School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corning Union High School	523170900000000	May 18, 2023	June 15, 2023

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.

The school's plan for effectively meeting the ESSA requirements in alignment with the LCAP and other programs will be accomplished through three primary goals and multiple actions consistent with our greatest needs.

First, all students in grades 9-12 will demonstrate an improved level of growth on their ELA and Math course local common assessments. Also, we will measure 11th grade student growth through the CAASPP ELA & Math score results. We will monitor the results of the specific equity groups of Socio-Economically Disadvantaged students (SEDs), English Language Learner students (ELLs), Hispanic students and White students within the four grade levels. We will use these periodic assessments to measure individual and grade level growth. See goals #1 & 4.

Second, all ELL students in grades 9-12 will demonstrate an improved level of growth on the ELPAC exam at each annual testing and subsequently sustain or raise the rate of reclassification at CUHS. Actions to improve monitoring and achievement are included. See goal #2.

Third, the CUHS staff will implement specific academic and behavioral support programs that target students who do not meet the standard expectations for three of the five LCAP categories: chronic absenteeism, suspension rate, EL progress, graduation rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard. Action steps for improved achievement have been created. See goal #3.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Two different surveys were conducted in the spring semester of the academic school year of 2021-22 in order to obtain a sense of the degree to which AVID WICOR, focused note taking and the use of planners was happening in classrooms.

The first survey was among our teaching staff related specifically to WICOR, FNT & planners. All teachers responded to the survey. The results can be summarized in the following ways: 1. Nearly two-thirds of our teachers self-reported that they were planning lessons 3-4 times per week using a WICOR lens. That is, lessons regularly include elements of writing, inquiry, collaboration, organization and reading. One-third of the staff does so 1-2 times per week. We are elated at that high rate of planning and preparation occurring among teachers on a consistent basis (94% 3-4 times per week) to integrate those five elements of WICOR. 2. 86.8% of teachers implement "writing to learn" activities with students at least 1-2 times per week. 3. 90.6% of the teachers are engaging the students with inquiry-based activities and strategies at least 1-2 times per week. 4. In the area of student to student collaboration and interactive conversations, teachers identified 56.6% at 3-4 times per week and 34% 1-2 times per week totaling 90.6%. The other 9% are doing so at least once every other week. 5. In terms of organizational practices by teachers among students, 83% said they specifically engage students in organizational tasks at least 1-2 times per week. 17% do so every other week. 6. In the area of critical and close reading, 71.7% of teachers engage students in such reading activity at least 1-2 times per week. 13% do so at least every other week and 15% do so rarely if ever. Shop and activity-oriented classes reported less close reading. 7. 62.3% of our teachers are engaging students at least 1-2 times per week in focused note taking (FNT)--26.4% are doing so at least every other week. 8. This question/prompt asked about making the use of student planners a regular part of their classroom activities. This response was by far the lowest among the eight questions in which 30.2% were integrating planners into classroom activities at least 1-2 times per week. Almost 40% said they do so at least once every other week and 30% said rarely if ever.

The second survey was among the students themselves inquiring about the same concepts and practices using different language other than AVID & WICOR to describe the classroom activities. The results out of 824 total student responses were as follows:
1. In which classes do you regularly read, write, think, ask and answer questions, work collaboratively with other students and get organized as a student, well over 600 students identified English, ELD and Social Science courses being the predominant classes where all of these things occur regularly. Well over 400 students also identified math and science/ag science courses as classrooms where all of these activities regularly take place. Other courses revealed that 150 to 300 students practiced those five areas consistently in PE, foreign language, art, music and shop courses. We were very pleased with that response.
2. In which of the following classes do you engage in "writing to learn" activities such as focused note taking, interactive notebooks, learning logs, quick-writes, journal writing, tool kits, 3-2-1-strategy, stretching and expanding sentences, essay writing with evidence, sentence-frame prompts, or other writing tasks at least once or twice a week? Again, English and Social Science classes fell above 600 students; math and science course in the low 400s, and PE & foreign language between 140 & 220. Good, positive results for writing to learn.

3. In which of the following classes do you participate in "inquiry-based" activities at least once a week in which thoughtful questions are asked and answered and various levels of thinking and structured discussions occur? Some 520+ students identified this happening in English, ELD and Social Science classes. Math and Science courses landed at about 360 students once a week. We were pleased with that result.

4. In which of the following classes do you consistently engage in student-to-student interactions and collaboration in which you read or talk or work together on a project or task that needs to be completed? Student responses for this question showed 529 in social science, 513 in English, and 470 in math being the strongest three subject areas. Science was 394 and PE at 326. Student talk and collaboration was strong in these subjects. All other subject areas were between 140 and 200.

5. In which of the following classes do you regularly organize yourself as a student through the use of a planner, or a notebook, or a binder, or a backpack, or other tools? 597 students for English; 564 for Social science; 427 for math courses; 409 for science courses; & 298 for P.E.

6. In which of the following classes do you deliberately practice close and critical reading of texts and build your vocabulary skills in the subject area? English showed 731 students; social science had 481; for science/ag science 287; math & foreign language in the mid- to upper 100s.

7. In which of the following classes do you intentionally participate in focused note taking through its multiple phases? Social science came in strongest with 606 students and English with 441. Science saw 389 students and 255.

8. How often do you use your school planner to help yourself stay organized? 440 students claimed to use their school planners 3-4 per week; 163 more said 1-2 times per week; 75 stated once every couple of weeks; and 181 said rarely if ever. Adding 440 to 163, we have over 600 students using their planners at least once a week. We are pleased with that in the first year of use.

Overall, the surveys of teachers and students reveal that positive practices and strong learning environments are developing schoolwide. We are especially grateful for our English, Social Science, Science/Ag, and math departments efforts to implement these WICOR strategies school wide. Other departments and classrooms are also engaging students in most all of the WICOR elements. The survey results were encouraging to the admin team.

No other additional surveys of students, staff or parents have been conducted this current school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Associate Principal in charge of instruction has been committed to walk-throughs and full-period observations for many years. He is regularly involved in walk-throughs of all 53 teachers over 7 different rounds of classroom visits. These walk-throughs are primarily focused on the visibility of some key practices that revolve around historical initiatives and the current initiative around the AVID practices called WICOR. Every walk-through feedback or input revolves around the elements of writing, inquiry, collaboration, organization and reading (WICOR). As classrooms are visited, comments are made in regard to what is happening in class and how the various aspects of WICOR practices are in play. The AP also looks for such things as clear learning objectives, checks for understanding, use of content academic language, and implementation of the gradual release of responsibility and other effective practices. The surveys that we conducted last spring specifically around teacher practices with WICOR and student practices engaging in WICOR reveal the degree to which we believe we have been successful in building a stronger college-career ready student body upon graduation. Besides the walk-through process, the AP is also the one who engages in the full-period observations required for the teacher evaluations. In the current school year, he

completed 30 different teacher evaluations that included three to five walk-throughs, a full-period observation, various conversations, and a final face-to-face meeting to discuss instruction, curriculum and assessment in the classroom. Overall, we have a strong teaching staff engaged in effective instructional strategies that any outside observer could recognize if they were to visit our campus and classrooms.

In addition to the work of the AP on instruction through classroom observations, we also have two teachers on special assignments who serve as coaches in some capacity. See below for the details of those coaching assignments under the category "ongoing instructional assistance..."

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We look at the state assessments of CAASPP, CAST and ELPAC to generally inform ourselves about how our students are performing. We know we are well below the state average in mathematics and below the state average in ELA. We depend more on our local assessments in English and Math to inform teacher instruction and make necessary modifications in instruction. Our attendance and graduation rates are strong and capture a student body who likes to come to school and recognizes the value of a high school diploma apart from anything accomplished on the CAASPP. We tend to rely more on the data generated from the ELPAC to inform our ELD and English teachers of the areas of weakness our EL students possess in order to spend more time on those things in class to help move students from a level 1 to 2, 2 to 3, or 3 to 4 leading to reclassification. The "ELLevation" monitoring system will continue to assist us more as we implement the use of this program tool.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our core content-area teachers regularly use their own internal assessments to monitor student progress within their respective classes. Those assessment scores are blended in with other tasks and assignments to formulate a grade. The English department uses an extensive writing rubric to measure the growth of their own students in various aspects of thinking and writing, but those measurements of growth are currently not visible to outside entities, but used primarily within the department to target the skills each student and class still needs to work on through future assignments, tasks and assessments. In math, the department uses "mastery quizzes" to measure the growth of the students in their classes. Again, these results are used by individual teachers in math to inform them on how students are doing, but those assessments and results are not seen by others within the school or outside the school. We are still in the process of identifying and implementing the use of a data analysis system that can take these local, curriculum-embedded assessments and make them more visible to external entities. Currently, the knowledge of student performance is known to individual teachers based on the students' classroom performance and manifest through grades and specific assessment results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We have hired a highly qualified staff on the basis of the credentials that staff possess. For those few exceptions, we have a "committee on assignments" that approves a teacher's capacity and qualification on the basis of personal knowledge and experience gained over time to teach a specific course. Through CALPads expectations and utilizing the evaluation process, we are ensuring that our teachers are qualified to teach their respective subject areas.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

We have a sufficient staff of credentialed teachers at CUHS who meet the requirements monitored by the State. Our teachers have opportunities afforded to them to participate in a host of professional development opportunities including AVID Path to Schoolwide sessions, Northern California Writing Project trainings, CABE conference, CATE conference, CATA conference, CAPHERD conference, and various Tehama County Dept. of Education sessions, and other subject-specific training for social science, art, music, science, agriculture, special education, CTE, etc.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff development has aligned with the various content standards, what we know our students assessed performance is, and our teachers' professional needs. Nearly all of our English teachers are past or recent participants in the Northern CA Writing Project. Our math teachers recently completed two years of professional learning with the UCLA Curtis Center to work on curriculum alignment in CPM and mastery quiz development. All of our teachers have had access to training sessions, multiple texts and modules through the AVID professional learning network. Our own AVID site leadership team has also provided on-site professional learning to assist fellow colleagues in the process of building their own professional toolkits. Our own EL coordinator and instructional leaders have provided multiple sessions internally for our own staff in addition to MCAP offering provided online.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In addition to the work of the AP on instruction through classroom observation, we also have two teachers on special assignments who serve as instructional coaches. One has a class period to visit, observe, meet with and help hone the classroom teaching skills, primarily with our newer teachers who need that support. The other coach is focused on EL students and assisting teachers with strategies and practices that will help our EL students build their English language skills and promote success in content-area classrooms. All of our teachers have consistently commented on the benefit that both of these coaches bring to the staff in helping support them professionally.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CUHS has dedicated Monday afternoons as our collaboration time within and among departments. We have had a regular schedule rotation that allows us to tackle various department issues, do team building activities, and engage in AVID work, EL strategies, and SpEd focus in addition to other various topics of need and interest. Each department head facilitates the activities and tasks on any given Monday. In the past, we dedicated 1.5 hours to collaboration, but this year, that time was extended each Monday to two hours and 15 minutes. Several tasks can be accomplished in that teacher collaboration time through both whole-group sessions and department interactions.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All of our core content areas and technical subjects start with the CA state standards in the development of curriculum and classroom activities to build the skills expected from the standards. Teachers and departments freely request and receive all of the materials and supplies needed to engage students in the learning tasks they want to implement. A conversation with any department head or classroom teacher will reveal the alignment that exists between curriculum/instruction and the content and performance standards. Also, a preview of the materials used and/or created by teachers in English, Math, Science, Social Science and other technical subjects clearly demonstrate the content that teachers use to teach the skills and the language that students need to learn.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable to high school. Our master schedule minutes for ELA, ELD & Mathematics far exceed the K-8 expectations.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

A glance at our master schedule will reveal not only the courses available to all students, but also the degree to which intervention courses have been made available within the master schedule to meet the needs of special populations with specific needs. The list of those courses include the following: CCR AVID is for all 9th grade students to get a fundamental grasp of what good student skills look like in becoming college & career ready. The Special Education department provides a host of supports. One teacher provides an RSP Stem course, along with a course in pre-Algebra (1A RSP, 1B RSP, Basic math, and Algebra Essentials). A couple of teachers provide a Study Skills course to assist students with building skills as students but also helps them with completing work for other content-area courses. One teacher provides a Well Nest course which creates an environment helpful to students who are emotionally disturbed. Another teacher offers an Edgenuity/Course Ware menu which is online and allows identified students to be in an alternate setting and complete courses they would not be able to complete in a comprehensive, traditional atmosphere. Edgenuity also offers a PE alternative for those students unable to physically participate in a PE course. Another teacher helps prepare students for life and work through the use of a classroom as well as the R Farmhouse facility at the Rodgers Ranch. Another teacher offers an alternate English 1C course for students who need to move at a slower, steady pace than the mainstream classroom as well as a "reading intervention" course focused on basic reading skills. One of our teachers offers a full slate of opportunities for students with IEPs ranging from Communication skills to Transition skills, to Independent Living skills, to life & work prep intensive. We also have a teacher and a para-educator dedicated to two to five students at a time who were formerly served by the county as severely handicapped with emotional challenges and an adaptive curriculum. The math department provides an Integrated Math 1 Support class for those who come to us far below grade level. All of the courses listed serve as avenues for student intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All of our teachers in core subjects and elective offerings are using or have created standards-based instructional materials grounded in textbooks, primary and secondary source documents, novels, and a plethora of online resources. All students now have access to nearly everything they need to learn and be successful through the resources made available by teachers in Google Classroom. Again, the majority of the content has been teacher-selected and teacher-created for student learning and use.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of the materials used in the core and elective courses are aligned to the standards of the subject area to which they correspond. The materials in the reading intervention course are state endorsed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The services provided under the regular school program that enable underperforming students to meet standards or pass a class and earn a high school diploma include the following: 1. Academic Support Time (AST) = a block of time at the end of each day in which students are able to go into a teachers classroom to obtain specific help and support in the class they may be struggling with. 2. After School Tutoring through the STARs program ASSETS grant (student tutoring available each day from 3:30 to 5:00 p.m. in mathematics and other subjects). 3. Reading Intervention for any mainstream student identified as not being able to read above the 5th grade level in 9th grade. 4. Night school and summer school for any students who fail a course and need to make up the credits in order to earn a diploma. 5. Integrated Math 1 Support course as well as an Integrated Math 2A and 2B sequence that allows student to work for two years at the Math 2 level. The Integrated Math 1 course provides an additional period of guided math instruction for about 50 freshmen students who are far below grade level in math. The Math 2A & 2B are sophomore/junior level courses that cover the same critical math material over a two-year period rather than just one.. 6. All ELD students at the Emerging or low-Expanding levels of language learning receive bilingual tutor support within content academic courses to support their language and learning and access to core subject content. Students in the Expanding and Bridging levels of designated ELD, also take a mainstream English course along with their ELD course.

Evidence-based educational practices to raise student achievement

The primary evidence-based practices that we have implemented over time include the following: 1. Provide clear learning objectives for all students cohesively connected to all lesson plans and activities 2. Engage in regular, random checks for understanding to measure what students know and can do in the classroom moment to show student progress and inform teacher instruction. 3. Promotion of content academic language in all subject areas using strategies for vocabulary, formal register, content jargon, student talk, etc. 4. Implementation of the gradual release of responsibility in its four phases of instruction (purpose, guided learning, collaboration, independence). 5. Implementation of AVID's WICOR practices and planning lessons through a WICOR lens: (writing, inquiry, collaboration, organization & reading). 6. Specific advocacy for the use of focused note taking (FNT) and school student planners. 7. Promotion of the concepts of perseverance and grit in the academic classroom among teachers, paraeducators and students. 8. Training in the implementation of multiple effective strategies that teachers can use with English Learners in the content-area classroom.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our administration and counseling staff promote an open door policy for all parents and guardians who need to intervene or follow up on their son or daughter who attends CUHS. DELAC meetings (district English learners advisory committee) provide information and support for Spanish-speaking parents. Back-to-school night, Financial aid night, music and dance shows, athletic events, Homecoming, and a host of other students-on-display events happen that parents participate in. Student study teams, student/parent/teacher meetings, and other parent meetings also occur for the sake of parent information and engagement in the educational process.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

CUHS does not currently receive Title 5 Funding from the Federal Government. Not applicable.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A

Fiscal support (EPC)

N/A

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

The Associate Principal was charged by the Principal to update the SPSA with input from a variety of school community teams. The AP started with the document that was generated last year and updated the necessary sections so that they reflected current information and practice. The AP consulted directly with several different groups to inform the goals and steps identified in this document. He consulted with the administrative team, the School Site Council with parent representation, and the respective department heads. He also tapped into the district data specialist. The interaction and consultation occurred at various times throughout the spring semester of 2023 in order to update and revise the existing SPSA document.

Resource Inequities

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

We were not able to identify any resource inequities as a result of any self-evaluations or needs assessments at the site or district. N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.8%	2.07%	1.84%	18	21	19
African American	0.6%	0.39%	0.87%	6	4	9
Asian	1.7%	1.38%	1.65%	17	14	17
Filipino	0.4%	0.39%	0.29%	4	4	3
Hispanic/Latino	62.6%	64.00%	66.15%	626	649	682
Pacific Islander	0.1%	0.10%	0.39%	1	1	4
White	29.6%	28.70%	25.9%	296	291	267
Multiple/No Response	1.2%	1.58%	1.45%	12	16	15
			Total Enrollment	1,000	1,014	1031

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	261	276	285
Grade 10	284	246	269
Grade 11	237	267	226
Grade 12	218	225	251
Total Enrollment	1,000	1,014	1,031

Student Enrollment by Grade Level

Conclusions based on this data:

1. The total population of our student body has rested around 1000 students over the past four years.

2. The percentage of Hispanic students continues to increase while the percentage of the white population continues to decrease. The other equity groups are relatively steady from year to year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	231	247	277	23.1%	24.4%	26.9%
Fluent English Proficient (FEP)	313	301	303	31.3%	29.7%	29.4%
Reclassified Fluent English Proficient (RFEP)	21	35		9.1%	12.9%	

Conclusions based on this data:

1. The number of English Learners is gradually increasing.

2. The number of reclassified students is also increasing slightly which is positive for our students and school.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	222	260	207	160	252	200	157	252	200	72.1	96.9	96.6
All Grades	222	260	207	160	252	200	157	252	200	72.1	96.9	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2536.	2513.	2542.	7.64	7.14	11.00	31.21	23.81	27.50	24.84	25.00	28.50	36.31	44.05	33.00
All Grades	N/A	N/A	N/A	7.64	7.14	11.00	31.21	23.81	27.50	24.84	25.00	28.50	36.31	44.05	33.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.61	11.90	15.50	59.86	51.19	60.00	22.54	36.90	24.50
All Grades	17.61	11.90	15.50	59.86	51.19	60.00	22.54	36.90	24.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.29	8.73	10.50	56.64	42.46	51.50	37.06	48.81	38.00
All Grades	6.29	8.73	10.50	56.64	42.46	51.50	37.06	48.81	38.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.33	5.95	7.50	75.00	71.83	78.00	16.67	22.22	14.50
All Grades	8.33	5.95	7.50	75.00	71.83	78.00	16.67	22.22	14.50

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	16.13	12.70	11.50	64.52	58.33	72.00	19.35	28.97	16.50
All Grades	16.13	12.70	11.50	64.52	58.33	72.00	19.35	28.97	16.50

Conclusions based on this data:

1. The ELA overall achievement scores have declined over the past three testing periods from 45.10 to 30.95 who have met or exceeded the standard on the ELA CAASPP. Lots of work to be done in targeting the 69% who were near or below standard in ELA.

2. The fallacy of this data never measures or compares the same students from year to year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	222	260	207	156	251	201	156	251	201	70.3	96.5	97.1
All Grades	222	260	207	156	251	201	156	251	201	70.3	96.5	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2501.	2486.	2487.	4.49	1.20	3.48	8.97	13.55	7.96	21.79	13.94	18.41	64.74	71.31	70.15
All Grades	N/A	N/A	N/A	4.49	1.20	3.48	8.97	13.55	7.96	21.79	13.94	18.41	64.74	71.31	70.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.77	5.18	4.48	33.33	32.27	28.86	60.90	62.55	66.67
All Grades	5.77	5.18	4.48	33.33	32.27	28.86	60.90	62.55	66.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.13	2.79	4.48	62.18	61.35	58.71	32.69	35.86	36.82
All Grades	5.13	2.79	4.48	62.18	61.35	58.71	32.69	35.86	36.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.13	2.79	3.98	64.74	62.95	53.23	30.13	34.26	42.79
All Grades	5.13	2.79	3.98	64.74	62.95	53.23	30.13	34.26	42.79

Conclusions based on this data:

1. The concepts & procedures improved slightly; problem-solving and modeling/data analysis and communicating reasoning fell off considerably in the 21-22 testing cycle.

2. The overall math CAASPP percentages improved slightly from the 18-19 academic year to the 21-22 school year. 12.94% met or exceeded overall in 18-19; 14.75 met or exceeded in 21-22. However, 71.31% did not meet the standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1559.3	1554.4	1518.3	1563.7	1564.6	1515.6	1554.4	1543.7	1520.6	74	78	78
10	1536.6	1570.1	1532.7	1540.0	1582.8	1535.5	1532.8	1557.0	1529.4	61	61	61
11	1522.7	1556.0	1514.0	1522.1	1561.5	1501.2	1522.8	1549.9	1526.3	32	52	40
12	1539.8	1562.2	1536.3	1538.9	1571.4	1537.6	1540.3	1552.6	1534.3	31	22	39
All Grades										198	213	218

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.28	17.95	3.85	44.44	39.74	28.21	31.94	29.49	38.46	8.33	12.82	29.49	72	78	78
10	13.11	31.67	11.86	29.51	36.67	33.90	40.98	16.67	32.20	16.39	15.00	22.03	61	60	59
11	16.13	11.54	2.63	29.03	34.62	23.68	19.35	44.23	39.47	35.48	9.62	34.21	31	52	38
12	9.68	18.18	7.89	32.26	36.36	26.32	45.16	36.36	44.74	12.90	9.09	21.05	31	22	38
All Grades	13.85	20.28	6.57	35.38	37.26	28.64	34.87	30.19	38.03	15.90	12.26	26.76	195	212	213

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	40.28	33.33	14.10	40.28	39.74	43.59	12.50	19.23	15.38	6.94	7.69	26.92	72	78	78
10	26.23	51.67	16.95	42.62	30.00	47.46	21.31	5.00	23.73	9.84	13.33	11.86	61	60	59
11	35.48	26.92	10.53	22.58	57.69	39.47	9.68	9.62	23.68	32.26	5.77	26.32	31	52	38
12	25.81	40.91	13.16	48.39	27.27	55.26	12.90	31.82	15.79	12.90	0.00	15.79	31	22	38
All Grades	32.82	37.74	14.08	39.49	40.09	46.01	14.87	14.15	19.25	12.82	8.02	20.66	195	212	213

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	2.56	0.00	26.39	26.92	7.69	40.28	38.46	51.28	27.78	32.05	41.03	72	78	78
10	0.00	8.33	5.08	18.03	28.33	20.34	44.26	41.67	30.51	37.70	21.67	44.07	61	60	59
11	0.00	1.92	0.00	16.13	19.23	10.53	41.94	48.08	42.11	41.94	30.77	47.37	31	52	38
12	3.23	4.55	2.63	12.90	18.18	13.16	41.94	45.45	44.74	41.94	31.82	39.47	31	22	38
All Grades	2.56	4.25	1.88	20.00	24.53	12.68	42.05	42.45	42.72	35.38	28.77	42.72	195	212	213

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	3.85	6.41	72.22	78.21	69.23	22.22	17.95	24.36	72	78	78
10	4.92	10.00	8.47	60.66	75.00	71.19	34.43	15.00	20.34	61	60	59
11	3.23	1.92	0.00	51.61	76.92	60.53	45.16	21.15	39.47	31	52	38
12	3.23	0.00	7.89	61.29	72.73	63.16	35.48	27.27	28.95	31	22	38
All Grades	4.62	4.72	6.10	63.59	76.42	67.14	31.79	18.87	26.76	195	212	213

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	84.72	78.21	55.13	8.33	14.10	17.95	6.94	7.69	26.92	72	78	78
10	75.41	82.76	76.27	16.39	8.62	13.56	8.20	8.62	10.17	61	58	59
11	58.06	88.46	39.47	19.35	9.62	39.47	22.58	1.92	21.05	31	52	38
12	77.42	81.82	65.79	12.90	18.18	26.32	9.68	0.00	7.89	31	22	38
All Grades	76.41	82.38	60.09	13.33	11.90	22.07	10.26	5.71	17.84	195	210	213

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.72	7.69	2.56	51.39	43.59	39.74	38.89	48.72	57.69	72	78	78
10	6.56	13.33	11.86	54.10	50.00	37.29	39.34	36.67	50.85	61	60	59
11	0.00	5.77	2.63	41.94	48.08	34.21	58.06	46.15	63.16	31	52	38
12	6.45	9.09	10.53	35.48	45.45	28.95	58.06	45.45	60.53	31	22	38
All Grades	6.67	8.96	6.57	48.21	46.70	36.15	45.13	44.34	57.28	195	212	213

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.78	2.56	1.28	88.89	78.21	67.95	8.33	19.23	30.77	72	78	78
10	1.64	0.00	3.39	78.69	81.67	71.19	19.67	18.33	25.42	61	60	59
11	9.68	7.69	0.00	51.61	67.31	55.26	38.71	25.00	44.74	31	52	38
12	16.13	4.55	2.63	51.61	77.27	65.79	32.26	18.18	31.58	31	22	38
All Grades	5.64	3.30	1.88	73.85	76.42	66.20	20.51	20.28	31.92	195	212	213

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. The speaking domain is by far the strongest area for all of our EL students landing firmly in the "well-developed" category at 82.38% for all grades.

2. The listening and writing domains have landed strongly for a large majority of ELs in the "somewhat/moderately" category which is an improvement over the prior year.

3. Over 65% of our EL students still land at the somewhat/moderately levels in multiple language categories. We have work to do in the reading category.

School and Student Performance Data
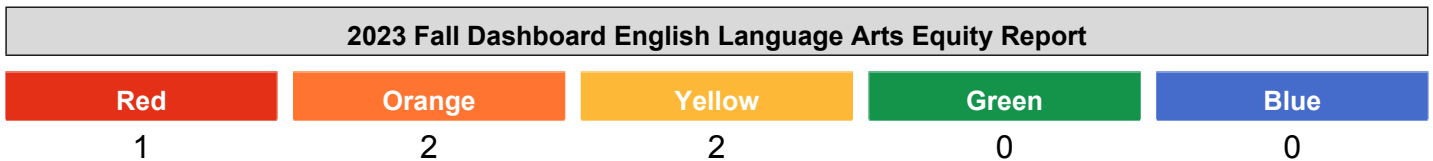
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1031	**76.9**	**26.9**	**1.1**
Total Number of Students enrolled in Corning Union 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	277	26.9
Foster Youth	11	1.1
Homeless	29	2.8
Socioeconomically Disadvantaged	793	76.9
Students with Disabilities	162	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	0.9
American Indian	19	1.8
Asian	17	1.6
Filipino	3	0.3
Hispanic	682	66.1
Two or More Races	15	1.5
Pacific Islander	4	0.4
White	267	25.9

Conclusions based on this data:

1. The Hispanic population at CUHS is gradually increasing while the White population is gradually declining; the other race/ethnic groups are consistent year to year.

2. Most all of the other demographic categories have stayed relatively similar including our socio-economically disadvantaged students. All of the other race/ethnicity groups other than white or Hispanic constitute 6% of our student population.

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

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Red		
College/Career High		

Conclusions based on this data:

1. Our Graduation Rate is a strong aspect of CUHS in the "very high" category.

2. English Language Arts and Mathematics are both rated as "very low". Our suspension rate is also rated "high".

3. The English Learner Progress rating of "medium" is acceptable, but leaves room for growth.

School and Student Performance Data

Academic Performance
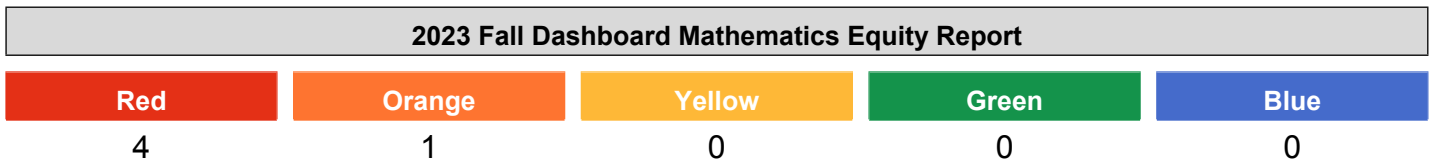## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
38.5 points below standard	85.7 points below standard	
Increased Significantly +28.1 points	Increased Significantly +34.4 points	
197 Students	67 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	45.5 points below standard	152.7 points below standard
	Increased Significantly +25.4 points	Maintained +2.6 points
7 Students	157 Students	34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	No Performance Color
1 Student	5 Students	3 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Yellow
39.1 points below standard	6 Students	0 Students	34 points below standard
Increased Significantly +33.1 points			Increased +3.2 points
136 Students			46 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.4 points below standard	33.5 points below standard	36.3 points below standard
Increased Significantly +25.6 points	Increased Significantly +18 points	Increased Significantly +20.7 points
34 Students	33 Students	85 Students

Conclusions based on this data:

1. All of our student demographic categories scored "very low" on the dashboard indicators for ELA except for the white students who scored "low". Targeted tier 1 instruction with all students in ELA is still necessary.

2. Although all were below the standard, the Reclassified English Learners were fewer points below the standard than the English Only students by 5.5 points.

3. Our overall Hispanic points below standard is at 72.2 while the white students are 37.3 points below standard. Both groups need targeted instruction to raise the points to standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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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

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
136.7 points below standard	201.6 points below standard	
Increased +3.9 points	Decreased -10.8 points	2 Students
198 Students	68 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	139.4 points below standard	220.5 points below standard
8 Students	Increased +6 points	Decreased -8.3 points
	157 Students	34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	No Performance Color
1 Student	5 Students	3 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	No Performance Color	Red
143.4 points below standard	6 Students	0 Students	125.9 points below standard
Maintained +1.4 points			Maintained +1.8 points
136 Students			47 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
234.1 points below standard	167 points below standard	123.3 points below standard
Decreased -14.5 points	Decreased Significantly -24.2 points	Increased +6.1 points
35 Students	33 Students	86 Students

Conclusions based on this data:

1. The 2022 dashboard reveals a dismal situation for all of our students in mathematics (all demographics in the "very low" category).

2. There is a need for our school to be able to show growth in mathematics learning through alternative means beyond a single CAASPP exam. In other words, to show where students were when they arrived to us and where they ended upon leaving us four years later as well as from year to year over four years.

School and Student Performance Data

## Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
26.9 points above standard making progress towards English language proficiency
Number of EL Students: 197 Students
Performance Level: 1
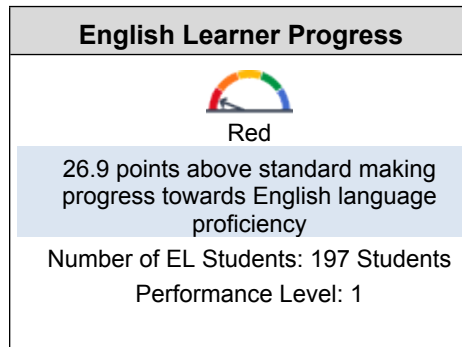
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
78	65	0	53

Conclusions based on this data:

1. Progress is being made by at least one ELPI level among 46% of the EL population; 35.8% maintained their ELPI language level score; but 18.4% dropped at least one ELPI level on the last ELPAC.

2. Some growth among our EL students is evident, but there is still much work to be done with our students and staff to raise the progress percentages among our EL students.

3. Our English Learner Progress level stands at 48.4 medium.

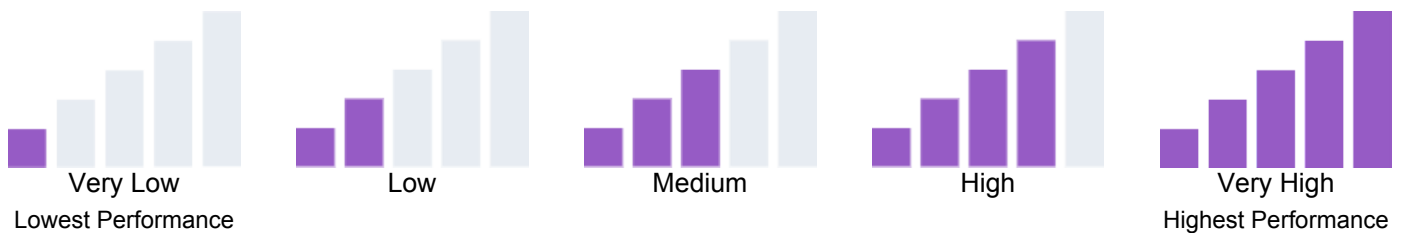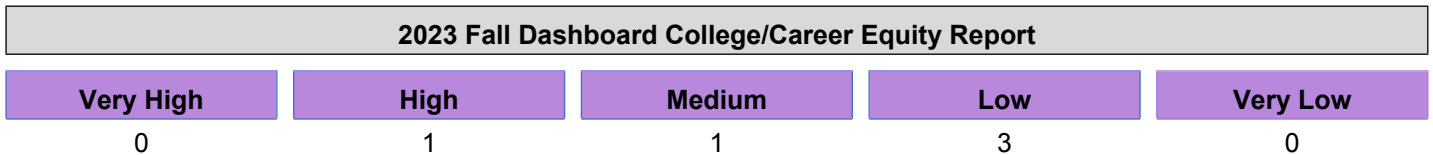# School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

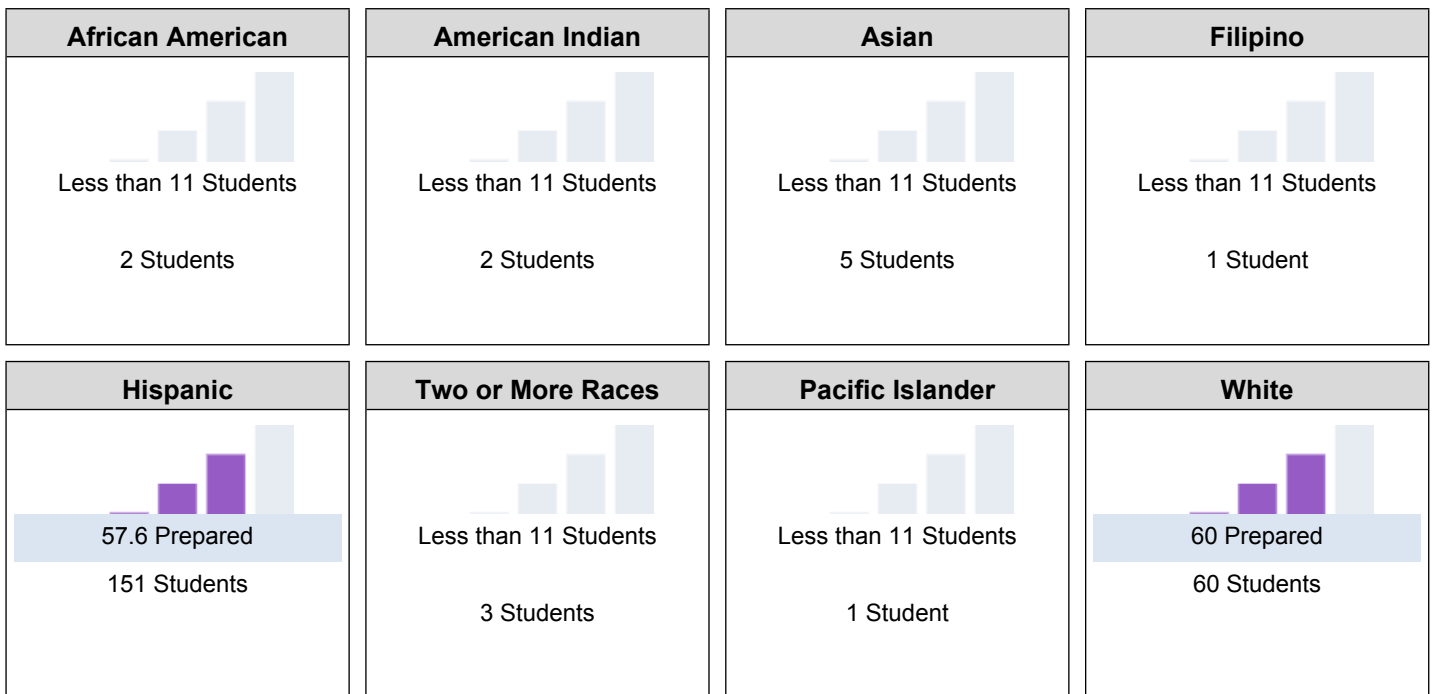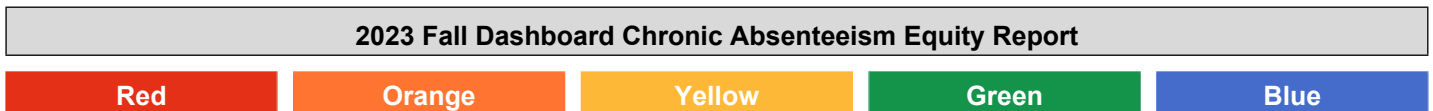| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	1	3	0

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

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

All Students
56.1 Prepared

230 Students

English Learners
41.5 Prepared

65 Students

Foster Youth
Less than 11 Students

2 Students

Homeless
18.8 Prepared

16 Students

Socioeconomically Disadvantaged
55.8 Prepared

197 Students

Students with Disabilities
31.4 Prepared

35 Students
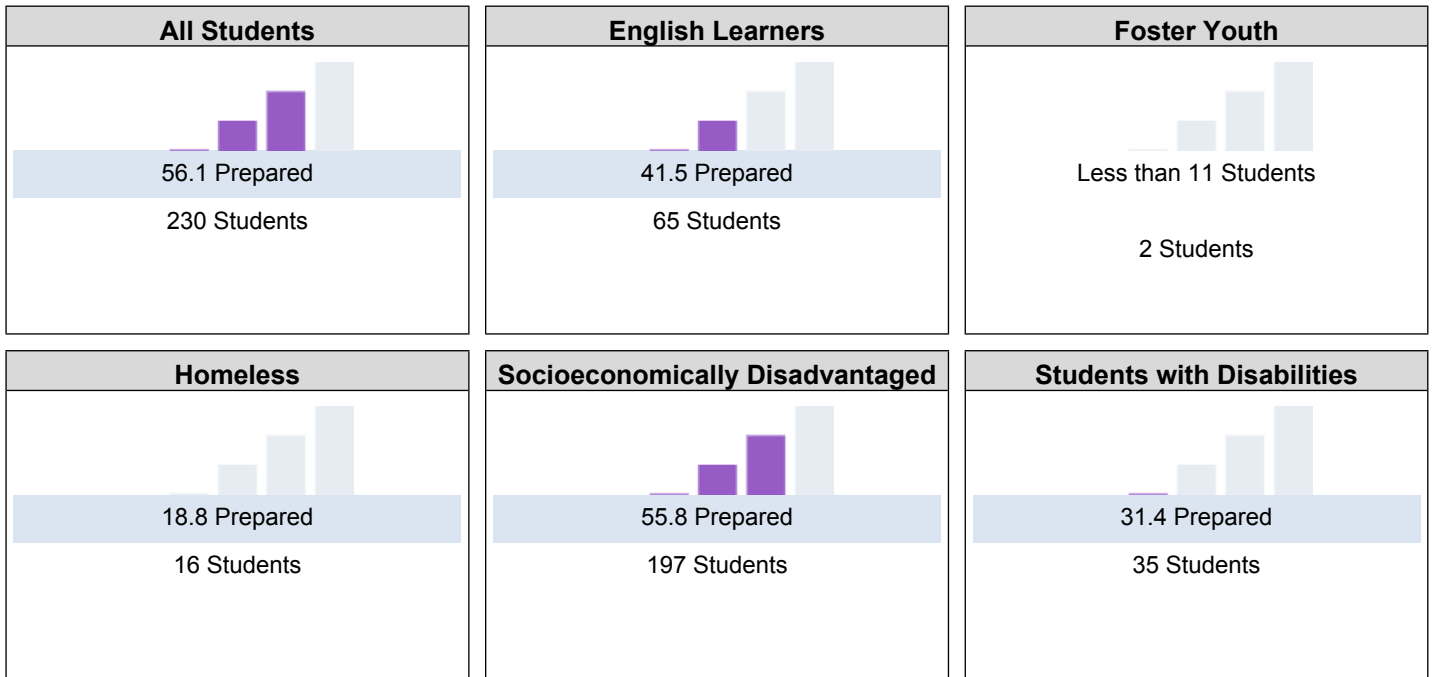
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American
Less than 11 Students

2 Students

American Indian
Less than 11 Students

2 Students

Asian
Less than 11 Students

5 Students

Filipino
Less than 11 Students

1 Student

Hispanic
57.6 Prepared

151 Students

Two or More Races
Less than 11 Students

3 Students

Pacific Islander
Less than 11 Students

1 Student

White
60 Prepared

60 Students

Conclusions based on this data:

1. No data. Not applicable.

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. No data to comment on.

School and Student Performance Data

Academic Engagement
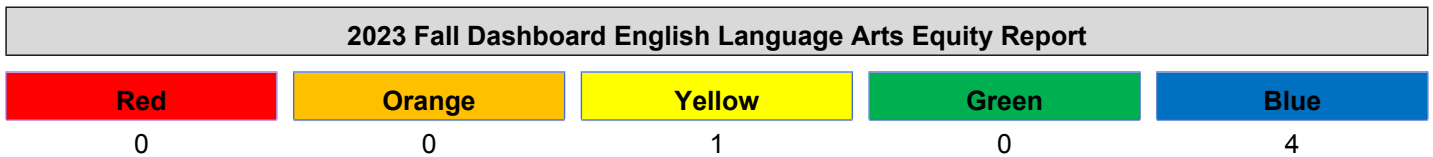## Graduation Rate

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

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

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

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	0	4

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
98.7% graduated	100% graduated	2 Students
Increased 2.9	Increased Significantly 10.6	
230 Students	65 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
100% graduated	Blue	Yellow
16 Students	98.5% graduated	91.4% graduated
	Increased 2.9	Decreased -2.1
	197 Students	35 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 99.3% graduated Increased 4.6 151 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Blue 96.7% graduated Maintained -0.2 60 Students

Conclusions based on this data:

1. Our graduation rate overall among all students is strong at "very high" 95.8%. It is also very good among all of our various equity groups with English Learners graduated at 89.4% and students with disabilities at 93.7% is commendable.

2. The combination of our Hispanic students rated as "high" at 94.7% and our white students rated "very high" at 96.8% puts our overall percentage at 95.8%.

School and Student Performance Data

Conditions & Climate
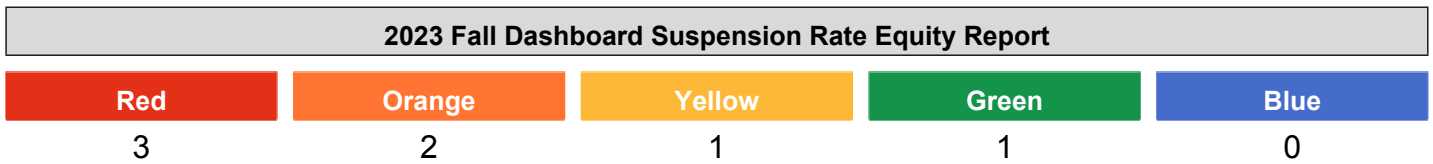## Suspension Rate

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

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

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

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	2	1	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	12.5% suspended at least one day
8.7% suspended at least one day	10.7% suspended at least one day	
Increased 0.9	Increased 2.1	16 Students
1086 Students	300 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
14.7% suspended at least one day	9.4% suspended at least one day	14.5% suspended at least one day
Increased 5.3	Increased 1.2	Increased Significantly 3.8
34 Students	844 Students	173 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	20% suspended at least one day Increased 8.5 20 Students	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 8.5% suspended at least one day Increased 1.6 718 Students	Green 5.7% suspended at least one day Declined -1.8 35 Students	Less than 11 Students 3 Students	Yellow 9.3% suspended at least one day Declined -0.9 281 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Proficiency in ELA

LEA/LCAP Goal

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District Vision and Mission statements related to students achieving personal success for their future and their community.

Goal 1

Students in grade 11 will demonstrate an improved level of growth on the ELA CAASPP by reducing the points below standard 10-20 points among all juniors and within each equity group. All students in grades 9-12 will also demonstrate improvement in ELA through grade level local assessments made visible through a data analysis system.

Identified Need

We need to improve student achievement and college career readiness among our students specifically related to ELA knowledge and skills made visible through the ELA CAASPP and other assessments such as the STAR reading test and the English Department's writing rubric.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the English Department's writing rubric from grade level to grade level.	Individual, class and grade-level writing rubric results.	Each student will demonstrate growth on the various genre writing assignments administered in all English classrooms in accordance with the department's writing rubric. Growth anticipated from one grade level to the next 9-12 grades.
Student improvement on the STAR Reading test for grade-level proficiency.	Individual, class and grade-level STAR Reading results.	Each student will demonstrate growth on the STAR Reading test administered three times per year (beginning, middle & end). Improve each grade-level reading target.
Student improvement on the English Department's ELA local assessment at each grade level 9-12.	Individual, class and grade-level local assessment results.	Each student will demonstrate growth on the grade-level local assessments.
Student improvement on the ELA CAASPP for all 11th graders.	11th grade class improvement from the current points below standard on the ELA CAASPP	The junior class points below standard will be reduced by 15-20 points on the ELA CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	at 66.6. The current state average is 12.2 pbs.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Schoolwide & the Junior Class in Particular

Strategy/Activity

1. Use clearly defined ELA rubrics for the improvement of academic writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12).
2. Ensure that ELA curriculum materials and strategies are aligned to ELA California Academic Standards.
3. Engage in effective instruction according to good lesson design using the gradual release of responsibility model that targets the ELA reading and writing skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice.
4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness which is highly literacy oriented.
5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELA which includes the alignment of curricular materials to the ELA CCSS.
6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level ELA pacing windows.
7. ELA teachers will use frequent formative assessments and timely summative assessments as a tool to monitor student learning and progress toward the California Academic Standards. We will also expose students to the ELA SBAC interim assessments and practice tests.
8. Expect all content-area teachers to regularly engage students with reading, writing, listening, speaking, and language skills practice using their content as the means to improve literacy skills.
9. Use developed content-skill assessments in ELA and core content areas to inform curricular and instructional decisions around student learning of content knowledge and literacy skills.
10. Utilize an assessment analysis system in ELA using teacher-created assessments, the STAR Reading test, and the English Department's writing rubric.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
515,500	LCFF 1000-1999: Certificated Personnel Salaries English Teachers

186,200	LCFF 3000-3999: Employee Benefits English Teachers
3,525	Lottery: Instructional Materials 4000-4999: Books And Supplies
2,000	Extended Learning Opportunity 4000-4999: Books And Supplies
2,537	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All ten of the strategies/activities identified above are in play on a regular basis except for the current use of a data analysis system that informs us of regular student progress in ELA. The associate principal overseeing the curriculum, instruction and assessment practices of classrooms each month through walk-throughs, full-period observations and teacher conversations can verify that these practices are visible in classroom instruction and confirmed by teacher interaction. Improvement in daily classroom practices that are effective is the fundamental approach to impacting the most students schoolwide. Strong instructional practices by all teachers schoolwide is the key to success. All walk-throughs identify the elements of gradual release of responsibility (GRR), clear learning objectives (CLOs), checks for understanding (CFUs), integration of content academic language, (CALs), and the presence of WICOR strategies and focused note taking (FNT). All of these strategies and practices are known to be highly effective for student learning and so we continue to promote them schoolwide. Teacher collaboration opportunities are consistently provided and utilized. The use of a data analysis system is in the plan. Many different intervention and support courses and after-school programs are in place to address individual student needs. English teachers will have to generate measurable local ELA assessments to demonstrate student success in ELA knowledge and skills.

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 are no identified differences between the intended implementation and the budgeted expenditures to implement these strategies/activities to meet the goal of student learning leading to improved scores on the ELA CAASPP and other local assessments. The expenditures come primarily from the cost of employing ELA teachers at our school.

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

The primary changes include the establishment of a data analysis system and the creation of local ELA assessments that measure student growth in ELA knowledge and skills beyond the STAR Reading test and the writing rubric. We will keep these strategies and activities in place to see their overall impact on ELA CAASPP scores.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELPAC Results & Rate of Reclassification

LEA/LCAP Goal

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. EL student improvement in language development skills play into this LCAP goal.

Goal 2

All ELL students in grades 9-12 will demonstrate an improved level of growth on the ELPAC exam at each annual testing and subsequently sustain or raise the rate of reclassification at CUHS. Students will also demonstrate language growth through the local EL assessments done in designated ELD as well as in the mainstream English courses.

Identified Need

Improve student achievement and college career readiness among our English Language Learner students. The need continues for students to progress from each respective language level to the next according to ELPAC results and local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gradual EL student improvement on the annual ELPAC score results that identify students at a particular level of English language proficiency on a scale of 1-4.	The overall English Learner progress percentage is at 48.4% making progress. based on ELPAC results. We are currently at the "medium" level.	All EL students will demonstrate an improved EL progress percentage by 5-10%.
Gradual EL student improvement on the ELD & ELA local classroom assessments administered at intervals throughout the school year.	Each ELD level assessment will demonstrate individual student growth on the Emerging, Expanding and Bridging assessments.	Students will progress from a level 1 (emerging) to a level 2 (expanding) in one-two years; from a level 2 (expanding) to level 3 (bridging) in one-two years; from level 3 (bridging) to level 4 (proficient) in one-two years; and at level 4 (proficient) to then meet all of the criteria to become reclassified (RFEP).
The number of EL students that are reclassified will increase.	The reclassification rate for CUHS in 2021-22 was 15.7%.	The reclassification percentage will be the same or higher for the next school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All ELD & Non-Reclassified EL students

Strategy/Activity

1. Use clearly defined ELD rubrics for the improvement of academic speaking, reading, writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12). Ensure that our curriculum materials and strategies are aligned to ELD standards and the California Road Map.
2. Engage in effective instruction according to good lesson design thru the gradual release of responsibility model that targets the ELA reading and writing skills inherent in the CCSS and consistent with the ELD standards. Continue with the full implementation of the WICOR strategies associated with the AVID Schoolwide approach to college and career readiness.
3. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELD. This includes the alignment of curricular materials to the ELA CCSS and identification of gaps in instructional materials and adjustments to align supplemental material, and establish general grade level ELA/ELD pacing windows.
4. ELA & ELD teachers will use frequent formative assessments and timely summative assessments as a tool to monitor student learning and progress toward the California Academic Standards for ELA & ELD. These departments have created formal, structured content, literacy-based rubrics & assessments for writing that drive the curriculum, instruction and assessments.
5. Provide timely intervention for ELA & ELD students within the master schedule that address the academic and motivation/behavior issues that hinder academic success. Determine best practices and materials to use with such learners.
6. Use developed content-skill assessments in ELA, ELD, other core subjects and Reading/Writing Intervention to inform curricular and instructional decisions around student learning of content knowledge and literacy skills.
7. Sustain practices in clear learning objectives, checks for understanding, content academic language and multiple other effective EL strategies.
8. Provide opportunities for professional collaboration activities and analysis of student performance for all teachers during pre-service, teacher collaboration days, and alternate times designated for professional conversations around best practices for ELs. Analyze and make adjustments based on locally-created formative and summative assessments.
9. Target the areas of growth for each student based on student performance on the ELPAC-aligned assessments in ELA/ELD, the Star Renaissance reading results, and the English Depts. writing rubric.
10. Expect full implementation of AVID/WICOR/FNT school wide to promote effective instruction & CCR which impacts EL students in all of those classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
58,945	LCFF 1000-1999: Certificated Personnel Salaries

23,691	LCFF 3000-3999: Employee Benefits
12,073	Title I 1000-1999: Certificated Personnel Salaries
4,852	Title I 3000-3999: Employee Benefits
86,239	Other 1000-1999: Certificated Personnel Salaries
31,839	Other 3000-3999: Employee Benefits
55,400	Title I 2000-2999: Classified Personnel Salaries
42,080	Title I 3000-3999: Employee Benefits
5,010	Title III 2000-2999: Classified Personnel Salaries
4,317	Title III 3000-3999: Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

25,400	Lottery: Instructional Materials 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All ten of the identified strategies & activities above are continuously in play within the classrooms across campus where ELD and non-reclassified EL students exist. Regular professional collaboration focused on good instructional practices occurs consistently during established collaboration times. We have adopted the full-implementation of the ELLevation program schoolwide which more readily allows us to monitor our EL students and their progress. A look at our master schedule reveals that we have in place a number of courses that serve as interventions for our ELD and non-reclassified EL students. These courses and interventions include highly qualified ELD teachers at three levels, bilingual support for emerging and expanding ELD students in multiple content settings, and a reading intervention course used to support both EL and SpEd students.

The following items reveal the growth and development of our EL students: State & local assessments; instructional coach feedback; regular classroom walkthroughs and formal evaluations by the AP; department collaboration to evaluate effectiveness; adjustments to instruction and learning strategies as needed; AP-teacher professional collaborative conversations; Improved teacher instructional practices resulting in improved student learning of English domains in speaking, listening, reading, writing and language demonstrated on sub-categories of ELPAC results.

Teams of teachers in ELA & ELD evaluate the results of the ELPAC in order to inform and modify instruction; AP meets with teachers to monitor the use of assessments through collaborative conversations that improve instructional practices and increase student learning. Student grades in all subject areas are also considered in progress monitoring. The frequent formative assessments provide a consistent look at ELD student progress.

We use assessments and behavior indicators to assist in determining specific gaps in learning and then meet targets through a strategic intervention approach. Core teachers have created end-of-unit and/or end-of-course assessments to measure growth overall. These teacher-created assessments demonstrate ELD student growth in content areas. We are using the ELLevation program to assist us with assessment progress monitoring for our ELD students.

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

We did not identify any major differences between the intended implementation or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No changes will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Much of this analysis is based on anecdotal

information and professional admin/teacher conversations and observations. The real number measuring stick still rests currently with the visible results of the annual ELPAC and the growth in language development demonstrated through teacher-created assessments in ELD & ELA classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Targeting Three Specific LCAP Categories on the Dashboard

LEA/LCAP Goal

1. Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements and encapsulates well our overall desire for students to be able to pursue a variety of postsecondary options when they are finished in the District.
2. Create a safe and well-maintained learning environment that promotes respect and responsibility among students. This goal has been developed in order to assure that our students have a safe and orderly school environment in which to learn. The California School Dashboard primarily measures this through school suspension data, and this has been a target of our District and site for several years.

Goal 3

The Corning Union High School staff will target students who do not meet the standard expectations for the LCAP categories of chronic absenteeism, suspension rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard. EL Progress is a separate, distinct goal in this document so it is not included here. Our current Graduation Rate is relatively strong so we are not targeting any work on it other than to simply sustain what we are doing with credit recovery. College and career readiness was not reported out this year so it will become a goal for the following year.

Identified Need

We have a need to sustain efforts at building schoolwide capacity for promoting the behavioral, social and emotional health of our student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The annual chronic absenteeism rate for CUHS.	The current baseline percentage of chronically absent students is at 31%.	Reduce the rate of chronic absenteeism by at least 5% each of the next three years.
The annual school wide suspension rate at CUHS.	The current annual suspension rate at CUHS is 7.85% compared to the state average of 3.17%.	Reduce the number of suspensions schoolwide by 2%.
The annual college & career indicator for CUHS.	The current college & career readiness indicator for CUHS is not reported for individual schools this year. The baseline/actual will be established once that data becomes available.	Increase the annual CCR indicator by at least 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This strategy/activity targets first those students who are chronically absent. Secondly, it targets those students who are being suspended among specific populations. Finally, this approach targets all students who need to be college and career ready by the time of graduation.

Strategy/Activity

1. Monitor the data points in the three categories in which we are weak. Use the dashboard, absence lists, suspension logs, GPA/D-F lists, CAASPP results, etc. to help identify student needs and targets.
2. Target specific students and families who need support with chronic absenteeism and potential suspensions through conversations, counseling referrals, home visits, school resource officer assistance, social services assistance, HOPE Center interventions, etc.
3. For our students who are not CCR ready, we will continue to promote college/career readiness through a multitude of CUHS programs including AVID/WICOR practices school wide, CTE expansion, more A-G offerings, a CCR AVID course for all freshmen, an AVID Elective course for identified sophomores, and more deliberate, intentional exposure to the post-secondary opportunities that exist for students.
4. Continue to modify policies and practices that unnecessarily increase the number of suspensions and create layers of prevention and intervention that lead to reduced rates of suspension; Target specific students who need support with potential suspensions (the intervening work of the AP over suspensions, the school counselors and school psychologist).
5. Create teacher engagement around more intentional SEL practices within the classroom setting.
6. Target the chronically absent students early in the fall semester to begin specific family interventions rather than waiting until January to identify the chronically absent students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
125,756	General Fund 1000-1999: Certificated Personnel Salaries Associate Principal work with chronically absent students and student suspension prevention and reduction.
39,521	General Fund 3000-3999: Employee Benefits Counselor
60,444	General Fund 1000-1999: Certificated Personnel Salaries Counselor

20,644	General Fund 3000-3999: Employee Benefits Counselor
40,890	Other 1000-1999: Certificated Personnel Salaries Counselor
13,779	Other 3000-3999: Employee Benefits Counselor
34,844	Title I 2000-2999: Classified Personnel Salaries Attendance
24,903	Title I 3000-3999: Employee Benefits Attendance
1104	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Sent counselor to AVID training

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

1. Our chronic absenteeism rate has increased over the past three years. Our Associate Principal, attendance clerks, psychologist and counselors have done some work to intervene with those students and families struggling with attendance in school.
2. We have historically suspended students for rule violations to a greater degree than most districts statewide and it reached as high as 13%. Other layers of prevention have been added before suspensions occur and the rate has dropped to its current level of 7.85%. Our suspension rate had declined dramatically over time based on the creation of additional layers of intervention prior to a full suspension ahead of COVID. Since COVID, rates of suspension have risen again. We continue to work to bring that rate down further, but we would have to lower our current standards and expectations of a "suspendable" offense to accomplish immediate improvement on paper.
3. Since we implemented a schoolwide approach to AVID strategies for teaching and learning, more and more teachers schoolwide are planning with a WICOR lens thus integrating those instructional strategies more consistently. AVID surveys of staff and students positively reveal the effectiveness of WICOR, FNT & student planners which contribute to college career readiness schoolwide. The intentional work being done in English and Math may help in raising the distinct indicators for CCR.

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

We do not see any major differences between the intended implementation or the budgeted expenditures to implement these practices to meet our articulated goal.

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

We do not anticipate any changes in this goal, the annual outcomes, the metrics, or the strategies/activities to achieve this goal as a result of this analysis. We are holding to the long-term development of chronic absenteeism strategies, suspension-reduction strategies, and classroom practices schoolwide to accomplish growth in the three categories identified as LCAP goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics proficiency

LEA/LCAP Goal

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements related to students achieving personal success.

Goal 4

All students in grade 11 including the equity groups will demonstrate an improved level of growth on the Mathematics CAASPP by reducing the points below standard. Students will also show improvement in Math through grade level local assessments made visible through a data analysis system.

Identified Need

We need to improve student achievement and college career readiness among our students specifically related to Mathematics knowledge and skills made visible through the Mathematics CAASPP and other local math assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the Math Department's Mastery Quizzes and comprehensive semester exams consisting of all previous mastery quizzes.	Individual, class and grade-level results on the local mastery quizzes and comprehensive semester exams.	Each student will demonstrate growth on the grade-level local assessments.
Student improvement on the annual Math CAASPP among all 11th graders and the respective equity groups among juniors at CUHS.	Our current percentage rate of proficiency is at 15%. We are currently 140.6 points below standard compared to the state average of 51.7 points below standard.	We expect our students to improve by reducing the number of points below standard by 20-25 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and the specific identified equity groups of White, Hispanic, socio-economically disadvantaged, English Learners and Special Education IEP students. This also identifies 11th grade students in particular for the Math CAASPP results.

Strategy/Activity

1. Provide clearly defined mathematical expectations for the improvement of math knowledge and skills and clarification of California Standards-based learning objectives for each Math grade level (9-12).
2. Ensure that the math curriculum materials (CPM) and the math instructional strategies are consistently aligned to the Math California Academic Standards and the 8 Standards for Mathematical Practice.
3. Engage in effective instruction according to good lesson design using the gradual release of responsibility model that targets the Math skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice in mathematics.
4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness.
5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for Mathematics which includes the alignment of curricular materials to the Math CCSS.
6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level Math pacing windows for each math level.
7. Math teachers will use frequent formative assessments (daily checks for understanding, exit slips, tool kit use, team quizzes, homework quizzes, etc.) and timely summative assessments (mastery quizzes and comprehensive semester exams) as tools to monitor student learning and progress toward the California Academic Standards and Standards for Mathematical Practice. Math teachers will expose math students to the SBAC interim assessments and practice tests.
8. Expect all math teachers to regularly engage students in reading, writing, listening, speaking, and language skills practice using the mathematical content as the means to improve numeracy and literacy skills.
9. Use developed content-skill assessments in Mathematics to inform curricular and instructional decisions around student learning of math content knowledge and math numeracy skills.
10. Utilize an assessment analysis system in Math measuring the results of the local math mastery quizzes and comprehensive semester exams.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
508,870	LCFF 1000-1999: Certificated Personnel Salaries Math teachers
183,421	LCFF 3000-3999: Employee Benefits
65,430	Lottery: Instructional Materials 4000-4999: Books And Supplies
15,391	Extended Learning Opportunity 6000-6999: Capital Outlay

	Touch boards

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most of the ten strategies/activities identified above are in play on a regular basis. However, we do not currently have a data analysis system that informs our math teachers of objective student progress based on assessments. We also have not accessed interim SBAC assessments and practice tests too much as a teaching tool. Teachers can tell us based on grades and anecdotal observation, how students are performing, but that is not visible to all. The associate principal overseeing the curriculum, instruction and assessment practices of teachers in classrooms each month through walk-throughs, full-period observations and teacher conversations can verify that these practices are visible in classroom instruction and confirmed by teacher interaction. Improvement in daily classroom practices that are effective is the fundamental approach to impacting the most students schoolwide. All walk-throughs identify the elements of gradual release of responsibility (GRR), clear learning objectives (CLOs), checks for understanding (CFUs), integration of content academic language, (CALs), and the presence of WICOR strategies and focused note taking (FNT). All of these strategies and practices are known to be highly effective for student learning and so we continue to promote them schoolwide. Teacher collaboration opportunities are consistently provided and utilized. The use of a data analysis system is in the plan. Many different intervention and support courses and after-school programs are in place to address individual student needs. Math teachers will have to take their local math assessments and make them visible through a data analysis system that demonstrates student success in math knowledge and skills from one math level to another.

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 are no identified differences between the intended implementation and the budgeted expenditures to implement these strategies/activities to meet the goal of student learning leading to improved scores on the Math CAASPP. The expenditures come primarily from the cost of employing math teachers at our school.

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

The primary changes include the establishment of a data analysis system that can make visible the local math assessments that measure student growth in math knowledge and skills. We will keep these strategies and activities in place to see their overall impact on Math CAASPP scores.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

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	$487164
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,194,605.00

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	$174,152.00
Title II Part A: Improving Teacher Quality	$1,104.00
Title III	$9,327.00
Title IV Part A: Student Support and Academic Enrichment	$2,537.00

Subtotal of additional federal funds included for this school: $187,120.00

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 ($)
Extended Learning Opportunity	$17,391.00
General Fund	$246,365.00
LCFF	$1,476,627.00
Lottery: Instructional Materials	$94,355.00
Other	$172,747.00

Subtotal of state or local funds included for this school: $2,007,485.00

Total of federal, state, and/or local funds for this school: $2,194,605.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	17,391.00
General Fund	246,365.00
LCFF	1,476,627.00
Lottery: Instructional Materials	94,355.00
Other	172,747.00
Title I	174,152.00
Title II Part A: Improving Teacher Quality	1,104.00
Title III	9,327.00
Title IV Part A: Student Support and Academic Enrichment	2,537.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,408,717.00
2000-2999: Classified Personnel Salaries	95,254.00
3000-3999: Employee Benefits	575,247.00
4000-4999: Books And Supplies	73,492.00
5000-5999: Services And Other Operating Expenditures	1,104.00
5800: Professional/Consulting Services And Operating Expenditures	25,400.00
6000-6999: Capital Outlay	15,391.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Extended Learning Opportunity	2,000.00
6000-6999: Capital Outlay	Extended Learning Opportunity	15,391.00
1000-1999: Certificated Personnel Salaries	General Fund	186,200.00
3000-3999: Employee Benefits	General Fund	60,165.00
1000-1999: Certificated Personnel Salaries	LCFF	1,083,315.00
3000-3999: Employee Benefits	LCFF	393,312.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	68,955.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	25,400.00
1000-1999: Certificated Personnel Salaries	Other	127,129.00
3000-3999: Employee Benefits	Other	45,618.00
1000-1999: Certificated Personnel Salaries	Title I	12,073.00
2000-2999: Classified Personnel Salaries	Title I	90,244.00
3000-3999: Employee Benefits	Title I	71,835.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,104.00
2000-2999: Classified Personnel Salaries	Title III	5,010.00
3000-3999: Employee Benefits	Title III	4,317.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,537.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	709,762.00
Goal 2	349,846.00
Goal 3	361,885.00
Goal 4	773,112.00

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:

Jason Armstrong School Principal

Christy Correa, Dan Proctor, Shaun Fredrickson Classroom Teachers

Diana Davisson, Other School Staff

Ana Thuemler, Patricia Esparza, Veronica Rico Parent or Community Members

Crystal Marquez, Kendra May, Destiny Hughes, Braden Henry Secondary Students

Name of Members	Role

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
	Special Education Advisory Committee
	Other: Department Heads Site Leadership Team

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 May 18, 2023.

Attested:

	Principal, Jason Armstrong on May 18, 2023
	SSC Chairperson, Patricia Esparza on May 18, 2023

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 64001 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 65001, 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[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 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[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, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

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

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

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

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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