

School Year: 2019-20



## School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Cathedral City High School
<b>Address</b>	69250 Dinah Shore Dr. Cathedral City, CA 92234-4713
<b>County-District-School (CDS) Code</b>	33 67173 3330578
<b>Principal</b>	Guillermo Chavez
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2018 - 6/30/2019
<b>Schoolsite Council (SSC) Approval Date</b>	9/19/2019
<b>Local Board Approval Date</b>	11/26/19

X This certifies that updates to my SPSA are completed

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile .....	5
Purpose and Description.....	6
Stakeholder Involvement .....	6
Resource Inequities .....	8
Needs Assessment – Review of Performance .....	8
Greatest Progress .....	8
Greatest Needs .....	8
Performance Gaps .....	9
School and Student Performance Data .....	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results .....	15
Student Population .....	18
Overall Performance .....	19
Academic Performance.....	20
Academic Engagement .....	27
Conditions & Climate.....	30
Annual Review and Update .....	32
Goal 1.....	32
Goal 2.....	42
Goal 3.....	46
Goals, Strategies, & Proposed Expenditures.....	49
Goal 1.....	49
Goal 2.....	58
Goal 3.....	62
Centralized Services for Planned Improvements in Student Performance .....	66
Budget Summary and Consolidation .....	68
Budget Summary .....	68
Allocations by Funding Source.....	68
Other Federal, State, and Local Funds .....	68
Expenditures by Funding Source .....	69
Expenditures by Budget Reference .....	70
Expenditures by Budget Reference and Funding Source .....	71

School Site Council Membership .....72

Recommendations and Assurances .....73

Instructions.....74

    Instructions: Linked Table of Contents .....74

    Purpose and Description.....74

    Stakeholder Involvement.....75

    Resource Inequities .....75

Goals, Strategies, Expenditures, & Annual Review .....75

    Annual Review .....77

    Budget Summary .....77

    Appendix A: Plan Requirements .....79

    Appendix B:.....81

    Appendix C: Select State and Federal Programs .....83

# School Vision and Mission

Cathedral City High School, in partnership with parents and community members, is dedicated to providing an educational experience that guides students toward successful, fulfilling lives as responsible, productive, and global citizens. Students are expected to acquire academic, artistic, athletic, and technical skills in preparation for college and careers. A culture of health-consciousness and ethical behaviors is fostered by the school. The CCHS community values diversity and offers the training and experience that expands students' awareness to include an appreciation and acceptance of practices and points of view found in other parts of the world.

## School Profile

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

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

Cathedral City High School serves approximately 1640 students. Cathedral City High School is the only Gold Ribbon High school within the Palm Springs Unified School District as well as the only International Baccalaureate school serving the western Coachella Valley. Students taking advanced courses take a combination of International Baccalaureate and Advanced Placement courses in the four core courses as well as the elective areas. Approximately 400 students are taking advanced courses. Cathedral City High School also has two California Partnership academies serving students in the Health and Environmental area as well as Digital Media production. Both academies have been designated as Distinguished academies by the CDE. In addition, the Digital Arts and Media production academy is a "Lighthouse" Academy that provides the opportunity for other academies to model after.

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

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

The Cathedral City High School School-wide Learner Outcomes are: (Reviewed: October 2017)

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

### Lion's Road to Success

Graduating Lions are prepared to:

Further their education.

All students have the ability to:

§ Read, write, listen, speak, and communicate effectively

§ Solve mathematical problems accurately

Use current technology.

All students can:

§ Correctly use computers and adapt to current technologies

§ Find, evaluate, and use a variety of software applications

§ Safely use the Internet and other sources to communicate globally

Enter the world of work and careers.

All students:

§ Understand the importance of proper work ethics and habits

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

§ Demonstrate positive attitudes and global citizenship

Live in a society of diverse cultures and customs.

All students:

§ Respect diversity

§ Appreciate the art and music of the global community

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

## Purpose and Description

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

Schoolwide Program

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

SSC Election dates and results:

September 6, 2018 - Election - 2 new teachers elected - Cami Saliba and Mary Zwieg, 1 new parent selected - Mary Perez, Site Council elections were Sept 5 & 6 - collected through the end of the day at the front office

SSC Meeting Dates and Topics:

September 9, 2018 - SSC training

- review of bylaws, brief overview of current SPSA, copies of information provided for review prior to next meeting

November 29, 2018 - review of previous meeting information

- review of SPSA actions and current implementation, review of data, review budget allocations and adjustments, discussed and approved revisions to current plan
- disproportionality survey
- review of data

March 7, 2019 - review of remaining funds, approved and finalized any remaining funds

- Cambio group presentation and review, request for funding
- LCAP presentation

April 30, 2019 - continue evaluation of SPSA actions and services, approve 2019-20 SPSA and budget

- reviewed next year plans, staffing projections, budget

#### ELAC Meeting Dates and Topics:

##### September 19, 2018 - Welcome and Introductions

- information regarding ELPAC, discussed grades, college and career readiness
- information on academies and programs, how to be involved
- Nominations and Elections for officers for ELAC
- college kick off info, set next meeting date

##### October 17, 2018 - Welcome and Introduction

- tour of campus, information for EL parents and students
- district EL demographics, ELPAC information
- nominations and elections for ELAC
- field trips, non school days, parent.student, teacher conferences

##### November 14, 2018 - Welcome and introductions - new counselor

- reviewed attendance info, how to excuse, holidays upcoming
- recognition and ceremonies, conferences, finals
- field trips

##### January 23, 2019 - Welcome and introductions

- DELAC parent representative information
- student achievement
- testing information, proficiency information, review of absences, resources available

##### March 6, 2019 - Welcome and Introductions

- testing information, ELPA, CAASPP
- registration information for 2019-2020, transcript information, important dates, family engagement center information, awards ceremony

##### April 10, 2019 - Welcome and introductions

- testing information, CAST, CAASPP
- a-g information, college and university entrance info
- important dates, family engagement center info, tutoring information, awards ceremony

#### Instructional Council Meeting and Dates

##### September 4, 2018 - Welcome, discussion on responsibilities

- WASC, short cycle assessment information

##### October 1, 2018 - college information, Cambio group update, WASC, testing, data

##### January 22, 2019 - WASC, Equity Ambassador information, Assessments and data, attendance, adjusting classes etc

##### March 26, 2019 - DBQ, common assessments, data regarding Short Cycle English and Math assessments, testing updates, Catlin Tucker update

Based on the evaluation of implementation and effectiveness of the SPSA actions and the review of the California School Dashboard, district benchmarks, and The Panorama Survey input, the SSC recommended the following revisions to the SPSA:

1. Place more emphasis in the area of mathedmatcs.
2. Continue to develop strategies on access and equity through use of the Cambio group.

## Resource Inequities

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

In the past year, there has been a shift in the type of newly immigrated student that our school has been receiving. With the influx of asylum seeking students mainly coming from Central America we feel that resources should be allocated to address their social-emotional needs as well as academic needs. The additional counselor on special assignment will be working specifically with newcomer students coming from detention facilities directly to our school in order to assist with their transition. Our counselor will be assisting in coordination of services for the families. We are utilizing Cambio group to develop peer mediators in the student body to assist with social emotion peer interactions.

## Needs Assessment – Review of Performance

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

### Greatest Progress

The percentage of students at or above proficiency as demonstrated by their ELA CAASPP achievement results is 70%—the highest among all high schools in the district and among the top three in the entire Coachella Valley. This is also the result of consistent gains over the past several years—steadily increasing to 70% in 2016-2017 from 55% in 2014-2015. CCHS staff is committed to maintaining this growth through quality programs and best first instruction that supports all learners. CCHS offers students many programs for students to provide a connected and safe learning environment. Specifically, the CTE participation rate is one of the highest in the district with several hundred students enrolled in California Partnership Academies—DATA and HEAL, both of which have received the "distinguished" academy designation by the state of California. Students take initiative and are part of Career and Technical Student Organizations (CTSOs) such as HOSA and SkillsUSA and they compete at the national level. We are seeing consistent increases in the number of students who are qualifying for nationals. Students in the AVID program and International Baccalaureate (IB) program take rigorous courses that prepare them for the academic rigors of college which in turn have contributed positively to increased a-g eligibility and college awareness. Other course offerings such as the MESA class provide students with a STEM-based, hands on opportunity to incorporate math, science and engineering in their learning process. CCHS has maintained a strong graduation rate of 93.9% as staff members continue to work closely with students, providing instructional support for interventions to address credit recovery, content mastery and a-g eligibility. Utilizing the FAR tool counselors and staff are able to work with students earlier to determine their needs and keep them on track for a-g completion and allow them to seek assistance earlier when they struggle. There are many positive indicators that highlight positive gains and student academic success at CCHS.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

Based on the suspension data from the fall 2018 report drawn from the California School Dashboard, we had two sub groups that were in the "red" category, which were our African American students and our English Learner students. With a small group of 49 students, the African American subgroup suspension rate increased by 5.1 % from the previous year. Our English Learner sub group increased by 3.2% from the previous year to having 8.3% of our subgroup be suspended at least one time. In the fall of 2017, CCHS administration began the process of researching the best strategies to address equity issues as it relates to socio-emotional support for all students including subgroups supported by dashboard data. CCHS began work with the Cambio group in 17-18 with representatives visiting CCHS twice providing two comprehensive staff professional development sessions on equity and socio-emotional support. For the 18-19 school year, Cambio was on campus 3 times with our Equity team and 3 times all staff in efforts to address the needs drawn from this suspension data which will subsequently improve overall equitable practices schoolwide. We began a student Equity Ambassador program to open dialogue with students and staff to address schoolwide needs.



An analysis of subgroup data for graduation rates highlights a need to provide additional support to the homeless student subgroup and the students with disabilities subgroup. For the 2018-2019 school year, plans are in place to offer support groups for students not living with parents (i.e. foster youth and homeless students). In addition, CCHS will continue to provide enrichment field trips to increase students' college and career awareness along with additional targeted interventions to address remediation and credit recovery which will have a positive impact on graduation rates for all students, especially those in the two subgroups mentioned earlier. We have hired a dedicated counselor for students in our English Learner subgroup and students who are long term English learners. Utilizing the FAR tool and Mission Graduate our counselor and staff are working closely with students to support their needs.

Based on our review of the 18-19 data we are going to address our campus climate with the expansion of our equity team and our work with Cambio to include a "Student Equity Team". Our "Student Equity Team" has been trained to become peer mediators on our campus, and we have implemented a process for referrals, which can either be self referral from a student or a referral from a staff member. We are continuing our work with our Counselor on special assignment to continue to analyze and implement Mission Graduate and after school specific tutorial assistance. All of our counselor and our administrative team have been accessing data gathered from the FAR tool, including attendance and behavior data to address credit deficient students and those with chronic attendance issues. We have also been utilizing the prevention specialist and our community liason to conduct home visits and monitor our A2A program data.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

By examining the "Distance from Standard" it is apparent that additional support is needed to address the performance gaps in mathematics. It is worth noting that the distance from standard in math has been improving incrementally. The graph below shows that we have maintained in our math level for all students. With significant points below the distance from standard for the mathematics CAASPP results, CCHS administration plans to provide additional mathematics instructional support to reflect and refine on best first instruction in all mathematics classes. CCHS is supporting mathematics by sending 2 teachers to QTEL seminar in July to specifically address instructional strategies for differentiation of instruction. CCHS has implemented a math intervention for all students who are not achieving competency on internal summative assessments. Students receive targeted instruction based on individual performance gaps.

Although CCHS has maintained a strong graduation rate of 93.6%, the data indicates that our English Learner subgroup will require additional support. We have a dedicated counselor to assist with support as well as Mission Graduate to increase student access and support for completion of classes.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.31%	0.12%	3	5	2
African American	3.3%	2.84%	2.59%	51	46	43
Asian	1.0%	0.87%	0.78%	15	14	13
Filipino	2.6%	2.72%	2.59%	40	44	43
Hispanic/Latino	87.2%	87.89%	87.83%	1,368	1422	1,458
Pacific Islander	0.1%	%	0.06%	2		1
White	5.3%	4.57%	5.18%	83	74	86
Multiple/No Response	%	%	0.12%			2
Total Enrollment				1,569	1618	1,660

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	456	400	441
Grade 10	417	442	413
Grade 11	381	370	416
Grade 12	315	406	390
Total Enrollment	1,569	1,618	1,660

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	330	329	339	21.0%	20.3%	20.4%
Fluent English Proficient (FEP)	819	847	828	52.2%	52.3%	49.9%
Reclassified Fluent English Proficient (RFEP)	29	35	42	9.1%	10.6%	12.8%

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	343	349	389	335	342	374	335	341	374	97.7	98	96.1
All Grades	343	349	389	335	342	374	335	341	374	97.7	98	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2626.	2623.	2593.	30.75	32.84	22.73	39.10	33.72	35.56	20.00	19.94	18.72	10.15	13.49	22.99
All Grades	N/A	N/A	N/A	30.75	32.84	22.73	39.10	33.72	35.56	20.00	19.94	18.72	10.15	13.49	22.99

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.72	35.19	27.81	49.55	47.80	45.19	13.73	17.01	27.01
All Grades	36.72	35.19	27.81	49.55	47.80	45.19	13.73	17.01	27.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.40	42.52	35.29	48.66	41.94	43.58	11.94	15.54	21.12
All Grades	39.40	42.52	35.29	48.66	41.94	43.58	11.94	15.54	21.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.36	30.21	19.52	61.79	56.01	65.24	9.85	13.78	15.24
All Grades	28.36	30.21	19.52	61.79	56.01	65.24	9.85	13.78	15.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.28	41.94	31.55	46.87	46.63	47.06	9.85	11.44	21.39
All Grades	43.28	41.94	31.55	46.87	46.63	47.06	9.85	11.44	21.39



# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	343	349	389	342	345	381	342	345	381	99.7	98.9	97.9
All Grades	343	349	389	342	345	381	342	345	381	99.7	98.9	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2543.	2544.	2538.	6.14	7.83	7.35	17.54	19.13	17.32	26.32	22.32	22.57	50.00	50.72	52.76
All Grades	N/A	N/A	N/A	6.14	7.83	7.35	17.54	19.13	17.32	26.32	22.32	22.57	50.00	50.72	52.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.28	15.07	15.22	28.07	26.67	24.93	59.65	58.26	59.84
All Grades	12.28	15.07	15.22	28.07	26.67	24.93	59.65	58.26	59.84

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.82	10.72	12.07	46.78	44.93	46.46	42.40	44.35	41.47
All Grades	10.82	10.72	12.07	46.78	44.93	46.46	42.40	44.35	41.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.77	12.17	8.40	61.99	55.07	52.49	29.24	32.75	39.11
All Grades	8.77	12.17	8.40	61.99	55.07	52.49	29.24	32.75	39.11

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1494.3		1492.3		1496.0		82	
Grade 10	1510.3		1502.0		1518.1		87	
Grade 11	1489.8		1475.5		1503.6		58	
Grade 12	1365.8		1362.0		1369.3		55	
All Grades							282	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	14.63		20.73		26.83		37.80		82	
10	19.54		26.44		24.14		29.89		87	
11	*		32.76		24.14		32.76		58	
12	*		20.00		*		58.18		55	
All Grades	13.48		24.82		23.40		38.30		282	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	30.49		23.17		21.95		24.39		82	
10	35.63		24.14		14.94		25.29		87	
11	31.03		31.03		*		29.31		58	
12	20.00		20.00		*		50.91		55	
All Grades	30.14		24.47		14.54		30.85		282	



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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		*		31.71		57.32		82	
10	*		24.14		25.29		43.68		87	
11	*		*		37.93		46.55		58	
12	*		*		*		69.09		55	
All Grades	3.90		14.54		28.37		53.19		282	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	21.95		46.34		31.71		82		
10	28.74		40.23		31.03		87		
11	*		58.62		32.76		58		
12	*		29.09		60.00		55		
All Grades	19.15		43.62		37.23		282		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	46.34		29.27		24.39		82		
10	54.02		22.99		22.99		87		
11	53.45		18.97		27.59		58		
12	36.36		*		50.91		55		
All Grades	48.23		21.99		29.79		282		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*		23.17		73.17		82		
10	*		29.89		62.07		87		
11	*		31.03		63.79		58		
12			20.00		80.00		55		
All Grades	4.61		26.24		69.15		282		



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		59.76		32.93		82	
10	19.54		57.47		22.99		87	
11	*		70.69		20.69		58	
12	*		32.73		58.18		55	
All Grades	11.70		56.03		32.27		282	

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,618	89.5%	20.3%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	329	20.3%
Foster Youth	1	0.1%
Homeless	45	2.8%
Socioeconomically Disadvantaged	1,448	89.5%
Students with Disabilities	183	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	2.8%
American Indian	5	0.3%
Asian	14	0.9%
Filipino	44	2.7%
Hispanic	1,422	87.9%
Two or More Races	13	0.8%
White	74	4.6%

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

The goal for CCHS is to increase literacy across all content areas as this goal aligns with the district instructional focus statement and the overall implementation of Common Core State Standards. Additional instructional support and materials will be provided to English, math, science and ELD departments to effectively augment instructional practices that are CCSS aligned.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) - Green(+40.4) - Medium - Decreased - -4.7 English Learners (EL) - Red(-64.7) - Dec Sig - -15.1 Hispanic (Hisp) - Green(+35.7) - Decreased - -4.3 African American (AA) - not applicable Socioeconomically Disadvantaged (SED) - Green(+35.1) - Decreased - - 3.6 Students with Disabilities (SWD) - None - Decreased Sig - -18.4
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change</p>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) - Orange(-82.6) - Maintained - -2.3 English Learners (EL) - Red - Maintained - -0.5 Hispanic (Hisp) - Orange(-88.6) - Maintained - -2.8 African American (AA) - Not Applicable - Socioeconomically Disadvantaged (SED) Orange (-89.7)- Decreased - - 4.9 Students with Disabilities (SWD) - None - Increased Significant - +18.1

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI)</p>	<p>Upon release of ELPI in the Fall Dashboard:  "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:  Beginning Stage - 38.3%  Somewhat Developed - 23.4%  Moderately Developed - 24.8%  Well Developed- 13.5%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>
<p>California School Dashboard - Graduation Rate Indicator  All Students (ALL)  English Learners (EL)  Hispanic (Hisp)  African American (AA)  Socioeconomically Disadvantaged (SED)  Students with Disabilities (SWD)</p>	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Graduation Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Increased" change</p>	<p>California School Dashboard - Graduation Rate Indicator (Color (%) - Status - Level - Change)  All Students (ALL) - Green(93.6%) - High - Maintained - -0.4  English Learners (EL) - Orange(84%) - Medium - Decreased - -5.8  Hispanic (Hisp) - Green(94.7%) - High - Maintained - -0.4  African American (AA) - None - High - Increased - +1.2  Socioeconomically Disadvantaged (SED) - Green(93.6%) - High - Maintained - -0.2</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>column from 2017 results. Target growth for Graduation Rate will be an increase of 1.0% to 5.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for Graduation Rate will be an increase of 5.0% or more.</p> <p>CDE DataQuest Graduation Rate: Increase a minimum of 1% for all students and equitably reported student groups from 2016-2017 data. Increase graduation rate by a minimum of 5.0% for EL and SWD student groups from 2016-2017 data.</p>	<p>Students with Disabilities (SWD) - None - Very Low - Decreased - -10.4</p>
Williams Textbook/Materials Compliance	Maintain 100% Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Increase overall and subgroup UC and/or CSU Entrance Requirement Completion Rate by 3% from 2016-2017 levels. Increase EL, Hispanic, and African American UC and/or CSU Entrance Requirement Completion Rates by 4% from 2016-2017 levels.	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 42.99% English Learners (EL) - Hispanic (Hisp) - 42.05% African American (AA) - 0.93% Socioeconomically Disadvantaged (SED)
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Increase to or maintain CTE program completion rate at 95.0% or higher for 2017-2018.	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course HEAL - 95% DATA - 97%
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	<p>Increase overall and student group percentages of students passing one or more AP exam (score of 3 or higher) from 2018 percentage by 2%. Increase African American student group results by 5% from 2017 levels.</p> <p>Increase overall and student group percentages of students passing one or more IB exam (score of 4 or higher) from 2018 percentage by 2%.</p>	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 47.2% English Learners (EL) - 66.7% Hispanic (Hisp) - 49.0% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 47.2%
International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL)		International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 57%



Metric/Indicator	Expected Outcomes	Actual Outcomes
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	New Indicator - Baseline Results	College and Career Indicator (CCI) (Color (%)) - Status - Level - Change) All Students (ALL) - Yellow(42.5%) - Medium - Maintained - -0.8 English Learners (EL) - Orange(9.9%) - Very Low - Increased - 2.5 Hispanic (Hisp) - Yellow (42.4%)- Medium - Maintained - 0.5 African American (AA) - None - Low - Dec Sig - -42.8 Socioeconomically Disadvantaged (SED) - Yellow(40.3%) - Medium - Maintained - -1

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fund the IB Diploma Program (DP) and meet IB certification criteria.	CCHS pays for annual registration fee for IB Diploma students and IB student examination fees. CCHS pays for student examination fees for students registering for IB exams.  We assist students in the payment of their fees so as not to exclude any student based on financial need.	IB annual program fee  LCFF 11500  IB Student Examination Fees  LCFF 20000	IB annual program fee  LCFF 11500  IB Student Examination Fees  LCFF 20000
Send teachers to professional development opportunities to support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel)	CCHS sent teachers to conferences to address needs of all students and improve upon instruction.  International Baccalaureate conferences QTEL NGSS Counseling conferences CTE conferences	The conferences will focus on addressing the needs of EL and LTEL students along with academic core content and specialized programs. Conference expenses including accommodations, travel and substitute coverage. Specific IB Conferences to include training in the following areas: Next Generation Science Standards Consortium, SBAC and Common Core, Inland Area	The conferences will focus on addressing the needs of EL and LTEL students along with academic core content and specialized programs. Conference expenses including accommodations, travel and substitute coverage. Specific IB Conferences to include training in the following areas: Next Generation Science Standards Consortium, SBAC and Common Core, Inland Area

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Writing Project (IAWP), National Association for Bilingual Education, IB course refinement conferences and IB of the Americas. QTel conference for new teachers. Teacher and counselor training to support NGSS, a-g support, AVID, ELL, math and english achievement	Writing Project (IAWP), National Association for Bilingual Education, IB course refinement conferences and IB of the Americas. QTel conference for new teachers. Teacher and counselor training to support NGSS, a-g support, AVID, ELL, math and english achievement
		Title I 20000	Title I 20000
		Replacement AVID teacher training/workshops	Replacement AVID teacher training/workshops
		Title I 3000	Title I 3000
RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus	Targeted intervention was provided by math and science teachers to increase grades and a-g eligibility  Math after school interventions assisted in providing increase in grades for IM I students along with interventions over winter vacation and spring break to increase a-g eligibility	Teachers will provide targeted intervention to improve student achievement focusing on math and science.  Title I 20000	Teachers will provide targeted intervention to improve student achievement focusing on math and science.  Title I 20000
Hire 1 English Learner Literacy (ELL) Coach to provide support for English Learners including Long Term English Learners (LTELs) in classrooms	Hire 1 English Learner Literacy (ELL) Coach to provide support for English Learners including Long Term English Learners (LTELs) in classrooms  Additional supports offered in the classroom for students whose primary language is not English allows for greater	Hire one certificated ELL Coach to provide English Learners with instructional support. The ELL Coach will work with content specific teachers including the Ballet Folklorico teacher to increase student to school connections  LCFF 90013	Hire one certificated ELL Coach to provide English Learners with instructional support. The ELL Coach will work with content specific teachers including the Ballet Folklorico teacher to increase student to school connections

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
	access to language acquisition.		LCFF 90013
Hire 1 teacher who is credentialed in both math and science to increase success in higher level math courses and STEM.	<p>Hired 1 teacher who is credentialed to teach math and science to increase higher level math courses and STEM course.</p> <p>Additional teacher assisted with reduction of class size, which allows for a greater focus in small groups.</p>	<p>Science/Math teacher will provide student support in the content areas of math, science and STEM to increase student achievement</p> <p>LCFF 104664</p>	<p>Science/Math teacher will provide student support in the content areas of math, science and STEM to increase student achievement.</p> <p>LCFF 104664</p>
Hire 1 Social Science Teacher	Hired 1 highly qualified Social Science teacher who is trained to provide students with support in AP/IB classes and additional support in credit recovery courses. This allowed us to provide additional classes in IB History and increase the number of students who have access to higher level classes. We were also able to offer opportunities for credit recovery to assist in graduation rates and a-g rates.	<p>Hire one highly qualified Social Science teacher who is trained to provide students with support in AP/IB classes and additional support in credit recovery courses.</p> <p>Title I 85031</p>	<p>Hire one highly qualified Social Science teacher who is trained to provide students with support in AP/IB classes and additional support in credit recovery courses.</p> <p>Title I 85031</p>
Hire 1 part-time Bilingual Paraprofessional to provide support for students in classes.	<p>Hire 1 part-time Bilingual Paraprofessional to provide support for students in classes.</p> <p>Additional supports offered in the classroom for students whose primary language is not English allows for greater access to language acquisition.</p>	<p>Hire/maintain a Bilingual Paraprofessional</p> <p>LCFF 50602</p>	<p>Hire/maintain a Bilingual Paraprofessional</p> <p>LCFF 50602</p>
Provide additional supplies and materials for Common Core	Provide additional supplies and materials for Common Core	Materials, supplies and tools for students to complete collaborative,	Materials, supplies and tools for students to complete collaborative,



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
implementation and instructional support to address literacy needs across content areas and all departments. Purchase instructional materials, text and supplies for specialized emphasis on standards alignment and implementation in Special Education, English, math, ELD and science.	implementation and instructional support to address literacy needs across content areas and all departments. Purchase instructional materials, text and supplies for specialized emphasis on standards alignment and implementation in Special Education, English, math, ELD and science.  Additional supplies allow teachers to provide greater support in student areas of need.	project-based learning activities  Title I 35282  Supplies to increase literacy  Title I 3335  Materials and resources to increase literacy and provide instructional support for curriculum  Title I 12000  Purchase equipment for robotics and MESA, both STEM-based course offerings  LCFF 1000	project-based learning activities  Title I 35282  Supplies to increase literacy  Title I 3335  Materials and resources to increase literacy and provide instructional support for curriculum  Title I 12000  Purchase equipment for robotics and MESA, both STEM-based course offerings  LCFF 1000
Purchase software to support digital literacy needs especially in reading and writing for all students.	Purchase software to support digital literacy needs especially in reading and writing for all students.  Listenwise offers additional support in conversation and speaking skills, which assists students to prepare for portions of the ELPAC exam.	Software to improve literacy and support English Learners (i.e. Listenwise)  Title I 5000	Software to improve literacy and support English Learners (i.e. Listenwise)  Title I 5000
Purchase software, licenses and applications for student use and teacher access to support classroom instruction, Common Core implementation and student achievement	Purchase software, licenses and applications for student use and teacher access to support classroom instruction, Common Core implementation and student achievement  Continuing to purchase Edgenuity allows us to support students in their credit recovery,	Purchase of online learning tools such as Gizmos to support math and science,  Title I 3500  Discovery Education to support literacy and Edgenuity to support a-g completion, credit	Purchase of online learning tools such as Gizmos to support math and science,  Title I 3500  Discovery Education to support literacy and Edgenuity to support a-g completion, credit

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
	graduation rates, and a-g completion.	recovery, enrichment and acceleration options  Title I 15000	recovery, enrichment and acceleration options  Title I 15000
Hardware and extra duty hours to purchase and maintain technology in classrooms.	Hardware and extra duty hours to purchase and maintain technology in classrooms.  Purchasing replacement equipment and increasing technology allowed for teachers to provide additional resources to the students.	Purchase of technology and replacement equipment to maintain and increase access of technology tools for increased student achievement  Title I 20000  Purchase of hardware, software, parts and extra duty hours to support interventions and classroom instruction  Title I 5000	Purchase of technology and replacement equipment to maintain and increase access of technology tools for increased student achievement  Title I 20000  Purchase of hardware, software, parts and extra duty hours to support interventions and classroom instruction  Title I 5000
Provide students with SAT preparation sessions to improve students' college eligibility	Utilized teachers time to prepare students for SAT prep sessions in order to improve college eligibility. Teachers taught SAT prep classes on weekends leading up to SAT tests in order to assist students in improving scores.	Purchase Study Smart SAT sessions to improve students' college eligibility  Title I 5000	Purchase Study Smart SAT sessions to improve students' college eligibility  Title I 5000
Provide release time for certificated staff to analyze and review student academic data to increase rigor and target specialized interventions towards improving academic achievement in standardized assessments, short cycle assessments and benchmarks	Provide release time for certificated staff to analyze and review student academic data to increase rigor and target specialized interventions towards improving academic achievement in standardized assessments, short cycle assessments and benchmarks	Release time and extra duty for certificated staff to review data and develop standards based assessments to improve student achievement  Title I 8000	Release time and extra duty for certificated staff to review data and develop standards based assessments to improve student achievement  Title I 8000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Release time was provided for teachers in History to analyze and assess DBQ to provide students feedback.</p> <p>English and Math release time in order to work on common assessment preparation and short cycle assessment analyses and benchmarks.</p>		
Targeted interventions will focus on academic support for students in the form of credit recovery to increase the graduation rate and a-g completion	<p>Targeted interventions will focus on academic support for students in the form of credit recovery to increase the graduation rate and a-g completion</p> <p>Counselors work with students to provide academic support and information regarding a-g completion and graduation support.</p>	<p>Provide A-G and college readiness support (application workshops, FAFSA workshops, guest speakers, etc.)</p> <p>Title I 10000</p>	<p>Provide A-G and college readiness support (application workshops, FAFSA workshops, guest speakers, etc.)</p> <p>Title I 10000</p>

## Analysis

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

Continuing to fund the IB Diploma program and registration fees for our students allows them to continue to opt into the IB classes and program without worry over cost. The continuation of assisting with registration fees also allows more students to take classes, which in turn provides access to high level classes for students who are pursuing a-g completion and access to UC, CSU, and private schools. Providing teachers, staff and administration the opportunity for conferences and professional development allows for the school to continue to improve and move forward. Hiring of teachers allows us to offer smaller class sizes, and additional courses that may not be offered without the additional sections. Class sizes being smaller allow teachers to focus on student achievement and overall student performance. Providing substitutes for teachers to collaborate and improve instruction allows students to continue to improve their writing and math skills which improves a-g completion, provides opportunities for students to improve upon AP and IB tests, and provides students the opportunities for access to colleges and universities. Collaboration time also allows teachers to determine student needs with additional resources for providing the access to those opportunities and resources. Continuation of Edgenuity and credit recovery opportunities allow students to remain a-g eligible and remain on target for four year colleges.

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

Due to increase in salary and benefits there were a few items that we were unable to implement this year. Study Smart tutors for SAT prep was not offered this year, however since the funding was limited we were able to pay teachers to provide SAT prep on weekends. There were some of the interventions that were modified and may have been addressed but with less time being available due to funding.

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 will continue to provide resources and support for all students and specifically look at our subgroups and how to maintain and provide additional support for improvement in a-g completion and assistance in academic support to be successful in their pursuit of post high school acceptances. CCHS will continue to support smaller class sizes and provide opportunities for teachers and staff for professional development to provide equitable access to all high level classes. We will continue to keep lower level math and science classes lower in order to assist in successful completion, a-g eligibility and this is found by purchasing prep periods for next year for science classes. We are working on adapting instructional design to focus on student engagement through centers decreasing emphasis on direct instruction with an increase in student participation and team coaching. This will be supported by the English Learner department and office.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

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

Site goals for parent participation also align with the parent and community partnerships goal outlined in the district's LCAP.

We have set a goal to use the School Messenger telephone notification system to advise our parents and guardians of the activities we hold on campus. We also have planned to increase parent attendance at parent activities by ten percent. In addition, increased online communication through our new school website will allow parents ample time to plan for events and meetings. We are setting a goal of personal communication through staff phone calls and invitations to events.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate.	Student Attendance Rates All Students (ALL) - 94.95%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color%) - Status - Level - Change) All Students (ALL) - 14.8% English Learner (EL) - Hispanic (Hisp) - 14.6% African American (AA) - 44.4%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Decrease overall and student group four-year cohort high school dropout rates by 1% from 2016-2017. Decrease EL and SWD subgroup rates by 2% from 2016-2017 data.	High School 4-Year Dropout Rate All Students (ALL) - 1.6% English Learner (EL) - 2.5% Hispanic (Hisp) - 1.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 1.7%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) - 92% Hispanic (Hisp) - 93% African American (AA)

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Guides and planners to increase parent awareness of school events	Guides and planners to increase parent awareness of school events	Guides and planners to increase parent	Guides and planners to increase parent



<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
	Guides and planners are ordered for all students. Families and students who enroll after the start of the school year are all provided with planners. Planners assist students in their organization.	awareness of school events  Title I Part A: Parent Involvement 5000	awareness of school events  Title I Part A: Parent Involvement 5000
Purchase of material, resources and supplies for the Parent Involvement Center to open communication and educate parents regarding importance of high school completion	Purchase of material, resources and supplies for the Parent Involvement Center to open communication and educate parents regarding importance of high school completion.	Supplies for the Parent Involvement Center to update on new events and programs  Title I Part A: Parent Involvement 300	Supplies for the Parent Involvement Center to update on new events and programs  Title I Part A: Parent Involvement 300
	Held parent education evenings to provide information regarding importance of high school completion, a-g completion, and college admission and access information.	Classified and certificated extra duty hours to facilitate translations and implementation of the event  LCFF 1500	Classified and certificated extra duty hours to facilitate translations and implementation of the event  LCFF 1500
Hire one School Community Liaison Attendance Bilingual to address attendance needs of English Learners, LTELs and at-risk students	Hire one School Community Liaison Attendance Bilingual to address attendance needs of English Learners, LTELs and at-risk students  Attendance has increased an entire percent over the previous year due to communication and follow through of the Bilingual Liason.	Hire one 11-month School Community Liaison Attendance Bilingual to address attendance needs of English Learners, LTELs and at-risk students  Title I 59604	Hire one 11-month School Community Liaison Attendance Bilingual to address attendance needs of English Learners, LTELs and at-risk students  Title I 59604
Increase student awareness of college and career options post graduation by offering CTE, socio-cultural learning and college field trips	Increase student awareness of college and career options post graduation by offering CTE, socio-cultural learning and college field trips	Field trip for Ethnic Studies to visit Manzanar Internment Camp  Title I 4000	The allocation for this action was used to offset difference in salaries and benefits after contract negotiations.  Title I 4000

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
	Through guided college tours and career options presentations, students are become more aware of the opportunities that exist post graduation. CTE offerings allow students the opportunity to put into practice their classroom learning.	Offer grade level college field trips for AVID students  Title I 5000	Offer grade level college field trips for AVID students  Title I 5000
		Provide students with additional opportunities to explore college and career options  LCFF 2681	Provide students with additional opportunities to explore college and career options  LCFF 2681
		English Learner enrichment field trip to further provide and experience cultural awareness.  LCFF 8000	English Learner enrichment field trip to further provide and experience cultural awareness.  LCFF 8000
Parent EL Outreach Workshops	Parent EL Outreach Workshops  Parents feel more comfortable addressing concerns and needs with the school personnel due to outreach in their primary languages.	Offer parent folklorico evening classes/ EL outreach to increase parent connections  Title I Part A: Parent Involvement 1388	Offer parent folklorico evening classes/ EL outreach to increase parent connections  Title I Part A: Parent Involvement 1388
Extra duty or contracted hours to offer support groups for students not living with parents (foster, living with grandparents, etc.)	Extra duty or contracted hours to offer support groups for students not living with parents (foster, living with grandparents, etc.)  Counselors offer support for students who have special living needs through additional care and support in both academic and social emotional.	Extra duty or contracted hours to offer support groups for students not living with parents (foster, living with grandparents, etc.)  Title I 5000	Extra duty or contracted hours to offer support groups for students not living with parents (foster, living with grandparents, etc.)  Title I 5000

## Analysis

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

We provide parents and students the opportunities to access information and connect with the school in a number of ways. Offering parent engagement evenings allows parents the opportunity to ask questions and receive feedback and information on school and post secondary options and opportunities. Students are provided extra opportunities to explore culturally relevant experiences and college access through college tours and field trips. The attendance liason addresses needs for at risk populations by communicating with parents and guardians through multiple modes in an attempt to increase attendance and communication.

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

The trip to Manzanar Internment Camp did not take place this year as there were scheduling conflicts. The allocation for this action was used to offset difference in salaries and benefits after contract negotiations.

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 intend to continue current practices for 2019-2020. School Site Council believes that current funding should continue to focus on support in mathematics and english. Continued focus on school climate through support from the Cambio group is important. We are continuing the school goals based on district LCAP priorities.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

All students at Cathedral City High School will be educated in a safe and drug-free learning environment. Students will have increased opportunities to participate in extended learning, extra curricular and academic outreach offerings that will address academic student learner needs in a safe school environment.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<b>Suspension Rates:</b> All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<b>Suspension Rates:</b> (Color(%) - Status - Level - Change) All Students (ALL) - Orange - 5.7% - medium - increased English Learner (EL) - Red - 8.3% - high - increased significantly Hispanic (Hisp) - Orange - 5.8% - medium - increased African American (AA) - Red - 12.2% - very high - increased Socioeconomically Disadvantaged (SED) - Orange - 6.1% - high - increased Students with Disabilities (SWD) - Yellow - 5.6% - medium - maintained
<b>Expulsion Rates</b> All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<b>Expulsion Rate Targets</b> ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	<b>Expulsion Rates</b> All Students (ALL) - 0.46% English Learner (EL) - Hispanic (Hisp) - 0.52% African American (AA) - Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
<b>Panorama Survey - School Connectedness</b> All students: EL: AA: Hisp:	Baseline data will be collected and reported for school connectedness and growth targets will be set	<b>Panorama Survey - School Connectedness</b> Baseline Data: All students: 53% EL: 56% AA: 47% Hisp: 53%
<b>Panorama Survey - School Safety</b> All students: EL:	Baseline data will be collected and reported for school safety and growth targets will be set.	<b>Panorama Survey - School Safety</b> Baseline Data: All students: 66%

<b>Metric/Indicator</b>	<b>Expected Outcomes</b>	<b>Actual Outcomes</b>
AA: Hisp: SED:		EL: 66% AA: 69% Hisp: 66% SED:
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results - 100%

### Strategies/Activities for Goal 3

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
Fund 0.2 FTE for Activities Director to provide outreach and activities that promote positive student behaviors and safe school climate	Fund 0.2 FTE for Activities Director to provide outreach and activities that promote positive student behaviors and safe school climate	Certificated hours for planning and implementation of student activities to promote positive interactions, safety and facilitate peer leadership.  LCFF 20764	Certificated hours for planning and implementation of student activities to promote positive interactions, safety and facilitate peer leadership.  LCFF 20764
Classified support for attendance and discipline monitoring to facilitate and promote healthy decisions.	Classified support for attendance and discipline monitoring to facilitate and promote healthy decisions.	Classified support for attendance and discipline monitoring to facilitate and promote healthy decisions.  LCFF 9509	Classified support for attendance and discipline monitoring to facilitate and promote healthy decisions.  LCFF 9509
Contract with the Cambio Group to further work on providing equity training for teachers emphasis on school connectedness.	Contract with the Cambio Group to further work on providing equity training for teachers emphasis on school connectedness.  Group of 7 teachers who meet and discuss equity training and implementation at CCHS. Discussions are beginning with students and teachers to provide feedback regarding equity issues.	Equity team of teachers and administrators work with an outside consultant group (Cambio Group) to increase school-wide student and staff awareness of socio-emotional learning and support strategies that will increase student achievement.  Title I 10000	Equity team of teachers and administrators work with an outside consultant group (Cambio Group) to increase school-wide student and staff awareness of socio-emotional learning and support strategies that will increase student achievement.  Title I 10000
Professional Development for staff to further develop positive behavior	Professional Development for staff to further develop positive behavior	Professional Development for staff to further develop positive	Professional Development for staff to further develop positive

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reinforcement policies to reduce suspensions.	reinforcement policies to reduce suspensions.	behavior reinforcement policies to reduce suspensions.  LCFF 4000	behavior reinforcement policies to reduce suspensions.  LCFF 4000

## Analysis

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

The Cambio group has been working for over a year with CCHS staff and has begun working with students to address issues of equity on all levels. CCHS has begun to implement a site Equity team of staff members who are specially trained to support staff. In addition a student Equity group called "Equity Ambassadors" is being developed to not only address equity but to provide peer counseling support to 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.

All funds within Goal 3 were spent as planned.

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.

Due to the fact that we saw improvements within the metrics for this goal for the 2018-19 school year no action changes will be made. We will be continuing our work with Cambio and monitoring of our discipline and attendance.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

The goal for CCHS is to increase literacy across all content areas as this goal aligns with the district instructional focus statement and the overall implementation of Common Core State Standards. Additional instructional support and materials will be provided to English, math, science and ELD departments to effectively augment instructional practices that are CCSS aligned.

### LCAP Goal

All students will graduate high school prepared with academic and technical skills necessary for college and career readiness.

### Identified Need

1. We need to improve our instruction and support in English Language Arts for our English Learners, and our Students with Disabilities through targeted interventions and support, as those are our groups far below our other targeted groups. CCHS has remained above the state average in English CAASPP scores since it's inception. However our sub groups, Students with Disabilities and our English Learner groups are below average. We will be providing additional supports to increase our subgroup scores by 5%.
2. All students require additional support in math, however our English Learner subgroup is increasing at a lesser rate than our other subgroups.
3. Support for our students in a-g completion which will allow students to meet UC/CSU completion. We will utilize the FAR tool and the support of our new EL counselor to target our English Learner subgroup, as well as "Mission Graduate" for our English Learner subgroup.
4. Support our students who are in AP/IB classes in order to gain higher success rates on AP/IB test passing rates. Support to increase AP/IB pass rates by 5%.
5. Increase the number of students in all groups who are CCI prepared. Increase prepared students by 5%.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) - Green(+40.4) - Medium - Decreased - -4.7 English Learners (EL) - Red(-64.7) - Dec Sig - -15.1 Hispanic (Hisp) - Green(+35.7) - Decreased - -4.3 African American (AA) - not applicable Socioeconomically Disadvantaged (SED) - Green(+35.1) - Decreased - -3.6 Students with Disabilities (SWD) - None - Decreased Sig - -18.4	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Green (37.4) - increased- +3 English Learners (EL) -orange- (-49.7) increased - +15 Hispanic (Hisp) - Green (38.7) - increased - +3 African American (AA) - not applicable Socioeconomically Disadvantaged (SED) Green - (+38.1) - maintained - +3 Students with Disabilities (SWD) - none - declined - -15.4

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) - Orange(-82.6) - Maintained - -2.3 English Learners (EL) - Red - Maintained - -0.5 Hispanic (Hisp) - Orange(-88.6) - Maintained - -2.8 African American (AA) - Not Applicable - Socioeconomically Disadvantaged (SED) Orange (-89.7)- Decreased - -4.9 Students with Disabilities (SWD) - None - Increased Significant - +18.1	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) - yellow - 0 - increase - +82.6 English Learners (EL) -yellow - increase - +3 - increased - +3 Hispanic (Hisp) - orange - -73.6 - increased sig- +15 African American (AA) - not applicable Socioeconomically Disadvantaged (SED) -orange - -74.7 - increase sig - +15 Students with Disabilities (SWD) - none - -150 - increased significantly - +60
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Beginning Stage - 38.3% Somewhat Developed - 23.4% Moderately Developed - 24.8% Well Developed- 13.5%	California School Dashboard - English Learner Progress Indicator (ELPI) Beginning Stage - 28.3% Somewhat Developed - 22.7% Moderately Developed - 30% Well Developed- 20%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 12.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 1%
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) - Green(93.6%) - High - Maintained - -0.4 English Learners (EL) - Orange(84%) - Medium - Decreased - -5.8 Hispanic (Hisp) - Green(94.7%) - High - Maintained - -0.4 African American (AA) - None - High - Increased - +1.2 Socioeconomically Disadvantaged (SED) - Green(93.6%) - High - Maintained - -0.2 Students with Disabilities (SWD) - None - Very Low - Decreased - -10.4	California School Dashboard - Graduation Rate Indicator (Color (%)- Status - Level - Change) All Students (ALL) - green - 96% - high - 2.4% English Learners (EL) - yellow - 90% - increase - +6 Hispanic (Hisp) - green - 96% - high - increase - 1.3% African American (AA) - 96% - high - increase - +8.5% Socioeconomically Disadvantaged (SED) - green - 96% - high - increase - 1.3% Students with Disabilities (SWD) - none - very low - increase - +10.4%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 42.99% English Learners (EL) - Hispanic (Hisp) - 42.05% African American (AA) - 0.93%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 50% English Learners (EL) - 25% Hispanic (Hisp) - 50% African American (AA) - 50%

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Socioeconomically Disadvantaged (SED)	Socioeconomically Disadvantaged (SED)	Socioeconomically Disadvantaged (SED) - 50%
Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course HEAL - 95% DATA - 97%	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course  HEAL - 96% DATA - 98%
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 47.2% English Learners (EL) - 66.7% Hispanic (Hisp) - 49.0% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 47.2%  International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 57%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 55% English Learners (EL) - 70% Hispanic (Hisp) - 55% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 55%  International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 65%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	College and Career Indicator (CCI) (Color (%)- Status - Level - Change) All Students (ALL) - Yellow(42.5%) - Medium - Maintained - -0.8 English Learners (EL) - Orange(9.9%) - Very Low - Increased - 2.5 Hispanic (Hisp) - Yellow (42.4%)- Medium - Maintained - 0.5 African American (AA) - None - Low - Dec Sig - -42.8 Socioeconomically Disadvantaged (SED) - Yellow(40.3%) - Medium - Maintained - -1	College and Career Indicator (CCI) (Color (%)- Status - Level - Change) All Students (ALL) - green - 50% - medium - increase - 7.5% English Learners (EL) - yellow - 15% - low - increase - 5.1% Hispanic (Hisp) - green - 50% - medium - increase - 7.6% African American (AA) - none - 45% - low - increase - 26.2% Socioeconomically Disadvantaged (SED) - green - 50% - medium - increase - 9.7%

## Planned Strategies/Activities

### Strategy/Activity 1

Fund the IB Diploma Program (DP) and meet IB certification criteria.

**Students to be Served by this Strategy/Activity**☒ All**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Administrators and IB Coordinator

**Proposed Expenditures for this Strategy/Activity**

Amount	11500
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Source	LCFF
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Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
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Description	IB annual program fee
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Amount	20000
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Source	LCFF
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Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
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Description	IB Student Examination Fees
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**Strategy/Activity 2**

Send teachers to professional development opportunities to support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel)

**Students to be Served by this Strategy/Activity**☒ All**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Administrators, counselors and teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	20000
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Source	Title I
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	The conferences will focus on addressing the needs of EL and LTEL students along with academic core content and specialized programs. Conference expenses including accommodations, travel and substitute coverage. Specific IB Conferences to include training in the following areas: SBAC and Common Core, IB course refinement conferences and IB of the Americas. Qtel conference for new teachers. Teacher and counselor training to support NGSS, a-g support, AVID, ELL, math and english achievement
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<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Description</b>	College and Career field trips

### Strategy/Activity 3

RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Administrators and teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	25000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will provide targeted intervention to improve student achievement focusing on math and science.

### Strategy/Activity 4

Hire 1 English Learner Literacy (ELL) Coach to provide support for English Learners including Long Term English Learners (LTELs) in classrooms

#### Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:  
LTEL

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

The ELL Coach will provide on site support to students and teachers as part of the Integrated EL plan at CCHS.

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	96405
<b>Source</b>	LCFF



**Description**

Hire one certificated ELL Coach to provide English Learners with instructional support. The ELL Coach will work with content specific teachers including the Ballet Folklorico teacher to increase student to school connections

**Strategy/Activity 5**

Fund three teachers for prep buyouts to lower class size in core classes such as math, science, english and history.

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal, Assistant Principal, Certificated Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount	103255
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Science/Math/ English/ History prep buyouts will provide student support in the core content areas.

**Strategy/Activity 6**

Hire 1 Social Science Teacher

**Students to be Served by this Strategy/Activity**

☒ All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

Amount	90573
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hire one highly qualified Social Science teacher who is trained to provide students with support in AP/IB classes and additional support in credit recovery courses.

**Strategy/Activity 7**

Hire 1 part-time Bilingual Paraprofessional to provide support for students in classes.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

The Bilingual Paraprofessional will maintain the log and the Assistant Principal will review the logs and keep them in a file.

### Proposed Expenditures for this Strategy/Activity

Amount	53673
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hire/maintain a Bilingual Paraprofessional

### Strategy/Activity 8

Provide additional supplies and materials for Common Core implementation and instructional support to address literacy needs across content areas and all departments. Purchase instructional materials, text and supplies for specialized emphasis on standards alignment and implementation in Special Education, English, math, ELD and science.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administrators and teachers

### Proposed Expenditures for this Strategy/Activity

Amount	1414
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase equipment for robotics and MESA, both STEM-based course offerings
Amount	25794
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and resources to increase literacy and provide instructional support for curriculum
Amount	5452

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplies to increase literacy

## Strategy/Activity 9

Additional support for monitoring positive attendance gains.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administrators and classified staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified staff will assist with monitoring of positive attendance gains, and supervision of A2A letters.

## Strategy/Activity 10

Student support of a-g completion and purchasing necessary to support student access and success in CCI completion

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administrators

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase of online learning tools such as Gizmos to support math and science,
<b>Amount</b>	15000

<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Discovery Education to support literacy and Edgenuity to support a-g completion, credit recovery, enrichment and acceleration options

## Strategy/Activity 11

Provide students with SAT preparation sessions to improve students' college eligibility

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administrators and teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	teachers will offer SAT prep classes for all students

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

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

Site goals for parent participation also align with the parent and community partnerships goal outlined in the district's LCAP.

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

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

### Identified Need

1. Continue work with our community liason to address attendance issues and increase education around attendance.
2. Provide opportunities for students to complete high school utilizing resources within and outside our district.
3. Identify methods for connecting families to school and providing opportunities for families and schools to work together to increase communication.

CCHS will continue to work to improve student attendance rates by .5% within the next year. Our goal is to decrease the chronic absenteeism rate from 3.73 to below 2%. CCHS will continue to track 4 year drop out rate and decrease to 1%. CCHS will add an additional WASC parent focus groups in order to increase school connectedness to 95%.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.9%	Student Attendance Rates All Students (ALL) - 95.1%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) - 14.8% English Learner (EL) - 23.6% Hispanic (Hisp) - 14.6% African American (AA) - 44.4% Socioeconomically Disadvantaged (SED) - 18% Students with Disabilities (SWD) - 30%	Chronic Absenteeism Rates (Color (%) - Status - Level - Change) All Students (ALL) - 14.5% English Learner (EL) - 23% Hispanic (Hisp) - 14% African American (AA) - 35% Socioeconomically Disadvantaged (SED) - 15% Students with Disabilities (SWD) - 28%
High School 4-Year Dropout Rate All Students (ALL) English Learner (EL)	High School 4-Year Dropout Rate All Students (ALL) - 1.6% English Learner (EL) - 2.5%	High School 4-Year Dropout Rate All Students (ALL) - 1.2% English Learner (EL) - 2.0%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Hispanic (Hisp) - 1.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 1.7%	Hispanic (Hisp) - 0.9% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 1.4%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) - 92% Elementary School Students (ES) Middle School Students (MS) High School Students (HS) - 92% English Learner (EL) - Hispanic (Hisp) - 93% African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 95% Elementary School Students (ES) Middle School Students (MS) High School Students (HS) - 95% English Learner (EL) Hispanic (Hisp) - 95% African American (AA)

## Planned Strategies/Activities

### Strategy/Activity 1

Guides and planners to increase parent awareness of school events

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Administrators

#### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Guides and planners to increase parent awareness of school events

### Strategy/Activity 2

Purchase of material, resources and supplies for the Parent Involvement Center to open communication and educate parents regarding importance of high school completion

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline



7/1/2019-6/30/2020

### Person(s) Responsible

Principal and Assistant Principal will determine needs and evaluate requests. The Principal will conduct the "Coffee with the Principal" meetings. School Liaison will assist in set-up and coordination with the parents

### Proposed Expenditures for this Strategy/Activity

Amount	817
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for the Parent Involvement Center to update on new events and programs
Amount	1113
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified and certificated extra duty hours to facilitate translations and implementation of the event

### Strategy/Activity 3

Hire one School Community Liaison Attendance Bilingual to address attendance needs of English Learners, LTELs and at-risk students

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administration and School Community Liaison

### Proposed Expenditures for this Strategy/Activity

Amount	64728
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hire one 11-month School Community Liaison Attendance Bilingual to address attendance needs of English Learners, LTELs and at-risk students

### Strategy/Activity 4

Increase student awareness of college and career options post graduation by offering CTE, socio-cultural learning and college field trips

### Students to be Served by this Strategy/Activity

☒ All

**Timeline**

7/1/2019-6/30/2020

**Person(s) Responsible**

Administrators, counselors and teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	student field trips to increase college and career exposure to cultural awareness

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

All students at Cathedral City High School will be educated in a safe and drug-free learning environment. Students will have increased opportunities to participate in extended learning, extra curricular and academic outreach offerings that will address academic student learner needs in a safe school environment.

### LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

### Identified Need

1. Address issues of equity with the school to assist with suspension information.
2. Address issues of school connectedness for all students and determine methods for connecting students.
3. Increase the number of students who are feeling safe at school and determine methods for connecting them to resources that allow them to feel safe and connected.

CCHS will address suspension inequities and work on decreasing in our EL and African American populations through the addition of peer mediation/peer counseling as proactive interventions to decrease by 3% for each subgroup. CCHS is implementing a peer counseling/peer mediation group specially trained to intermeditate with their peers before more severe consequences must be applied. We hope to increase school connectedness to 75% and school safety to 75%.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%)- Status - Level - Change) All Students (ALL) - Orange - 5.7% - medium - increased English Learner (EL) - Red - 8.3% - high - increased significantly Hispanic (Hisp) - Orange - 5.8% - medium - increased African American (AA) - Red - 12.2% - very high - increased Socioeconomically Disadvantaged (SED) - Orange - 6.1% - high - increased Students with Disabilities (SWD) - Yellow - 5.6% - medium - maintained	Suspension Rates: (Status (%)- Level - Color - Change) All Students (ALL) - green - 3.5% - medium - decl sig English Learner (EL) - green - 5.5% - medium - decl sign Hispanic (Hisp) - green - 3.5% - medium - declined African American (AA) - yellow - 5.8% medium - decl sig Socioeconomically Disadvantaged (SED) -yellow - 3.5% -medium - declined Students with Disabilities (SWD) - green - 4.5% - medium - declined
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) - 0.46% English Learner (EL) - N/A Hispanic (Hisp) - 0.52% African American (AA) - 0% Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) - N/A	Expulsion Rates All Students (ALL) - 0.3% English Learner (EL) - N/A Hispanic (Hisp) - .35% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - N/A Students with Disabilities (SWD) - N/A

<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Panorama Survey - School Connectedness Baseline Data: All students: 53% EL: 56% AA: 47% Hisp: 53%	Panorama Survey - School Connectedness All students: 70% EL: 70% AA: 65% Hisp: 70%
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey - School Safety Baseline Data: All students: 66% EL: 66% AA: 69% Hisp: 66%	Panorama Survey - School Safety All students: 80% EL: 80% AA: 80% Hisp: 80%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Fund 0.2 FTE for Activities Director to provide outreach and activities that promote positive student behaviors and safe school climate

#### Students to be Served by this Strategy/Activity

☒ All

#### Timeline

7/1/2019-6/30/2020

#### Person(s) Responsible

Activities Director

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	22199
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated hours for planning and implementation of student activities to promote positive interactions, safety and facilitate peer leadership.

### Strategy/Activity 2

Classified support for attendance monitoring to facilitate and promote healthy decisions.

#### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Classified Staff

### Proposed Expenditures for this Strategy/Activity

Amount	9983
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support for attendance monitoring to facilitate and promote healthy decisions.

### Strategy/Activity 3

Contract with the Cambio Group to further work on providing equity training for teachers emphasis on school connectedness.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

### Person(s) Responsible

Administrators, Teachers, Consultant Group

### Proposed Expenditures for this Strategy/Activity

Amount	18000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Equity team of teachers, administrators and students to work with an outside consultant group (Cambio Group) to increase school-wide student and staff awareness of socio-emotional learning and support strategies that will increase student achievement and school connectedness.

### Strategy/Activity 4

Professional Development for staff to further develop positive behavior reinforcement policies to reduce suspensions.

### Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2019-6/30/2020

**Person(s) Responsible**

Administrators, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4023
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional Development for staff to further develop positive behavior reinforcement policies to reduce suspensions.



# Centralized Services for Planned Improvements in Student Performance

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

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Secondary Literacy Coach	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	15,270	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
Linked Learning TOSA	July 1, 2019 - June 30, 2020	TOSA to support CTE instruction	32,063	Title I
History/Social Science TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction in grades 6-12	17,821	Title IV
Solution Tree PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA	117,025	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>

School Goal #3: Maintain Healthy and Safe Learning Environment				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				

*Note: Centralized services may include the following direct services:*

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

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$343,173
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$614,929.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	336,243	0.00
Title I Part A: Parent Involvement	6,930	0.00
LCFF	271,756	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$336,243.00
Title I Part A: Parent Involvement	\$6,930.00

Subtotal of additional federal funds included for this school: \$343,173.00

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

State or Local Programs	Allocation (\$)
LCFF	\$271,756.00

Subtotal of state or local funds included for this school: \$271,756.00

Total of federal, state, and/or local funds for this school: \$614,929.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	271,756.00
Title I	336,243.00
Title I Part A: Parent Involvement	6,930.00

## Expenditures by Budget Reference

Budget Reference	Amount
	96,405.00
1000-1999: Certificated Personnel Salaries	250,050.00
2000-2999: Classified Personnel Salaries	134,497.00
4000-4999: Books And Supplies	38,477.00
5000-5999: Services And Other Operating Expenditures	59,000.00
5800: Professional/Consulting Services And Operating Expenditures	31,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	96,405.00
1000-1999: Certificated Personnel Salaries	LCFF	125,454.00
2000-2999: Classified Personnel Salaries	LCFF	14,983.00
4000-4999: Books And Supplies	LCFF	1,414.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	31,500.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	124,596.00
2000-2999: Classified Personnel Salaries	Title I	118,401.00
4000-4999: Books And Supplies	Title I	31,246.00
5000-5999: Services And Other Operating Expenditures	Title I	57,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,113.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,817.00



# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cami Saliba		X			
Mary Zweg		X			
Rae Miller		X			
Valerie Fury		X			
Guillermo Chavez	X				
Myrna Castellon				X	
Madeleine Howell				X	
Aurora Arzate				X	
Veronica Meza			X		
Shawn Neal					X
Adriana Oliva					X
Alondra Rodriguez Solis					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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


## Recommendations and Assurances

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

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

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

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

 **Signature**

**Committee or Advisory Group Name**

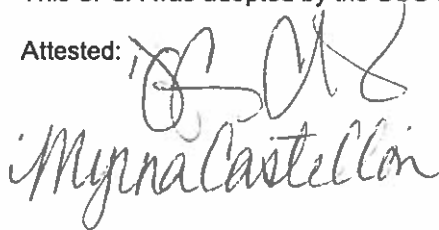
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/19/2019.

Attested:

  
Myrna Castellon

Principal, Guillermo Chavez on

SSC Chairperson, Myrna Castellon on