7 pts below	increased 3 pts
SWD	No performance color		

California School Dashboard -
Academic Indicator for
Mathematics
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 red	123.7 points below standard	Declined 43.4 pts
EL	 Red	175.2 points below standard	Declined 13.5 pts
Hisp	 Red	129.6 points below standard	Declined 43.9 pts
AA	 No Performance Color		Less than 11 Students
SED	 Red	122.2 points below standard	Decreased 43.1 pts
SWD	 No Performance Color	215.8 points below standard	Decreased 53.6 pts

St. Group	Color	DFS/Percentage	Change
All	orange	120 pts below	increased 3
EL	orange		increased 3
Hisp	orange		increased 3
AA	No Performance color		increased 3
SED	orange		increased 3
SWD	No Performance color		increased 3

Metric/Indicator	Baseline				Expected Outcome			
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – 22%				California Science Test - Percent of Students Who Meet or Exceed Standard High School – 25%			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Orange	37.6	3 1.8	English Learner Progress Indicator	yellow	35	increased 2
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 37.6% making progress				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 45%			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Green	92.7% graduated	Maintained .8%	All	Green	94%	increased 1.3
	EL	 Green	86.4% graduated	increased 3.2%	EL	Green	89.4%	increased 3
	Hisp	 Green	92.2% graduated	Maintained 0	Hisp	Green	94.9%	increased 2.7
	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	AA	No Performance color		Fewer than 11 students - data not displayed for privacy
	SED	 Green	93.7% graduated	increased 1.1%	SED	Green	94.9%	increased 1.2
	SWD	 Red	66.7% graduated	Maintained - 0.9%	SWD	yellow	69%	increased 2.3%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Blue	Prepared 55.8%	Increased 12%	All	Blue	64.8%	increased sign 9
	EL	 Yellow	Prepared 31.1%	increased 14.2	EL	Green	40.1%	increased sign 9
	Hisp	 Green	Prepared 54.8%	Increased 13.6	Hisp	Green	59.8%	increased 5
					AA	No Performance color		
				SED	Blue	69%	increased 12.4%	

Metric/Indicator	Baseline				Expected Outcome																			
	<table><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students 0</td></tr><tr><td>SED</td><td> Blue</td><td>Prepared 56.6%</td><td>Increased 12.2</td></tr><tr><td>SWD</td><td> Yellow</td><td>Prepared 21.2%</td><td>Increased 18.5</td></tr></table>				AA	 No Performance Color		Less than 11 Students 0	SED	 Blue	Prepared 56.6%	Increased 12.2	SWD	 Yellow	Prepared 21.2%	Increased 18.5	<table><tr><td>SWD</td><td>No Performance</td><td></td><td></td></tr></table>				SWD	No Performance		
AA	 No Performance Color		Less than 11 Students 0																					
SED	 Blue	Prepared 56.6%	Increased 12.2																					
SWD	 Yellow	Prepared 21.2%	Increased 18.5																					
SWD	No Performance																							
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 65.1% English Learners (EL) - 45% Hispanic (Hisp) - 64.6% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 65% Students with Disabilities (SWD) - 38%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 70% English Learners (EL) - 50% Hispanic (Hisp) - 68% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 68% Students with Disabilities (SWD) - 40%																			
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course 67.5%				Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course 75%																			
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 60% English Learners (EL) - 77% Hispanic (Hisp) - 60% African American (AA) - Socioeconomically Disadvantaged (SED) - 59% International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 58%				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 62% English Learners (EL) - 79% Hispanic (Hisp) -65% African American (AA) - Socioeconomically Disadvantaged (SED) - 60% International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 62%																			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance maintain 100% compliance																			

Planned Strategies/Activities

Strategy/Activity 1

Provide sustained support and resources for the IB Diploma Program to ensure high-quality learning experiences for students and professional development for educators, aligned with IB certification standards. Measured by feedback from the IB review, including evaluations of student engagement, instructional quality, and alignment with IB program standards.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators and IB Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	13000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	IB annual program fee
Amount	2000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	IB Student Examination Fees
Amount	6000
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	support teachers with AI and plagarium checkers

Strategy/Activity 2

Support educators with targeted professional development, collaborative planning time, and access to conferences to enhance instructional practices, expand IB course offerings, and implement Universal Design for Learning (UDL), ensuring all students benefit from inclusive and high-quality learning experiences. Monitored through the number of staff trained, expansion of IB course offerings, evidence of UDL strategies in instruction, and documentation from Professional Learning Community (PLC) meetings and planning sessions.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences will focus on professional development to increase offerings and provide increase in engagement and data analysis
Amount	21431
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	certificated and classified timecards for collaboration for data analysis and lesson design, as well as walk through opportunities for staff to determine engagement and support services provided and required
Amount	14084

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences to assist with teaching and learning as well as data analysis

Strategy/Activity 3

Provide targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets the diverse learning needs of all students. These efforts aim to enhance student engagement, reduce learning gaps, and improve overall academic achievement. Evaluated by growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.

Students to be Served by this Strategy/Activity

☒	English Learner
☒	Foster Youth
☒	Low Income
☒	Students with Disabilities
☒	Specific Student Groups: LTEL

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide targeted intervention to improve student achievement

Strategy/Activity 4

Increase student access to personalized, high-quality instruction in core academic subjects by reducing class sizes through strategic staffing support. Smaller class sizes will enable more differentiated instruction, greater student-teacher interaction, and expanded opportunities for students to enroll in high-demand courses aligned with their academic interests and goals. Evaluated by a reduction in class size, increased availability of requested courses, and evidence of differentiated instructional practices that support student engagement and achievement.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Principal, Assistant Principal, Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	112000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Science/Math/ English/ World Language/ Social Sciences / Special Education prep buyouts will provide student support in the core content areas.

Strategy/Activity 5

Hire 1 paraprofessional to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-income students, and African American students by hiring paraprofessionals who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.

Students to be Served by this Strategy/Activity

☒ English Learner
☒ Foster Youth
☒ Low Income
☒ Students with Disabilities
☒ Specific Student Groups:
African American , LTEL

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	68538
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	hire one paraprofessionals to assist in academic support for students in core academic courses - increase due to adding this position to be bilingual, which requires additional funding

Strategy/Activity 6

Equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources will be prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. Measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction to support literacy, engagement, and differentiated learning across departments.

Students to be Served by this Strategy/Activity

☒	English Learner
☒	Foster Youth
☒	Low Income
☒	Students with Disabilities
☒	All
☒	Specific Student Groups: African American

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials and specimens for dissection within science courses
Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials of online learning tools to support math and science courses
Amount	1500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	purchase of online platform for use with all students for activity based instruction (PE / athletics)

Strategy/Activity 7

Teachers will engage in collaborative data analysis using Solution Tree protocols to examine student performance trends, identify learning gaps, and determine areas requiring targeted support. Through structured discussion and reflection, teachers will develop actionable intervention plans and instructional adjustments designed to meet student needs and improve academic outcomes.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026 - 6/30/2027

Person(s) Responsible

Administration, Department Chairs

Proposed Expenditures for this Strategy/Activity

Amount	60900
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	work with Solution Tree to develop PLC's to analyze data and provide intervention plans

Strategy/Activity 8

CCHS will provide targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support will focus on helping students meet reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	3666
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty hours to support interventions for students with disabilities, English Language Learners, students with low SES, students performing below standard, as well as individualized instruction in accessing materials and 1:1 support

Strategy/Activity 9

Hire a part-time bilingual community liaison to strengthen family-school partnerships, enhance communication, and support student engagement. The liaison will provide culturally responsive outreach to ensure families have access to academic information, resources, and attendance support—helping all students stay connected, informed, and on track for success. Measured by increased family participation in school events, improved communication, and positive trends in student attendance and engagement.

Students to be Served by this Strategy/Activity

- X English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X Specific Student Groups:
African American, LTEL

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration and staff

Proposed Expenditures for this Strategy/Activity

Amount	30776
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	provide support for student and family attendance engagement as well as academic supports

Strategy/Activity 10

CCHS will establish a collaborative accountability team to analyze student performance data—such as D/F rates, test scores, A–G completion, credit recovery, and assessment results—in order to identify and implement effective practices that reduce barriers to success. The team will focus on improving learning outcomes, increasing engagement, and expanding access to academic opportunities for all students through responsive grading, equitable interventions, and instructional support strategies. Monitored through regular review of student progress reports via Synergy, with ongoing evaluation of intervention effectiveness and reductions in failure rates.

Students to be Served by this Strategy/Activity

- X All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration and staff

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	summer planning for leadership

Strategy/Activity 11

Hire 1 paraprofessionals to provide targeted in-class support for English Language Learners, who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:
LTEL

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	70909
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	hire one paraprofessionals to assist in academic support for students in core academic courses, this position was added as bilingual and will increase cost, increase covered by Title 1 carryover

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

The Parent Involvement and Participation site plan includes the following goals: 1) Involve parents in the program; 2) Update a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents.

Site goals for parent participation also align with the parent and community partnerships goal outlined in the district's LCAP. additional board policy directives post covid 19 as procedures will be likely to change.

We have set a goal to use the School Messenger telephone notification system to advise our parents and guardians of the activities we hold on campus. We also have planned to increase parent attendance at parent activities by ten percent. In addition, increased online communication through our school website will allow parents ample time to plan for events and meetings. CCHS will work to increase the parent participation in The Panorama Survey by double within the next year.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

1. Continue work with our prevention specialist to address attendance issues and increase education around attendance.
2. Provide opportunities for students to complete high school utilizing resources within and outside our district. CCHS will increase the percentage of students completing "Mission Graduate" as well as online courses.
3. Identify methods for connecting families to school and providing opportunities for families and schools to work together to increase communication.
4. CCHS will continue to provide on campus opportunities for parent involvement. Including: on campus student of the month celebrations, ELAC awards, and live performances.

CCHS will continue to work to improve student attendance rates by .5% within the next year. This past year we met our attendance goal of decreasing chronic absenteeism and our goal remains to continue decrease the chronic absenteeism rate and overall attendance rates. CCHS will continue to track 4 year drop out rate and decrease to 1%. CCHS will add an additional WASC parent focus groups in order to increase school connectedness to 95%.

CCHS is planning a teacher-led Saturday Parent Workshop. The event will take place in the fall so as to capture parent interest early in the academic year. The event will be an opportunity for parents to learn about the current programs at CCHS in a friendly environment with their students present. The morning will begin with a parent rally in the gym complete with our student pageantry groups applauding them as they walk through the inflatable Lion Head into the gym. This is a tradition for all new students as they begin their tenure at CCHS and we want the parents to experience the tradition as well. After the rally, parents will chose workshops with two sessions in the morning. Workshops will be bi-lingual as a support to the majority of our community. At the end of the second workshop, a community BBQ will take place with staff and parents as we will strengthen relationships with our community in the hopes of on-going parent involvement. The workshop sessions are being developed with input from administration, teachers and staff, students and parents from the School Site and ELAC Councils. We plan to make this event another CCHS yearly tradition.

CCHS added community based resources to inform families and community members of the dangers of fentanyl, gangs, the law as it pertains to youth, human trafficking and items to be aware of, along with district resources.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 52	Parent Participation in Stakeholder Input Processes - 275 parents completing
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 90% Hispanic (Hisp) - 94% African American (AA) -	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 96% African American (AA) -
Climate of Support for Academic Learning via Panorama Family Climate Survey - All Students (ALL) - Hispanic (Hisp) - African American (AA)	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 94% Two or More Races / Ethnicities - 85% Confidentiality Protected - 85%	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 96% Two or More Races / Ethnicities - 88% Confidentiality Protected - 88%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 60%

Planned Strategies/Activities

Strategy/Activity 1

CCHS will enhance family engagement by increasing access to timely, clear, and culturally responsive communication that empowers parents to actively support their children's academic and social success. Efforts will focus on building strong home-school partnerships through inclusive outreach and meaningful opportunities for parent involvement. Measured by increased parent participation in school events, meetings, and engagement opportunities, through surveys and sign in sheets, with attention to participation across diverse family groups.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

Title I Part A: Parent Involvement

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

website update/upgrades along with guides and planners

Strategy/Activity 2

CCHS will support family engagement and student achievement by equipping the Parent Involvement Center with materials, resources, and supplies that promote clear communication and educate families on the importance of high school graduation and A–G course completion. These resources will empower parents to actively support their children’s academic planning and college readiness. This will be evaluated through increased parent engagement and feedback on surveys regarding the usefulness of materials related to A–G requirements and course registration, as well as participation in related informational sessions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Principal and Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount

1081

Source

Title I Part A: Parent Involvement

Budget Reference	4000-4999: Books And Supplies
Description	Supplies for the Parent Involvement Center to update on new events and programs
Amount	2500
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified and certificated extra duty hours to assist in implementation of events, added additional funding from Title 1 Parent Involvement carryover

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

All students at Cathedral City High School will be educated in a safe and drug-free learning environment. Students will have increased opportunities to participate in extended learning, extra curricular and academic outreach offerings that will address academic student learner needs in a safe school environment. CCHS will continue to work with the prevention specialist to decrease the percentage of chronically absent students. This includes small group meetings with students, parent meetings, site visits and referrals to SARB.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. Continue to address the behavioral needs of our students with PBIS and SEL interventions in Club CC.
2. Further develop school connected activities for campus inclusion of all students.
3. Through school survey data continue to increase campus safety and connectedness.
4. Continue to work with the prevention specialist to continue to decrease the percentage of chronically absent students. This includes small group meetings with students, parent meetings, site visits and referrals to SARB.

CCHS will address suspension inequities by continuing peer mediation/peer counseling as proactive interventions. CCHS will again train peer counseling/peer mediation group to intermedate with their peers before more severe consequences must be applied.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 91.33%	Student Attendance Rates All Students (ALL) - 93.5%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Chronic Absenteeism Rates All Students (ALL) - 29.3% English Learner (EL) - 32.3% Hispanic (Hisp) - 28.8% African American (AA) - 55%	Chronic Absenteeism Rates All Students (ALL) - 27% English Learner (EL) - 26% Hispanic (Hisp) - 25% African American (AA) - 35%

Metric/Indicator	Baseline	Expected Outcome																																																								
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) - 29.3% Students with Disabilities (SWD) - 37.4%	Socioeconomically Disadvantaged (SED) - 20% Students with Disabilities (SWD) - 35%																																																								
High School 4-Year Graduation Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -	High School 4-Year Graduation Rate All Students (ALL) - 92.7% English Learner (EL) - 86.4% Hispanic (Hisp) - 92.2% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 93.7% Students with Disabilities(SWD) - 66.7%	High School 4-Year Graduation Rate All Students (ALL) - 95% English Learner (EL) -89% Hispanic (Hisp) - 95% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 95% Students with Disabilities(SWD) - 69%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>5.4% suspended at least one day</td><td>Maintained - 0.1%</td></tr><tr><td>EL</td><td> Orange</td><td>8.3% suspended at least one day</td><td>Maintained 0%</td></tr><tr><td>Hisp</td><td> Green</td><td>5.8% suspended at least one day</td><td>Declined 0.5%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>5% suspended at least one day</td><td>Declined 4.5%</td></tr><tr><td>SED</td><td> Yellow</td><td>5.6% suspended at least one day</td><td>Maintained 0.2%</td></tr><tr><td>SWD</td><td> Yellow</td><td>5.9% suspended at least one day</td><td>Maintained 0.2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	5.4% suspended at least one day	Maintained - 0.1%	EL	 Orange	8.3% suspended at least one day	Maintained 0%	Hisp	 Green	5.8% suspended at least one day	Declined 0.5%	AA	 No Performance Color	5% suspended at least one day	Declined 4.5%	SED	 Yellow	5.6% suspended at least one day	Maintained 0.2%	SWD	 Yellow	5.9% suspended at least one day	Maintained 0.2%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>3% suspended at least one day</td><td>Declined Significantly 2%</td></tr><tr><td>EL</td><td>Green</td><td>5% suspended at least one day</td><td>Declined Significantly 3.3%</td></tr><tr><td>Hisp</td><td>Green</td><td>3% suspended at least one day</td><td>Declined Significantly 2.8%</td></tr><tr><td>AA</td><td>No Performance color</td><td>5% suspended at least one day</td><td>Declined Significantly 4.5%</td></tr><tr><td>SED</td><td>Green</td><td>3.0% suspended at least one day</td><td>Declined Significantly 2%</td></tr><tr><td>SWD</td><td>Green</td><td>3% suspended at least one day</td><td>Declined Significantly 2.6%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	3% suspended at least one day	Declined Significantly 2%	EL	Green	5% suspended at least one day	Declined Significantly 3.3%	Hisp	Green	3% suspended at least one day	Declined Significantly 2.8%	AA	No Performance color	5% suspended at least one day	Declined Significantly 4.5%	SED	Green	3.0% suspended at least one day	Declined Significantly 2%	SWD	Green	3% suspended at least one day	Declined Significantly 2.6%
St. Group	Color	DFS/Percentage	Change																																																							
All	 Yellow	5.4% suspended at least one day	Maintained - 0.1%																																																							
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SED	Green	3.0% suspended at least one day	Declined Significantly 2%																																																							
SWD	Green	3% suspended at least one day	Declined Significantly 2.6%																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) - 0.1% English Learner (EL) - 0% Hispanic (Hisp) - 0.1% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%	Expulsion Rates All Students (ALL) -0.0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%																																																								

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Panorama Survey – School Connectedness All Students (ALL) - 64% English Learner (EL) - 64% Hispanic (Hisp) - 64% African American (AA) - 54%	Panorama Survey – School Connectedness All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - 70%
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey – School Safety All Students (ALL) - 82% English Learner (EL) - 81% Hispanic (Hisp) - 81% African American (AA) - 80%	Panorama Survey – School Safety All Students (ALL) - 85% English Learner (EL) - 85% Hispanic (Hisp) - 85% African American (AA) - 85%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

Provide classified support to monitor student attendance and engage families in proactive, supportive communication that encourages healthy decision-making and consistent school participation. This outreach aims to build strong home-school partnerships that address attendance barriers and promote student well-being and academic success. CCHS will evaluate this by increased communication with families and greater parent participation in attendance-related meetings and support sessions through monitored documents and surveys.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2026 - 6/30/2027

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

14002

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support for attendance monitoring to facilitate and promote healthy decisions.

Strategy/Activity 2

CCHS will train Student Equity Ambassadors to serve as peer leaders who promote inclusion, mediate conflicts, and strengthen school connectedness. Through peer mediation and relationship-building, ambassadors will support a safe, respectful environment where all students feel heard, valued, and engaged in the school community. This will be evaluated by the number of peer mediations completed and student feedback on the impact of peer-led support in fostering a positive school climate.

Students to be Served by this Strategy/Activity

<u>X</u>	All
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Timeline

7/1/2026-6/30/2027

Person(s) Responsible

Administrators, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning, provide peer mediations and utilize support strategies that will increase student achievement and school connectedness. Will determine success through the decrease in conflicts and increase in students utilizing provided services.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Provides onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	14,931	Title I
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2026 - June 30, 2027	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	14,905	LCFF
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2026 - June 30, 2027	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2026 - June 30, 2027	Parenting classes on effective strategies and structures. Parent/community engagement events.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Youth Mental Health First Aid Training	July 1, 2026 - June 30, 2027	Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$302,777
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$471,387.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	282,638	0.00
Title I Part A: Parent Involvement	5,581	0.00
LCFF	183,168	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$282,638.00
Title I Part A: Parent Involvement	\$5,581.00

Subtotal of additional federal funds included for this school: \$288,219.00

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

State or Local Programs	Allocation (\$)
LCFF	\$183,168.00

Subtotal of state or local funds included for this school: \$183,168.00

Total of federal, state, and/or local funds for this school: \$471,387.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	183,168.00
Title I	282,638.00
Title I Part A: Parent Involvement	5,581.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	152,431.00
2000-2999: Classified Personnel Salaries	190,391.00
4000-4999: Books And Supplies	9,081.00
5000-5999: Services And Other Operating Expenditures	43,584.00
5800: Professional/Consulting Services And Operating Expenditures	75,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	119,000.00
2000-2999: Classified Personnel Salaries	LCFF	17,668.00
4000-4999: Books And Supplies	LCFF	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	31,431.00
2000-2999: Classified Personnel Salaries	Title I	170,223.00
4000-4999: Books And Supplies	Title I	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I	16,084.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	60,900.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,081.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ana Maya		X			
Patricia Rawlings		X			
Marcela Nevarez		X			
Rae Miller		X			
Julia Bartsch	X				
Abigail Hernandez Conde				X	
Claudia Garcia				X	
Michelle Gomez				X	
Rosalba Aguilera Longoria			X		
Sander Smith					X
Alexa Rangel Barcenaz					X
Nevaeh Cardoza					X
Numbers of members of each category:	1	4	1	3	3

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

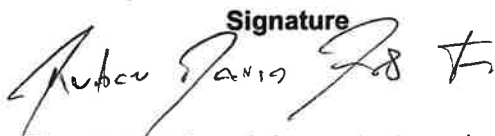
Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/26.

Attested:



Principal, Julia Bartsch on 5/26/26

SSC Chairperson, Patricia Rawlings on 5/26/26

Title I and LCFF Funded Program Evaluation

Goal #1:
The goal for CCHS is to increase literacy across all content areas as this goal aligns with the district instructional focus statement and the overall implementation of Common Core State Standards. Additional instructional support and materials will be provided to English, math, science and ELD departments to effectively augment instructional practices that are CCSS aligned. CCHS will work to develop a system that includes time within the day for collaboration with staff to assess and reinforce expectations for students as identified by schoolwide and district learner outcomes. CCHS will utilize student data to identify academic needs to increase CCI, graduation rates, a-g completion, D/F rate, CTE completion, and CAASPP growth. We will increase access and completion of elective classes, provide real world experience, increase college and career exploration, and grow overall student achievement.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Provide sustained support and resources for the IB Diploma Program to ensure high-quality learning experiences for students and professional development for educators, aligned with IB certification standards. Measured by feedback from the IB review, including evaluations of student engagement, instructional quality, and alignment with IB program standards.	Continued access for all populations of students to participate in the IB program. Looking at data to encourage participation in high level courses - such as PSAT and previous course grades	Students are still hesitant to take high level courses due to additional work.	The IB Coordinator has been meeting with the counselors and students to encourage students to participate in high level IB courses. Providing information on benefits for taking a high level course.
Support educators with targeted professional development, collaborative planning time, and access to conferences to enhance instructional practices, expand IB course offerings, and implement Universal Design for Learning (UDL), ensuring all students benefit from inclusive and high-quality learning experiences. Monitored through the number of staff trained, expansion of IB course offerings, evidence of UDL strategies in instruction, and documentation from Professional Learning Community (PLC) meetings and planning sessions.	We have had teachers participate in district offered Common Core Instruction. All teachers have had the opportunity for access due to online offerings. We are continuing to send teachers to other trainings such as IB and AVID trainings and working on expanding the number of teachers trained.	We have had a difficult time getting parents to be involved and we were unable to get parents to attend meetings or be able to send them to conferences.	We will continue to offer staff professional development opportunities and send additional teachers to training based on previous training dates but will adjust our parent outreach activities and opportunities.
Provide targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets	We were able to offer prep buy outs which significantly reduced class sizes as well as offer outside learning opportunities for students as well as allow students to work on remediation.	Buying preps has allowed us to keep class sizes down as well as offer students the opportunity to remediate in a class setting rather than having to wait for summer opportunities.	We will continue to lower class sizes through prep buyouts and offer alternative remediation opportunities.

the diverse learning needs of all students. These efforts aim to enhance student engagement, reduce learning gaps, and improve overall academic achievement. Evaluated by growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.			
Increase student access to personalized, high-quality instruction in core academic subjects by reducing class sizes through strategic staffing support. Smaller class sizes will enable more differentiated instruction, greater student-teacher interaction, and expanded opportunities for students to enroll in high-demand courses aligned with their academic interests and goals. Evaluated by a reduction in class size, increased availability of requested courses, and evidence of differentiated instructional practices that support student engagement and achievement.	We were able to offer students opportunities to remediate a-g courses through interventions and intersessions.	We are continuing to offer opportunities for remediation.	We will continue to offer opportunities to remediate and increase a-g rates as well as college and career options.
Hire 1 paraprofessional to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-income students, and African American students by hiring paraprofessionals who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.	We were able to offer prep buy outs which allowed for continued smaller class sizes.	We will have a need to reduce class sizes due to reduction in staff.	We will continue to offer smaller class sizes in core subject areas.
	The additional teacher allows us to reduce the class sizes in social sciences.	This is allowing us to keep class sizes lower for all of our courses in this department.	We will continue to offer this position for next year.
Equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all	Reaching out to all students to provide information on benefits to assessments and	Continue to have conversations regarding the benefits of assessments and encourage students to look at schools they would like to	We will be continuing to find ways to reach all of our students to bring awareness to opportunities that are

subject areas. Resources will be prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. Measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction to support literacy, engagement, and differentiated learning across departments.	encourage students to take all offered options	attend to determine if assessments may assist in admissions.	being offered and assist students to ensure they can take all assessments that are offered.
Teachers will engage in collaborative data analysis using Solution Tree protocols to examine student performance trends, identify learning gaps, and determine areas requiring targeted support. Through structured discussion and reflection, teachers will develop actionable intervention plans and instructional adjustments designed to meet student needs and improve academic outcomes.	The additional supplemental materials assist teachers in offering a well rounded curriculum supporting the various needs of our students.	Not all courses have sufficient supplemental materials.	We will continue to provide additional supplies and materials to all of our teachers across the content areas.
CCHS will provide targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support will focus on helping students meet reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.	We have successfully offered opportunities for all students to access college and career options.	Not all of our students have access to opportunities to explore college and career options so this was a necessity.	Students were able to successfully return to exploration opportunities of colleges and careers.
Hire a part-time bilingual community liaison to strengthen family-school partnerships, enhance communication, and support student engagement. The liaison will provide culturally responsive outreach to ensure families have access to academic information, resources, and attendance support—helping all students stay connected, informed, and on track for success. Measured by increased family participation in school events, improved communication, and positive trends	We continue to support for students who require remediation for credit and a-g completion was available. All students had multiple opportunities through the online learning options.	Variables impacted student participation and success rate.	We will continue to offer multiple methods of remediation to improve student success of a-g completion. We will continue to offer the methods that we found successful for students.

in student attendance and engagement.			
CCHS will establish a collaborative accountability team to analyze student performance data—such as D/F rates, test scores, A–G completion, credit recovery, and assessment results—in order to identify and implement effective practices that reduce barriers to success. The team will focus on improving learning outcomes, increasing engagement, and expanding access to academic opportunities for all students through responsive grading, equitable interventions, and instructional support strategies. Monitored through regular review of student progress reports via Synergy, with ongoing evaluation of intervention effectiveness and reductions in failure rates.			
Hire 1 paraprofessionals to provide targeted in-class support for English Language Learners, who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.	We offer a variety of intervention and credit recovery opportunities for all students.	Students are invited to participate in credit recovery opportunities and interventions and we will continue to look for methods to invite and enhance participation rates.	We will be working with students to provide preparation to assist in improving their college eligibility and remediation opportunities. All students will have the opportunity to participate if they wish.
	This allowed for smaller class sizes.		We will continue to offer this position as it allows for class size reduction.

Goal #2:

The Parent Involvement and Participation site plan includes the following goals: 1) Involve parents in the program; 2) Update a school-parent compact with parent input; 3) Build capacity for parent involvement; and 4) assure accessibility and opportunities to the school for parents.

Site goals for parent participation also align with the parent and community partnerships goal outlined in the district's LCAP. additional board policy directives post covid 19 as procedures will be likely to change.

We have set a goal to use the School Messenger telephone notification system to advise our parents and guardians of the activities we hold on campus. We also have planned to increase parent attendance at parent activities by ten percent. In addition, increased online communication through our school website will allow parents ample time to plan for events and meetings. CCHS will work to increase the parent participation in The Panorama Survey by double within the next year.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
CCHS will enhance family engagement by increasing access to timely, clear, and culturally responsive communication that empowers parents to actively support their children's academic and social success. Efforts will focus on building strong home-school partnerships through inclusive outreach and meaningful opportunities for parent involvement. Measured by increased parent participation in school events, meetings, and engagement opportunities, through surveys and sign in sheets, with attention to participation across diverse family groups.	The modes of communication through email and autodialer has increased parent awareness. Parents have stated that they appreciate the communication. Ensuring that our website is updated regularly and has additional information has assisted with ensuring parents have information.	We are continuing to reach out to parents / community to increase participation however participation rates are still low and we are looking at alternatives. We are working on ensuring our website is always up to date with the latest information and we are encouraging parents to also look there for info.	We will continue to work with parents regarding awareness and communication through our multiple methods. We are working to set a schedule for communication with our office staff to assist with more individual phone calls. We are working on ensuring our website is always up to date with the latest information and we are encouraging parents to also look there for info.
CCHS will support family engagement and student achievement by equipping the Parent Involvement Center with materials, resources, and supplies that promote clear communication and educate families on the importance of high school graduation and A–G course completion. These resources will empower parents to actively support their children's academic planning and college readiness. This will be evaluated through increased parent engagement and feedback on surveys regarding the usefulness of materials related to A–G requirements and course registration, as well as participation in related informational sessions.	Additional resources have allowed us to reach more parents and continue to provide education opportunities for parents and have opened communication with families.	We have continued to focus on attendance and SEL.	As participation has been not as robust as we wished we will continue to reach out to families and encourage participation in a variety of ways. Additional individual communication is being planned.
	We ensure that information is out in advance and communication is accessible for all parents / families to encourage participation in events. We are continuing to update parent supplies and required materials for all parents.	It has been difficult to get back to the levels of participation from the past, and we will continue to encourage family participation. We are continuing to update contact information and at times find it difficult.	We are continuing to fund extra duty hours to ensure we have events staffed in order to provide access to all families. We have been successful in lower chronic absenteeism and we will continue to work with families on assisting with areas of need.

Goal #3:

All students at Cathedral City High School will be educated in a safe and drug-free learning environment. Students will have increased opportunities to participate in extended learning, extra curricular and academic outreach offerings that will address academic student learner needs in a safe school environment. CCHS will continue to work with the prevention specialist to decrease the percentage of chronically absent students. This includes small group meetings with students, parent meetings, site visits and referrals to SARB.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Provide classified support to monitor student attendance and engage families in proactive, supportive communication that encourages healthy decision-making and consistent school participation. This outreach aims to build strong home-school partnerships that address attendance barriers and promote student well-being and academic success. CCHS will evaluate this by increased communication with families and greater parent participation in attendance-related meetings and support sessions through monitored documents and surveys.			
CCHS will train Student Equity Ambassadors to serve as peer leaders who promote inclusion, mediate conflicts, and strengthen school connectedness. Through peer mediation and relationship-building, ambassadors will support a safe, respectful environment where all students feel heard, valued, and engaged in the school community. This will be evaluated by the number of peer mediations completed and student feedback on the impact of peer-led support in fostering a positive school climate.	Many classified staff have worked additional hours calling parents and assisting with attendance issues as well as hybrid or distance learning choices. We will continue to fund our additional hours for the position.	Limited access due to phone number changes, technology issues and address changes. We are working to update address / phone numbers but it has been difficult.	We will continue to support additional funding for monitoring attendance of students and promoting healthy choices.
	Equity Ambassadors have been trained to support social emotional learning of the general population of students.		We will continue to offer training to the Equity Ambassadors as we support SEL and will continue to train more students on peer mediation information.
	Students have been identified through the counselor to receive additional counseling	High case loads continue to make this a difficult on going task.	We will continue to offer additional counseling service opportunities.

	services with the district support team. We continue to communicate with students / families regarding opportunities for support.		
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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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65004, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, Section 64004(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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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, its 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

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