



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Cathedral City High School
Address	69250 Dinah Shore Dr. Cathedral City, CA 92234-4713
County-District-School (CDS) Code	33 67173 3330578
Principal	Julia Bartsch
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025-6/30/2026
Schoolsite Council (SSC) Approval Date	5/14/25
Local Board Approval Date	6/24/25

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

School Profile

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

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

Cathedral City High School serves approximately 1350 students. Cathedral City High School is the only Gold Ribbon High school within the Palm Springs Unified School District as well as the only International Baccalaureate school serving the western Coachella Valley. Cathedral City High School was selected as a CA Distinguished School in 2024 and is the only school selected in the Coachella Valley with these honors, and one of only 293 in the state of California. Students taking advanced courses take a combination of International Baccalaureate and Advanced Placement courses in the four core courses as well as the elective areas. Approximately 400 students are taking advanced courses. Cathedral City High School also has two California Partnership academies serving students in the Health and Environmental area as well as Digital Media production. Both academies have been designated as Distinguished academies by the CDE. In addition, the Digital Arts and Media production academy is a "Lighthouse" Academy that provides the opportunity for other academies to model after. During the last WASC visit CCHS received a 6 year term with a mid term visit which took place during February. The WASC mid year visit went well and the visiting chair reviewed and approved of our continued direction. This past February we also had our IB evaluation. It had been 5 years since our last visit. We will continue to work to implement recommendations from the committee to drive our school success forward.

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

In 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:

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

Lion's Road to Success

Graduating Lions are prepared to:

Further their education.

All students have the ability to:

Read, write, listen, speak, and communicate effectively

Solve mathematical problems accurately

Use current technology.

All students can:
Correctly use computers and adapt to current technologies
Find, evaluate, and use a variety of software applications
Safely use the Internet and other sources to communicate globally

Enter the world of work and careers.

All students:

Understand the importance of proper work ethics and habits
Know how to seek and secure employment, and conduct themselves in a professional manner
Demonstrate positive attitudes and global citizenship

Live in a society of diverse cultures and customs.

All students:

Respect diversity
Appreciate the art and music of the global community
Value the history of their own culture and the cultures of others

Purpose and Description

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

✖ Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results for Cathedral City High School 2024-2025

Teacher Nominations / Elections:

Staff / teacher nominations were taken from 8/16/24 - 8/23/24 through a google form. Once nominations were received a ballot was sent out on 8/27/24 through google forms and due back by 9/3/24. The three new teachers elected were: Ana Maya, Patricia Rawlings, and Mary Zwieg. There was no new classified staff as the staff was in their second year of the term..

Parent Nominations / Elections:

Parent Nomination forms were sent out via autodialer, email and posted on the school website. The nomination google form was sent home on 8/16/24 and due back on 8/23/24.

Parent ballots were created for the nominees. The ballot was sent out via autodialer and email as well as posted on the catcityhigh.com website. Ballots were sent out on 8/27/24 and due back by 9/3/24. The new parents elected were: Jesenia Estrada and Claudia Garcia. There was one returning parents from the previous year.

Student Nominations / Elections:

As the students were in their second year of a two year term there were no new students elected.

SSC training was provided by Karen Johnson and Jim Feffer on September 11, 2024 via zoom.

SSC Meeting Dates and Topics:.

September 23, 2024

Attendance information review

Approval of minutes from 6/4/24

Title 1 Parent & Family Engagement Policy, Home School Compact

School Site Council By Laws

Uniform Complaint Procedures

School Safety Plan

Williams Act visit

Data Review - assessment data - CAASPP - ELPAC, CAASPP & CAST info for the year

Review of 23-24 SPSA Goals / Modifications

Budget modifications

ELAC Report

Review of the budget to show what has been allocated for the budget and any possible adjustments due to changes in the budget. This will be presented at this meeting and finalized at the next meeting.

AP Fees - this is to assist students who would like to sign up for AP fees but may not qualify for a fee waiver but by not assisting may cause students from signing up for multiple assessments.

Lamps for CC - due to the lighting in the classroom the MTSS teacher would like to adjust by purchasing some lamps as it may assist students. Research shows that when the lighting is right students are more willing to participate and feel like they are in a better space.

CASE Conference - Science - members of the science department would like to attend the conference as it is local and this years focus is on inspiration, integration and innovation.

Zenimal - Meditation pods - these are kid friendly, screen free, portable, guided meditation players that assist students in finding a relaxing, mindful space when they are feeling stressed.

Printers - place additional printers in the library to assist students when students need to print. Our printers are out of date and adding new and a few additional printers will allow students to meet the demanding academic needs for continued improvement.

DeepL pro - translation services - We send many documents home, many of which are legal documents and in order to improve efficiency the special education department is requesting these services to assist in reducing the number of hours required to translate documents.

October 28, 2024

Titel I Parent & Family Engagement Policy, Home/School Compact

SSC bylaws

ELAC information

Uniform Complaint Procedures

Parent Education Opportunities

School Safety Plan

Approval of Minutes - 9/23/24

Assessment Data Results - IAB

Assessment information for the year - ELPAC, CAASPP, CAST

Attendance data

Review of 24-25 SPSA goals/ modifications

Budget 24-25 - adjustments / modifications

February 24, 2025

ELAC information

Approval of Minutes - 10/28/24

Parent Education Opportunities - website - where to locate

School Safety Plan
Needs Assessment
Assessment Data Results - IAB
Assessments for this year - ELPAC, CAASPP & CAST
Attendance data
Review of 2023-24 Goals / Modifications
Review of 2023-24 budget - adjustments - purchases - speakers, ipads / pencils, Ed puzzle, fetal pigs, transfer of funds from salary to college trips, transfer of fund from certificated salary to classified salary
Classified Extra duty
ELAC Report / DELAC report

MARCH 24, 2025

ELAC information
Parent Education Opportunities
Approval of Minutes - 2/24/25
Needs Assessment
Assessment Data Results - IAB
Assessments for this year - ELPAC, CAASPP & CAST
Attendance information
Review of 2023-24 Goals / Modifications - calculators
Review of 2024-25 budget
ELAC Report / DELAC report - report includes information from ELAC committee as well as suggestions and discussions that took place
ELAC Site needs assessment review
ELAC SPSA input information

April 24, 2025

no quorum - rescheduled for 5/6/25

May 6, 2025

ELAC information
Parent Education Opportunities
Approval of Minutes 3/24/25
Data Review - Assessments - ELPAC, CAASPP, CAST
Attendance data review
SPSA review of 24-25 budget
Presentation of 25-26 budget - input from SSC - provide input from ELAC committee
ELAC report / DELAC report
ELAC site needs assessment review
ELAC SPSA input review

ELAC Meeting Dates and Topics:

September 25, 2024

Opening
Introductions
Approval of Agenda and Minutes
Old Business
New Business
Rationale for Establishing ELAC (English Language Advisory Committee)
Parent Groups: Roles & Responsibilities
Review ELAC Bylaws
Each site needs to have their own Bylaws.
Uniform Complaint Procedures
PSUSD UCP resources
Training: Overview of The Responsibilities of ELAC
Advising the principal and staff in the development of a site plan for ELs and submit a plan to school site council for consideration in the School Plan for Student Achievement
Conduct the School Needs Assessment study
Participate in finding ways to assist parents in becoming aware of the importance of regular school attendance

ELAC Elections
ELAC Members
DELAC representative (one official representative and one alternate)
Remember all voting is done by the parents of English Learners. The vote is to vote for members, not officers.
You will use this form for voting
Discuss future ELAC Meeting dates and set times
Suggested dates:
9/25/224
10/30/25
11/20/24
3/19/25
5/7/25 - awards
Review projected budget and ELL programs provided
Get advice from the members on priorities for English Learners
Report to/from SSC
DELAC report
Public Comments
Closing
Our next meeting will be 10/30/24

October 30, 2024 - only few parents showed up - rescheduled and held on 11/20/25
Opening
Approval of Agenda and Minutes - 9/25/24
Old Business
New Business
Focus on Legal Points/Elements of ELAC
Review School Plan for Student Achievement for English Language Learners for the school site
SPSA review
Review the school instructional program for ELL students
Secondary
Parent Advice on English Language Learners
Review/discuss projected budget and provide advice on priorities
Report to/from SSC
DELAC Report
Public Comments
Closing
Our next meeting will be: 11/20/24

November 20, 2024
Opening
Approval of Agenda and Minutes - 9/25/24
Old Business
New Business - Legal points / elements of ELAC, review of SPSA for ELL
SPSA review
review of instructional program for ELL students
parent advice on ELL
review / discuss projected budget and provide advice on priorities
Report to/from SSC
DELAC Report
Public Comments
Closing
Our next meeting will be: - 2/12/25 - CCHS Library

February 12, 2025
Opening
Approval of Agenda and Minutes
Old Business
New Business
guest speaker
participate in finding ways to assist parents in becoming aware of importance of regular school attendance & discuss effects of absences on ADA

training - importance of attendance - how to report absences - effect on student learning videos
discussion on problems parents experience with reporting absences - loss of school funding - difference between excused and unexcused absences
parent advice on how to improve attendance
review / discuss projected budget and advice on priorities from families
Discuss the development and implementation of the school needs assessment study to discover overall understanding that parents have of the instructional program for
Report to / from SSC
DELAC report
Public Comments
Closing
Next meeting scheduled for 3/19/25 - CCHS Library

March 19, 2025

Opening

Approval of Agenda and Minutes

Old Business

New Business

Dashboard data - includes testing information

CCHS census information

Discuss the development and implementation of the school needs assessment study to discover the overall understanding that parents have of the instructional program for English Language Learners

Training: The School Needs Assessment of Instructional Programs for ELL's

Purpose

Procedures

Results

Parent advice o priorities

Review/Discuss projected budget and provide advice on priorities

review roles / responsibilities of ELAC - review needs assessment, discuss language census - continued discussion regarding importance of attendance

developed goals for next year

review course offerings - a-g requirements, AP/IB courses and registration, graduation requirements, review academies and how to join, AVID program

Report to / from SSC

DELAC report

Public Comments

Closing

Next meeting will be 4/23/25

****meeting scheduled for 4/23/25 did not have enough parents - rescheduled for 4/30/25**

April 30, 2025

Opening

Approval of agenda & minutes

Old Business

New Business

dashboard data review - included testing information review

CCHS census information - review information

Review and discuss projected budget and priorities - advice from parents

developed goals for next year

report to / from SSC

DELAC report

public comments

closing - final meeting of the year - review of Recognition / Awards ceremony information, 5/7/25 @ 6 pm CCHS Theater
reminder we would meet again next year as a committee

Instructional Council Meeting and Dates

AUGUST 4, 2023

Welcome Back

reviewed important information for the school year

discussed preliminary testing info

plan for the school year
feedback from departments
Club CC
round table from departments

OCTOBER 10/29/24

Welcome
CCGT audition info
Holiday dinner info
controversial topics / professionalism - info from Principal's mtg
Released CAASPP scores
sharing of data - what to share, with who, how to share lists even with people on site
Testing - complete Designated Supports form
Closed captioning in other languages
CSU Direct Admission update
What supplemental programs are we using
PD options with Mario

December 3, 2024

Welcome
UDL guidelines - what is our next step
review for IB visit
IB Policies
Holiday dinner
construction update

February 11, 2025

Welcome
UDL guidelines - next steps - who has been trained - UDL walkthroughs
Review IB visit info
Field trip requirements - adults attending - supervisory clearance - number needed
construction update
athletics update
ELAC meeting info
SSC meeting info

April 29, 2025

Welcome
congratulations on reclassification - provided info
grades / grading - discussion from RCOE training with Gil Compton
Budget information
staffing information
Events upcoming - Golden Lions / Senior Scholarships
student board election information
minimum day discussion for testing for next year
finals schedule discussion
round table with updates from all departments

MAY 20, 2025

Welcome
Final reminders and info for the year
Attendance data

Based on input from School Site Council, Instructional Council and parent input CCHS will continue to allocate funds to support credit recovery efforts through interventions. Our groups have made recommendations to continue to support students and families with Social Emotional learning, college and career resources and standardized testing supports. CCHS will be adding paraprofessional support for EL students (2 positions based on allocated funding). Schedules will be decided on where support is best utilized on classes are finalized from master schedule. Additional support will be added for attendance as an office specialist bilingual (1 position based on allocated funding).

Resource Inequities

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

For 2025-26 school year we will continue the focus on students who are English Learners and are our low socio economic status students to provide support academically and social emotional. Additional intervention support will be provided Wednesday mornings during staff collaboration time, after school, weekends and during winter and spring breaks. Students will receive targeted support in English Language Development to support successful completion of a-g requirements and to be college and career ready. We will continue to offer intersession courses that will assist with credit recovery and focus on small group learning targeting first our English Language Learner groups. In addition students in all grades will be receiving SEL support through comprehensive lessons focused on social emotional and academic issues. We have increased the use of restorative practices on a school wide basis and continue to utilize conflict mediation and equity ambassadors to assist with resolving conflicts. We also provide opportunities for English Language Learners to receive additional support through the Equity Ambassadors when required. CCHS has been examining grades, test scores and attendance data to support our English Language Learners through additional supports and services such as tutoring.

Needs Assessment – Review of Performance

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

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

Intersession data indicates 100% + increase in successful completion of courses offered. This directly impacts graduation and a-g rates. Winter Intersession had over 100 students participate and 75% of them were classified as English Language Learners, SED and homeless youth. Spring Intersession utilized a trial with Subject, and had over 250 students participate, with students working on D recovery as well as increasing grades of F. Over 230 students were able to correct grades, with 20 plus students completing more than one course. This allowed for an increase in a-g rates that was the most significant increase in the past 3 years during intersession. Data indicates that participating students fell into the category of English Language Learners, SEF and homeless youth. The impact of increased performance for English Learners and Hispanic subgroups has boosted confidence in the ability of our students since we were designated as a CA Distinguished School last year. Our math intervention position has had success in reducing the D/F rate by utilizing a rotation model for interventions. We have also seen success in small group implementation and English Language Learners are attending tutoring during designated times with the intervention teacher.

Reflections: Success

Teachers continue to report that in 9th grade ELA students are working more independently and having greater success in class based on the Study Sync aligned assessments. Teachers report successful classroom discussions using the Teen Talk curriculum for 9th grade. They stated that student questions and interactions were engaging. Teachers report success in online curriculum modifications due to effective professional development offered by the school district. In addition to academic support, using the MTSS coach we implemented structured restorative practices and lessons for all 9th and 10th grade students. We have increased implementation of MTSS to include 11 and 12 grade students through History classes. The implementation has led to higher attendance and lower suspension/expulsion rates. The continued refinement of peer mediations to address conflict mediations have shown a decrease in conflict and fights, with many students self referring for peer mediations. We have seen success through additional small group program support regarding anger management and positive decision making skills.

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

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

After reviewing the data from the 2024 CAASPP, and STAR data during the current school year, CCHS will continue to support English Language Learners through additional tutoring and work surrounding test preparation to ensure that students gain and understanding on how questions are worded. We will have our math intervention teacher focus on our English Language Learners as well as our Foster Youth students to ensure they have equal access to tutoring services as well as ensure counselors and intervention coaches check in regularly. CCHS will be utilizing push in support from the intervention teacher to assist with increase in performance for all students. CCHS will continue to offer interventions for grade improvement, and course completion as well as test preparation.

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

We continue to support additional areas for students to achieve graduation and a-g eligibility. We have determined that a significant portion of our students continue to require social emotional support. We will continue to address this through a certificated staff person who oversees Club CC which is district supported classroom for SEL interventions. Additional professional development will be offered to teachers in universal design for the implementation of classroom instruction and appropriate strategies for student success, along with training additional staff members in restorative practices.

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

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

Reflections: Identified Need

will focus on English Learners, Foster and Homeless youth who are in need of additional support to increase a-g rates. We are continuing support for our IB and AP level students with additional study sessions. Our MTSS coach is spending additional time working with our English Learners to assist them if they are new to our school in adapting and ensuring they have resources and know where to go when assistance is required. The equity ambassadors also assist to ensure conflict is resolved through peer mediation.

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.20%	0.07%	0.29%	3	1	4
African American	2.28%	1.51%	1.09%	35	21	15
Asian	0.85%	0.79%	0.88%	13	11	12
Filipino	1.82%	1.94%	1.68%	28	27	23
Hispanic/Latino	87.44%	89.39%	90.36%	1344	1247	1238
Pacific Islander	0.07%	0.14%	0.15%	1	2	2
White	6.51%	5.52%	4.74%	100	77	65
Multiple/No Response	0.85%	0.65%	0.80%	13	9	11
Total Enrollment				1537	1395	1370

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	392	319	346
Grade 10	414	401	322
Grade 11	332	364	351
Grade 12	399	311	351
Total Enrollment	1,537	1,395	1,370

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	380	403	372	22.50%	24.7%	27.2%
Fluent English Proficient (FEP)	684	594	606	46.00%	44.5%	44.2%
Reclassified Fluent English Proficient (RFEP)				8.3%		

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,370	96.4%	27.2%	0.5%
Total Number of Students enrolled in Cathedral City High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	372	27.2%
Foster Youth	7	0.5%
Homeless	50	3.6%
Socioeconomically Disadvantaged	1,321	96.4%
Students with Disabilities	163	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.1%
American Indian	4	0.3%
Asian	12	0.9%
Filipino	23	1.7%
Hispanic	1,238	90.4%
Two or More Races	11	0.8%
Pacific Islander	2	0.1%
White	65	4.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance







The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		
<div>College/Career</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

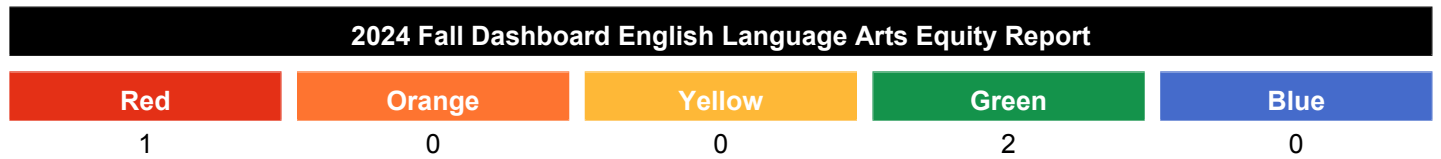
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>26.8 points above standard</div> <div>Increased 10.8 points</div> <div>298 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>78.8 points below standard</div> <div>Declined 7.9 points</div> <div>86 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>80.9 points below standard</div> <div>Declined 3.4 points</div> <div>56 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>29.6 points above standard</div> <div>Increased 13.9 points</div> <div>289 Students</div>

Students with Disabilities  No Performance Color 69.0 points below standard Increased 43.2 points 24 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Green 18.6 points above standard Increased 12.9 points 266 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 59.8 points above standard Declined 61.1 points 16 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

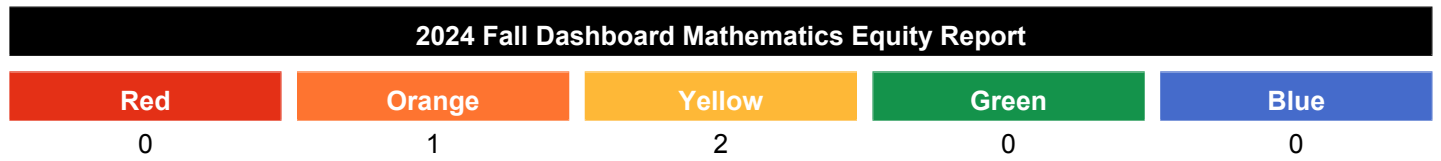
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>80.3 points below standard</div> <div>Increased 7.2 points</div> <div>303 Students</div>	<div>English Learners</div> <div> Orange</div> <div>161.8 points below standard</div> <div>Increased 8.2 points</div> <div>90 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>177.0 points below standard</div> <div>Increased 10.6 points</div> <div>56 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>79.2 points below standard</div> <div>Increased 9.0 points</div> <div>292 Students</div>

Students with Disabilities  No Performance Color 158.2 points below standard Increased 23.8 points 25 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Yellow 85.7 points below standard Increased 17.0 points 270 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 66.8 points below standard Declined 120.3 points 16 Students

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
35.8% making progress.	36.4% making progress.
Number Students: 282 Students	Number Students: 225 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22%	41.5%	1.4%	34.4%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

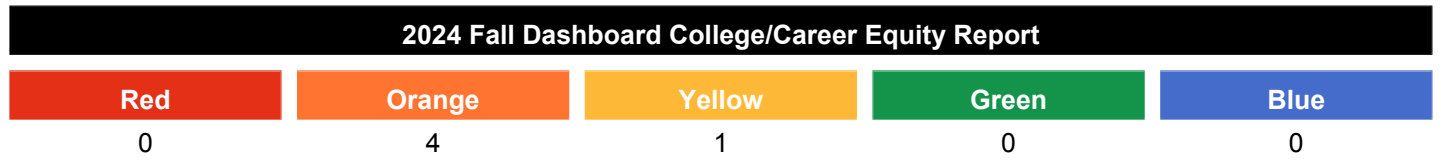
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>43.5 Prepared</div> <div>Declined 5.2</div> <div>345 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>16.8 Prepared</div> <div>Declined 3.5</div> <div>107 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>17.6 Prepared</div> <div>Declined 6.3</div> <div>85 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students 0</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>28.1 Prepared</div> <div>Increased 5.5</div> <div>32 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>44.1 Prepared</div> <div>Declined 5.7</div> <div>338 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>2.7 Prepared</p> <p>Declined 9.8</p> <p>37 Students</p>	African American  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	Filipino  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	Hispanic  <p>Orange</p> <p>40.8 Prepared</p> <p>Declined 7.3</p> <p>306 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	White  <p>No Performance Color</p> <p>65 Prepared</p> <p>Increased 25</p> <p>20 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

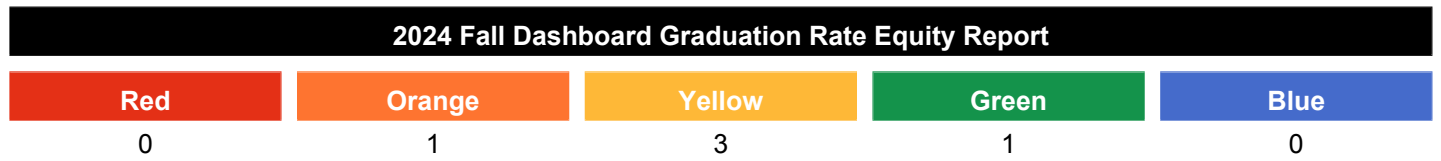
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>91.9% graduated</div> <div>Declined 1.9%</div> <div>345 Students</div>	<div>English Learners</div> <div> Orange</div> <div>83.2% graduated</div> <div>Declined 2.5%</div> <div>107 Students</div>	<div>Long-Term English Learners</div> <div> Yellow</div> <div>87.1% graduated</div> <div>Maintained 0.1%</div> <div>85 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> Green</div> <div>90.6% graduated</div> <div>Increased 9.4%</div> <div>32 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>92.6% graduated</div> <div>Declined 1.7%</div> <div>338 Students</div>

Students with Disabilities  No Performance Color 67.6% graduated Declined 20.4% 37 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Yellow 92.2% graduated Declined 1.5% 306 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 90% graduated Maintained 0.5% 20 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

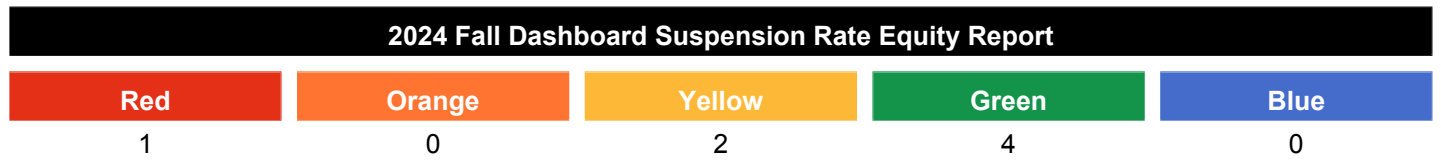
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>5.5% suspended at least one day</div> <div>Declined 1%</div> <div>1470 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>8.3% suspended at least one day</div> <div>Declined 1.8%</div> <div>421 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>7.9% suspended at least one day</div> <div>Declined 3.9%</div> <div>316 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>10.5% suspended at least one day</div> <div>Maintained 0.1%</div> <div>76 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>5.3% suspended at least one day</div> <div>Declined 1.2%</div> <div>1406 Students</div>

Students with Disabilities  Green 5.6% suspended at least one day Declined 2.2% 177 Students	African American  No Performance Color 9.5% suspended at least one day Increased 5.5% 21 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Filipino  No Performance Color 0% suspended at least one day Declined 3.4% 24 Students	Hispanic  Green 5.8% suspended at least one day Declined 1% 1320 Students
Two or More Races  No Performance Color 0% suspended at least one day 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Green 2.9% suspended at least one day Declined 0.5% 68 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes







Metric/Indicator

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

Expected Outcomes




St. Group	Color	DFS/Percentage	Change
All	yellow	20 pts above standard	maintained
EL	orange	50 pts below standard	increased significantly +15 points
Hisp	yellow	10 points above	increased +10 points
SED	yellow	+20 points above standard	maintained +5 points
SWD		109 points below standard	maintained +3 points

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	 Green	26.8 points above standard	Increased 10.8 points
EL	 Red	78.8 points below standard	Declined 7.9 points
Hisp	 Green	18.6 points above standard	Increased 12.9 points
AA	 No Performance Color		Less than 11 Students
SED	 Green	29.6 points above standard	Increased 13.9 points
SWD	 No Performance Color	69.0 points below standard	Increased 43.2 points

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




St. Group	Color	DFS/Percentage	Change
All	yellow	80 points below standard	increased +7 points
EL	orange	150 points below	increased significantly +20 points
Hisp	orange	100 points below standard	maintained +3 points

St. Group	Color	DFS/Percentage	Change
All	 Yellow	80.3 points below standard	Increased 7.2 points
EL	 Orange	161.8 points below standard	Increased 8.2 points
Hisp	 Yellow	85.7 points below standard	Increased 17.0 points

Metric/Indicator**Expected Outcomes****Actual Outcomes**

--

SED	yellow	85 points below standard	increased +10 points
SWD		180 points below standard	maintained +10 points

AA	 No Performance Color		Less than 11 Students
SED	 Yellow	79.2 points below standard	Increased 9.0 points
SWD	 No Performance Color	158.2 points below standard	Increased 23.8 points


California Science Test - Percent of Students Who Meet or Exceed Standard High School –

California Science Test - Percent of Students Who Meet or Exceed Standard High School – 35%

California Science Test - Percent of Students Who Meet or Exceed Standard High School – 24%

California School Dashboard - English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	orange	50 points above standard	

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Orange	35.8%	2 8.9







English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate



















English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 45%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 42.3%

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

St. Group	Color	DFS/Percentage	Change
All	green	95%	increased 1.5
EL	green	90%	increased significantly 5.0
Hisp	green	95%	increased 1.5
SED	blue	96%	increased 1.7
SWD		90%	increased significantly 5.0

St. Group	Color	DFS/Percentage	Change
All	 Yellow	91.9% graduated	Declined 1.9%
EL	 Orange	83.2% graduated	Declined 2.5%
Hisp	 Yellow	92.2% graduated	Declined 1.5%
AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy
SED	 Yellow	92.6% graduated	Declined 1.7%
SWD	 No Performance Color	67.6% graduated	Declined 20.4%

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>medium</td><td>50 prepared</td><td></td></tr><tr><td>EL</td><td>low</td><td>22 prepared</td><td></td></tr><tr><td>Hisp</td><td>medium</td><td>50</td><td></td></tr><tr><td>AA</td><td>no status</td><td></td><td></td></tr><tr><td>SED</td><td>medium</td><td>51 prepared</td><td></td></tr><tr><td>SWD</td><td>no status</td><td>14</td><td></td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	medium	50 prepared		EL	low	22 prepared		Hisp	medium	50		AA	no status			SED	medium	51 prepared		SWD	no status	14		<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>43.5 Prepared</td><td>Declined 5.2</td></tr><tr><td>EL</td><td> Orange</td><td>16.8 Prepared</td><td>Declined 3.5</td></tr><tr><td>Hisp</td><td> Orange</td><td>40.8 Prepared</td><td>Declined 7.3</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Less than 11 Students 0</td></tr><tr><td>SED</td><td> Orange</td><td>44.1 Prepared</td><td>Declined 5.7</td></tr><tr><td>SWD</td><td> No Performance Color</td><td>2.7 Prepared</td><td>Declined 9.8</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	43.5 Prepared	Declined 5.2	EL	 Orange	16.8 Prepared	Declined 3.5	Hisp	 Orange	40.8 Prepared	Declined 7.3	AA	 No Performance Color		Less than 11 Students 0	SED	 Orange	44.1 Prepared	Declined 5.7	SWD	 No Performance Color	2.7 Prepared	Declined 9.8
St. Group	Color	DFS/Percentage	Change																																																							
All	medium	50 prepared																																																								
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SWD	 No Performance Color	2.7 Prepared	Declined 9.8																																																							
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 65% English Learners (EL) - 45% Hispanic (Hisp) - 65% African American (AA) - Socioeconomically Disadvantaged (SED) - 65% Students with Disabilities (SWD) - 38%	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 54.9% English Learners (EL) - 39.3% Hispanic (Hisp) - 52.1% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 54.6% Students with Disabilities (SWD) - 24%																																																								
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 - 98% DATA - 98%	Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course HEAL -98% DATA - 78%																																																								

Metric/Indicator	Expected Outcomes	Actual Outcomes
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 57 English Learners (EL) - 50 Hispanic (Hisp) -58 African American (AA) - 55 Socioeconomically Disadvantaged (SED) - International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 65	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. (these All Students (ALL) - 43% English Learners (EL) - 15% Hispanic (Hisp) - 75.34% African American (AA) - 1.37% Socioeconomically Disadvantaged (SED) - 75.34% 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) - 47.2%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance maintain 100% compliance	Williams Textbook/Materials Compliance maintain 100% compliance

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fund the IB Diploma Program (DP) and meet IB certification criteria. This strategy will be measure by the feedback from our IB review.	Fund the IB Diploma Program (DP) and meet IB certification criteria. This strategy will be measure by the feedback from our IB review.	IB annual program fee 5800: Professional/Consulting Services And Operating Expenditures LCFF 11650	IB annual program fee 5800: Professional/Consulting Services And Operating Expenditures LCFF 12660
		IB Student Examination Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 5506	IB Student Examination Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
Send teachers to professional development opportunities to	Provide opportunities for teachers to receive professional	The conferences will focus on addressing the needs of EL and	Conferences focus on addressing needs of students, including

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel and CABE). This strategy will be evaluated by teachers implementing additional learning opportunities for students as measured by increased engagement.	development to support instruction addressing the needs of all students. Professional development included IB training along with curriculum updates. The strategy is evaluated by ensuring all teachers are trained who are teaching IB along with determining an increase in student engagement and providing additional learning opportunities for students.	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. QTel conference for new teachers. Teacher and counselor training to support NGSS, a-g support, AVID, ELL, Math and English, Science, Social Sciences, World Languages achievement, SEL training 5000-5999: Services And Other Operating Expenditures LCFF 31850	specialized programs and core content. Conference expenses include accommodations, travel and substitute coverage. IB conferences focus on training in refining teaching practices, support in core academic classes, AI implementation as well as a-g completion, and SEL support and training. 5000-5999: Services And Other Operating Expenditures LCFF 25652.70
RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus. This activity will be measured by an increase in math scores in STAR and other district CFA.	RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus. This activity will be measured by an increase in math scores in STAR and other district CFA.	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 35000	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 18529
Fund prep buyouts to lower class size in core classes such as Math, Science, English, World Language and Social Sciences. This strategy will be evaluated by the number of classes under the required cap size.	Fund prep buyouts to lower class size in core classes such as Math, Science, English, World Language and Social Sciences. This strategy will be evaluated by the number of classes under the required cap size.	Science/Math/ English/ World Language/ Social Sciences / Special Education prep buyouts will provide student support in the core content areas. 1000-1999: Certificated Personnel Salaries LCFF	Science/Math/ English/ World Language/ Social Sciences / Special Education prep buyouts will provide student support in the core content areas. 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		104316	92127
Hire 1 Social Science Teacher. This strategy will be measured by an additional teacher in the social science department.	Hire 1 Social Science Teacher. This strategy will be measured by an additional teacher in the social science department.	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. 1000-1999: Certificated Personnel Salaries Title I 125244	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. 1000-1999: Certificated Personnel Salaries Title I 122273
Provide opportunities for all students to access AP and PSAT. This will be measured by an increase in the number of students taking AP and PSAT assessments.	Provide opportunities for all students to access AP and PSAT. This will be measured by an increase in the number of students taking AP and PSAT assessments.	assist students in accessing the assessments by paying for exam fees if they do not qualify for a reduced rate 5000-5999: Services And Other Operating Expenditures Title I 5000	assist students in accessing the assessments by paying for exam fees if they do not qualify for a reduced rate 5000-5999: Services And Other Operating Expenditures Title I 4793
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, Art, ELD and science, purchase supplies and materials for project based learning across subject areas. This will be measured through the additional materials provided by the site.	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, Art, ELD and science, purchase supplies and materials for project based learning across subject areas. This will be measured through the additional materials provided by the site.	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES 4000-4999: Books And Supplies Title I 25000 Purchase equipment for MESA, both STEM-based course offerings 4000-4999: Books And Supplies Title I 4000	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES 4000-4999: Books And Supplies Title I 36925 Purchase equipment for MESA, both STEM-based course offerings 4000-4999: Books And Supplies Title I 573

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		purchase materials and specimens for dissection within science courses 4000-4999: Books And Supplies LCFF 4000	purchase materials and specimens for dissection within science courses 4000-4999: Books And Supplies LCFF 840.72
		provide supplementary supplies for project based learning 4000-4999: Books And Supplies LCFF 20000	provide supplementary supplies for project based learning 4000-4999: Books And Supplies LCFF 16106.80
		purchase of online platform for use with all students for activity based instruction (PE / athletics) 5000-5999: Services And Other Operating Expenditures LCFF 1500	purchase of online platform for use with all students for activity based instruction (PE / athletics) 5000-5999: Services And Other Operating Expenditures LCFF 1500
		provide supplementary supplies for project based learning for English Language Learners 4000-4999: Books And Supplies Title I 11921	provide supplementary supplies for project based learning for English Language Learners 4000-4999: Books And Supplies Title I 36925
Provide students with additional opportunities to explore college and career options. This will be measured by the number of students attending college and career opportunities.	Provide students with additional opportunities to explore college and career options. This will be measured by the number of students attending college and career opportunities.	provide opportunities for exploration options in colleges and careers and provide students opportunity to complete CAS project with a hands on practical learning with a focus on international cultures, economy and lifestyle 5000-5999: Services And Other Operating Expenditures LCFF 55768	provide opportunities for exploration options in colleges and careers and provide students opportunity to complete CAS project with a hands on practical learning with a focus on international cultures, economy and lifestyle 5000-5999: Services And Other Operating Expenditures LCFF 35809.71

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student support of a-g completion and purchasing materials to support student access and success in CCI completion. This will be measured by the increase in a-g rate.	Student support of a-g completion and purchasing materials to support student access and success in CCI completion. This will be measured by the increase in a-g rate.	Purchase of online learning tools such as Gizmos to support math and science, 5000-5999: Services And Other Operating Expenditures Title I 4000	Purchase of online learning tools such as Gizmos to support math and science, 5000-5999: Services And Other Operating Expenditures Title I 7853
		extra duty hours to support interventions for classes for students with disabilities, students with low SES, students performing below standard 2000-2999: Classified Personnel Salaries LCFF 5000	extra duty hours to support interventions for classes for students with disabilities, students with low SES, students performing below standard 2000-2999: Classified Personnel Salaries LCFF 11450.30
provide opportunity for small group learning and opportunities to increase a-g. This will be measured by an increase in a-g rates.	provide opportunity for small group learning and opportunities to increase a-g. This will be measured by an increase in a-g rates.	As we rebound from the pandemic there is still a need for additional credit recovery. The Title 1 allotment will be allocated to pay teachers to support small group credit recovery during intersession breaks, over the course of weekends, and in the afternoons. The focus will be on students performing below standard, students who with additional support can remain on track for a-g completion, and students with disabilities. Grades will be monitored and transcripts will be analyzed to determine if students are on track. Analyzing number of students who are increasing in a-g and gaining a deeper understanding of materials.	The Title 1 allotment will be allocated to pay teachers to support small group credit recovery during intersession breaks, over the course of weekends, and in the afternoons. The focus will be on students performing below standard, students who with additional support can remain on track for a-g completion, and students with disabilities. Grades will be monitored and transcripts will be analyzed to determine if students are on track. Analyzing number of students who are increasing in a-g and gaining a deeper understanding of materials. 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 35288	18529
Provide students with additional opportunities to explore college and career options. This will be measured by an increase in our English Language learners accessing field trips.	Provide students with additional opportunities to explore college and career options. This will be measured by an increase in our English Language learners accessing field trips.	provide opportunities for exploration options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 5000	provide opportunities for exploration options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 3000
Hire 0.8 position in Math. This will be evaluated through class size reduction to ensure cap size remains below the requirement.	Hire 0.8 position in Math. This will be evaluated through class size reduction to ensure cap size remains below the requirement.	Hire one highly qualified Math teacher in order to lower class size 1000-1999: Certificated Personnel Salaries Title I 86016	Hire one highly qualified Math teacher in order to lower class size 1000-1999: Certificated Personnel Salaries Title I 89522
RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus	RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 15000	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 18529

Analysis

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

Over the course of the 24-25 school year, CCHS has continued to offer opportunities for students to explore college and careers through field trips, as well as opportunities in credit recovery and grade repairs to increase a-g completion. We continue to offer intersession opportunities as well as before and after school support. The goal of lower class sizes for students who may require additional support remains a goal. We continue to offer teachers opportunities for professional development, as well as time for PLC in order to prepare lessons that are engaging and will prepare and expose students to CAASPP questions, ELPAC, along with AP and IB preparation.

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

During regular review of the SPSA, SSC approved additional movement of funding in order to support student engagement and learning opportunities as well as field trip opportunities. As CCHS did not utilize as many prep buy outs as originally determined, SSC agreed to move the additional funds to classified salary to support interventions with EL students which will work to support academic growth, along with adding additional funding into field trips to allow for additional students to take advantage of opportunities such as exploring colleges. While there is a distinction in our field trips, they were together in galaxy, and the final amounts need to be determined. Due to an increase in salaries, teacher salaries required additional funding to cover those costs. We also have funding that has yet to be reconciled at this time.

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.

For the upcoming school year, teachers to support student achievement will be moved back into general fund, and the school site, with approval from SSC will look to hire 2 paraprofessionals to support ELL classroom growth, as well as one bilingual office specialist to support attendance and student engagement. For the school year 2025-2026 we will host Parent Palooza with an increase in community organizations in order to provide parents and families with additional safety information along with resources.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 275 parents completing	Parent Participation in Stakeholder Input Processes - 37 families
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 96% African American (AA) -	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 89% Hispanic (Hisp) - 90% African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) African American (AA) 	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 96% Two or More Races / Ethnicities - 85% Confidentiality Protected - 82%	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 78% Hispanic (Hisp) - 77% Two or More Races / Ethnicities - 81% Confidentiality Protected - 75%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 40%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase parent awareness and communication. This will be measured in an increase in parent participation in offered events and meetings.	Increase parent awareness and communication. This will be measured in an increase in parent participation in offered events and meetings.	website update/upgrades along with guides and planners 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1890	website update/upgrades along with guides and planners 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement
Purchase of material, resources and supplies for the Parent Involvement Center to open communication and educate parents regarding importance of high school completion and a-g completion. This will be evaluated by parent response to an increase in materials presented regarding a-g and course registration information.	Purchase of material, resources and supplies for the Parent Involvement Center to open communication and educate parents regarding importance of high school completion and a-g completion. This will be evaluated by parent response to an increase in materials presented regarding a-g and course registration information.	Supplies for the Parent Involvement Center to update on new events and programs 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1778	Supplies for the Parent Involvement Center to update on new events and programs 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2141.99
		Classified and certificated extra duty hours to assist in implementation of events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1973	Classified and certificated extra duty hours to assist in implementation of events 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0
increase opportunities for parent engagement through activities and small group conversations. This will be evaluated through an increase in parent participation in offered parent events through sign in sheets.	increase opportunities for parent engagement through activities and small group conversations. This will be evaluated through an increase in parent participation in offered parent events through sign in sheets.	Since there is limited face to face engagement with our parents, additional funds will be allocated to internet and print resources for parental awareness of school issues. (a-g, FAFSA, SEL). We will monitor the number of parents attending activities and work on increasing each quarter the number of parents attending events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement	Since there is limited face to face engagement with our parents, additional funds will be allocated to internet and print resources for parental awareness of school issues. (a-g, FAFSA, SEL). We will monitor the number of parents attending activities and work on increasing each quarter the number of parents attending events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		686	0
increase opportunities for parent engagement through activities and small group conversations. This will be evaluated through an increase in parent participation through sign in sheets.	increase opportunities for parent engagement through activities and small group conversations. This will be evaluated through an increase in parent participation through sign in sheets.	Classified and certificated extra duty hours to assist in implementation of events 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 731	Classified and certificated extra duty hours to assist in implementation of events 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0

Analysis

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

CCHS hosts many parent events to support academic and extra curricular activities and programs. We have some events that are well attended and others that continue to struggle. We have increased phone calls to increase parent attendance at events, however have discovered that much depends on when outreach is completed, and will work to ensure more opportune times for our outreach. In the 2024-2025 school year we hosted our inaugural Parent Palooza event, which was highly successful. We had over 300 parents attend and we were able to recognize students for perfect attendance as well as community involvement.

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

At this time we have not reconciled the resources for this goal. There are items, such as the website and extra duty to support participation in end of the year activities and events that will rectify this. While supplies show that is over the budgeted amount, there was additional adjusted from the required extra duty.

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 SPSSA.

CCHS will be providing more hands on workshops for next year, as well as providing additional workshops that will support parent involvement. We will be reaching out to outside agencies to assist in support parent requested workshops in areas such as drug awareness, attendance, SEL, and social media platforms and information.

Annual Review and Update





































SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 93%	Student Attendance Rates - as of 5/14/25 All Students (ALL) - 90.7%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates All Students (ALL) - 28%	Chronic Absenteeism Rates All Students (ALL) - 30% English Learner (EL) - 33.8% Hispanic (Hisp) - 30% African American (AA) - 52.9% Socioeconomically Disadvantaged (SED) - 29.6% Students with Disabilities (SWD) - 50.6%
High School 4-Year Graduation Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -	High School 4-Year Graduation Rate All Students (ALL) - 93% English Learner (EL) -85% Hispanic (Hisp) - 93% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 93.5% Students with Disabilities(SWD) - 69%	High School 4-Year Graduation Rate All Students (ALL) - 91.9% English Learner (EL) - 83.2% Hispanic (Hisp) - 92.2% African American (AA) - Socioeconomically Disadvantaged (SED) - 92.6%

Metric/Indicator	Expected Outcomes				Actual Outcomes																																																					
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Yellow</td><td>6.5% suspended at least one day</td><td>Declined - 0.5</td></tr><tr><td>EL</td><td> Red</td><td>10.1% suspended at least one day</td><td>Maintained - 0.2</td></tr><tr><td>Hisp</td><td> Orange</td><td>6.8% suspended at least one day</td><td>Maintained - 0.1</td></tr><tr><td>AA</td><td> No Performance Color</td><td>4% suspended at least one day</td><td>Declined - 14.6</td></tr><tr><td>SED</td><td> Yellow</td><td>6.5% suspended at least one day</td><td>Declined - 0.7</td></tr><tr><td>SWD</td><td> Yellow</td><td>7.9% suspended at least one day</td><td>Declined Significantly -6.4</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Yellow	6.5% suspended at least one day	Declined - 0.5	EL	 Red	10.1% suspended at least one day	Maintained - 0.2	Hisp	 Orange	6.8% suspended at least one day	Maintained - 0.1	AA	 No Performance Color	4% suspended at least one day	Declined - 14.6	SED	 Yellow	6.5% suspended at least one day	Declined - 0.7	SWD	 Yellow	7.9% suspended at least one day	Declined Significantly -6.4	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Green</td><td>5.5% suspended at least one day</td><td>Declined 1%</td></tr><tr><td>EL</td><td> Yellow</td><td>8.3% suspended at least one day</td><td>Declined 1.8%</td></tr><tr><td>Hisp</td><td> Green</td><td>5.8% suspended at least one day</td><td>Declined 1%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>9.5% suspended at least one day</td><td>Increased 5.5%</td></tr><tr><td>SED</td><td> Green</td><td>5.3% suspended at least one day</td><td>Declined 1.2%</td></tr><tr><td>SWD</td><td> Green</td><td>5.6% suspended at least one day</td><td>Declined 2.2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Green	5.5% suspended at least one day	Declined 1%	EL	 Yellow	8.3% suspended at least one day	Declined 1.8%	Hisp	 Green	5.8% suspended at least one day	Declined 1%	AA	 No Performance Color	9.5% suspended at least one day	Increased 5.5%	SED	 Green	5.3% suspended at least one day	Declined 1.2%	SWD	 Green	5.6% suspended at least one day	Declined 2.2%
St. Group	Color	DFS/Percentage	Change																																																							
All	 Yellow	6.5% suspended at least one day	Declined - 0.5																																																							
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Hisp	 Orange	6.8% suspended at least one day	Maintained - 0.1																																																							
AA	 No Performance Color	4% suspended at least one day	Declined - 14.6																																																							
SED	 Yellow	6.5% suspended at least one day	Declined - 0.7																																																							
SWD	 Yellow	7.9% suspended at least one day	Declined Significantly -6.4																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	 Green	5.5% suspended at least one day	Declined 1%																																																							
EL	 Yellow	8.3% suspended at least one day	Declined 1.8%																																																							
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SED	 Green	5.3% suspended at least one day	Declined 1.2%																																																							
SWD	 Green	5.6% suspended at least one day	Declined 2.2%																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - N/A Hispanic (Hisp) - 0% African American (AA) - 0.0%																																																									
	Expulsion Rates All Students (ALL) -0.6% English Learner (EL) - 0.2% Hispanic (Hisp) - 0.6% African American (AA) - 4.8%																																																									
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Panorama Survey – School Connectedness All Students (ALL) - 60% English Learner (EL) - 62% Hispanic (Hisp) - 60% African American (AA) - 60%																																																									
	Panorama Survey – School Connectedness All Students (ALL) - 63% English Learner (EL) - 59% Hispanic (Hisp) - 63% African American (AA) - 59%																																																									
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%																																																									
	Panorama Survey – School Safety All Students (ALL) - 79% English Learner (EL) - 75% Hispanic (Hisp) - 80% African American (AA) - 67%																																																									

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results remain at 100%	Williams Facilities Inspection Results remain at 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classified support for attendance monitoring to facilitate and promote healthy decisions. This will be evaluated through an increase in parent communication and increase in parent participation during meeting opportunities.	Classified support for attendance monitoring to facilitate and promote healthy decisions. This will be evaluated through an increase in parent communication and increase in parent participation during meeting opportunities.	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 13141	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 13657
Training of Student Equity Ambassadors to provide peer mediation and support school connectedness. This will be evaluated through the tracking of completed peer mediations.	Training of Student Equity Ambassadors to provide peer mediation and support school connectedness. This will be evaluated through the tracking of completed peer mediations.	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning, provide peer mediations and utilize support strategies that will increase student achievement and school connectedness. Will determine success through the decrease in conflicts and increase in students utilizing provided services. 5000-5999: Services And Other Operating Expenditures Title I 6000	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning, provide peer mediations and utilize support strategies that will increase student achievement and school connectedness. Will determine success through the decrease in conflicts and increase in students utilizing provided services. 5000-5999: Services And Other Operating Expenditures Title I 0
Counseling support services focusing on social and emotional wellness. This will be evaluated through an increase in	Counseling support services focusing on social and emotional wellness. This will be evaluated through an increase in	provide support counseling services on site focusing on social and emotional wellness	provide support counseling services on site focusing on social and emotional wellness

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communication with counseling staff and tracked through survey results.	communication with counseling staff and tracked through survey results.	with check in for students. Will monitor through number of contacts with students and counselors. 1000-1999: Certificated Personnel Salaries Title I 7000	with check in for students. Will monitor through number of contacts with students and counselors. 1000-1999: Certificated Personnel Salaries Title I 1674

Analysis

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

Over the course of 24-25 school year we have coordinated services with the Prevention Specialist, the MTSS Coach, and the COSA. The connections made with these individuals and students and families has assisted students in making healthier decisions. The Equity Ambassador program has impacted many students through training for the ambassadors, which has allowed them to facilitate peer mediations which has assisted in reducing suspension rates. We have also coordinated with outside services for presentations, which assisted students in learning and developing methods for being proactive, however additional presentations and opportunities for participation in these types of activities are required. At this time Club CC has been able to impact all grade levels, which has produced students who are gaining an understanding of where to reach out for assistance when necessary.

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

At this time we are still reconciling some of the funding as there are timecards involved and they may not have been processed. Additional costs have also come with raises. We will continue to reconcile through the remainder of the year, as well as provide opportunities as the school year closes out.







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.

While there has been improvement in many areas there continues to be a need and CCHS will be training new students and increase opportunities for not only students but staff as well.

Metric/Indicator

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







Baseline

St. Group	Color	DFS/Percentage	Change
All	 Green	26.8 points above standard	Increased 10.8 points
EL	 Red	78.8 points below standard	Declined 7.9 points
Hisp	 Green	18.6 points above standard	Increased 12.9 points
AA	 No Performance Color		Less than 11 Students
SED	 Green	29.6 points above standard	Increased 13.9 points
SWD	 No Performance Color	69.0 points below standard	Increased 43.2 points











Expected Outcome




St. Group	Color	DFS/Percentage	Change
All	Green	31 points above standard	increased 5 points
EL	Red	68.8 points below standard	Maintained 10 points
Hisp	Green	28 points above	Increased 10 points
AA	no performance color		
SED	Green	39 points above standard	increased 10 points
SWD	No performance color	65 points below standard	increased 5 points

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

St. Group	Color	DFS/Percentage	Change
All	 Yellow	80.3 points below standard	Increased 7.2 points
EL	 Orange	161.8 points below standard	Increased 8.2 points
Hisp	 Yellow	85.7 points below standard	Increased 17.0 points
AA	 No Performance Color		Less than 11 Students
SED	 Yellow	79.2 points below standard	Increased 9.0 points
SWD	 No Performance Color	158.2 points below standard	Increased 23.8 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	75 points below standard	increased 5 points
EL	Orange	156 points below standard	increased 5 points
Hisp	Yellow	80 points below standard	increased 5.7 points
AA	No Performance color		
SED	Yello	74 points below standard	increased 5.2 points
SWD	No Performance color		

Metric/Indicator	Baseline				Expected Outcome			
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – 24%				California Science Test - Percent of Students Who Meet or Exceed Standard High School – 35%			
California School Dashboard - English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Orange	35.8%	2 8.9	English Learner Progress Indicator	Orange	45.8	increased 10
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 42.3%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 50%			
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Yellow	91.9% graduated	Declined 1.9%	All	Green	94% graduated	Increased 2.1
	EL	 Orange	83.2% graduated	Declined 2.5%	EL	Green	90% graduated	Increased Significantly 6.8%
	Hisp	 Yellow	92.2% graduated	Declined 1.5%	Hisp	Green	95% graduated	Increased 2.8%
	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	AA	No Performance color		
	SED	 Yellow	92.6% graduated	Declined 1.7%	SED	Green	95% graduated	Increased 2.4%
	SWD	 No Performance Color	67.6% graduated	Declined 20.4%	SWD	No Performance color	72% graduated	Increased 4.4%
College and Career Indicator (CCI) All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	43.5 Prepared	Declined 5.2	All	Green	53.5 prepared	Increased significantly 10 %
	EL	 Orange	16.8 Prepared	Declined 3.5	EL	Yellow	20 Prepared	Increased 3.2 %
	Hisp	 Orange	40.8 Prepared	Declined 7.3	Hisp	Green	50.8 Prepared	Increased 10%

Metric/Indicator	Baseline				Expected Outcome			
		Orange			AA	No Performance color		
	AA	 No Performance Color		Less than 11 Students 0	SED	Green	50 Prepared	Increased 5.9%
	SED	 Orange	44.1 Prepared	Declined 5.7	SWD	No Performance	5.0 Prepared	Increased 2.3%
	SWD	 No Performance Color	2.7 Prepared	Declined 9.8				
UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 54.9% English Learners (EL) - 39.3% Hispanic (Hisp) - 52.1% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 54.6% Students with Disabilities (SWD) - 24%				UC and/or CSU Entrance Requirement Completion Rate All Students (ALL) - 65% English Learners (EL) - 45% Hispanic (Hisp) - 65% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 65% Students with Disabilities (SWD) - 38%			
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 -98% DATA - 78%				Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course HEAL - 99% DATA - 98%			
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)	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. (these All Students (ALL) - 43% English Learners (EL) - 15% Hispanic (Hisp) - 75.34% African American (AA) - 1.37% Socioeconomically Disadvantaged (SED) - 75.34%				Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 60% English Learners (EL) - 25% Hispanic (Hisp) -80% African American (AA) - 50% Socioeconomically Disadvantaged (SED) - 80% International Baccalaureate (IB) Test Results			

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED)	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) - 47.2%	Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 65%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance maintain 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators and IB Coordinator

Proposed Expenditures for this Strategy/Activity

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

Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	IB Student Examination Fees

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Foster Youth
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Students with Disabilities
<input checked="" type="checkbox"/>	All
<input checked="" type="checkbox"/>	Specific Student Groups: African American

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences will focus on professional development to increase offerings and provide increase in engagement and data analysis

Amount	29500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	certificated and classified timecards for collaboration for data analysis and lesson design, as well as walk through opportunities for staff to determine engagement and support services provided and required

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Foster Youth
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Students with Disabilities
<input checked="" type="checkbox"/>	All
<input checked="" type="checkbox"/>	Specific Student Groups: LTEL

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide targeted intervention to improve student achievement

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	111146
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Science/Math/ English/ World Language/ Social Sciences / Special Education prep buyouts will provide student support in the core content areas.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

☒ English Learner
☒ Foster Youth
☒ Low Income
☒ Students with Disabilities

☒ Specific Student Groups:
African American , LTEL

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	67500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	hire one paraprofessionals to assist in academic support for students in core academic courses

Strategy/Activity 6

Expand equitable access to Advanced Placement (AP) and PSAT assessments for all students to support college readiness, academic confidence, and exposure to rigorous coursework. Special focus will be placed on removing barriers for historically underserved students to ensure inclusive participation in advanced academic opportunities. Measured by an increase in overall and subgroup participation in AP and PSAT assessments, reflecting broader access and engagement in college preparatory pathways.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	assist students in accessing the assessments by paying for exam fees if they do not qualify for a reduced rate

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	20000
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Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES
Amount	2000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	assist with expenses required to support MESA and STEM based course offering
Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials and specimens for dissection within science courses
Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials of online learning tools to support math and science courses
Amount	1500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	purchase of online platform for use with all students for activity based instruction (PE / athletics)

Strategy/Activity 8

CCHS will expand access to college and career exploration opportunities that empower all students to make informed, future-ready decisions aligned with their goals and interests. These experiences will help students build awareness of postsecondary pathways, develop career readiness skills, and engage with real-world learning that supports long-term success. Measured by increased student participation in college and career exploration events, workshops, and programs, with attention to equitable access across all student groups.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide students with additional opportunities to explore college and career options - provide opportunities for EL, LTEL students to explore options in colleges and careers

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	18180
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Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	assist in credit recovery and provide small group interventions
Amount	12000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty hours to support interventions for students with disabilities, English Language Learners, students with low SES, students performing below standard, as well as individualized instruction in accessing materials and 1:1 support

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	English Learner
<input checked="" type="checkbox"/>	Foster Youth
<input checked="" type="checkbox"/>	Low Income
<input checked="" type="checkbox"/>	Students with Disabilities
<input checked="" type="checkbox"/>	Specific Student Groups: African American, LTEL

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration and staff

Proposed Expenditures for this Strategy/Activity

Amount	31000
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Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	provide support for student and family attendance engagement as well as academic supports

Strategy/Activity 11

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

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

7/1/2025-6/30/2025

Person(s) Responsible

Administration and staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	summer planning for leadership
Amount	7000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	summer planning for leadership

Strategy/Activity 12

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

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:
LTEL

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide targeted intervention to improve student achievement for English Language Learners

Strategy/Activity 13

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

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:
LTEL

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

67500

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

hire one paraprofessionals to assist in academic support for students in core academic courses

Strategy/Activity 14

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

Students to be Served by this Strategy/Activity

☒ English Learner

☒ Specific Student Groups:
LTEL

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

10000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

provide supplementary supplies for project based learning for English Language Learners

Strategy/Activity 15

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

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Specific Student Groups:
LTEL

Timeline

7/1/2025-6/30/2025

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**Amount**

5000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

assist in credit recovery and provide small group interventions

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

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

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

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

LCAP Goal

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

Identified Need

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

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

New for 2024-2025, CCHS is planning a teacher-led Saturday Parent Workshop. The event will take place in the fall so as to capture parent interest early in the academic year. The event will be an opportunity for parents to learn about the current programs at CCHS in a friendly environment with their students present. The morning will begin with a parent rally in the gym complete with our student pageantry groups applauding them as they walk through the inflatable Lion Head into the gym. This is a tradition for all new students as they begin their tenure at CCHS and we want the parents to experience the tradition as well. After the rally, parents will chose workshops with two sessions in the morning. Workshops will be bi-lingual as a support to the majority of our community. At the end of the second workshop, a community BBQ will take place with staff and parents as we will strengthen relationships with our community in the hopes of on-going parent involvement. The workshop sessions are being developed with input from administration, teachers and staff, students and parents from the School Site and ELAC Councils.

We plan to make this event another CCHS yearly tradition.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 37 families	Parent Participation in Stakeholder Input Processes - 275 parents completing
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 89% Hispanic (Hisp) - 90% African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 96% African American (AA) -
Climate of Support for Academic Learning via Panorama Family Climate Survey Climate Survey <ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) African American (AA) 	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 78% Hispanic (Hisp) - 77% Two or More Races / Ethnicities - 81% Confidentiality Protected - 75%	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 96% Two or More Races / Ethnicities - 90% Confidentiality Protected - 82%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 40%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	website update/upgrades along with guides and planners

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal and Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	1397
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	1900
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified and certificated extra duty hours to assist in implementation of events

Strategy/Activity 3

CCHS will foster a welcoming and inclusive school community by increasing opportunities for meaningful parent engagement through interactive activities and small-group conversations. These gatherings will empower families to share their perspectives, build relationships with staff and other parents, and actively support their children’s educational journey. Measured by increased parent participation in engagement events, as recorded through sign-in sheets, and qualitative feedback from families on the value of these interactions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal, Assistant Principal, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Since there is limited face to face engagement with our parents, additional funds will be allocated to internet and print resources for parental awareness of school issues. (a-g, FAFSA, SEL). We will monitor the number of parents attending activities and work on increasing each quarter the number of parents attending events.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal



















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

Identified Need

- 1. Continue to address the behavioral needs of of our students with PBIS and SEL interventions in Club CC.
 - 2. Further develop school connected activities for campus inclusion of all students.
 - 3. Through school survey data continue to increase campus safety and connectedness.
 - 4. Continue to work with the prevention specialist to continue to decrease the percentage of chronically absent students. This includes small group meetings with students, parent meetings, site visits and referrals to SARB.
- CCHS will address suspension inequities by continuing peer mediation/peer counseling as proactive interventions. CCHS will again train peer counseling/peer mediation group to intermediate with their peers before more severe consequences must be applied.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates - as of May 14, 2025 All Students (ALL) 90.7%	Student Attendance Rates All Students (ALL) - 93%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL)	Chronic Absenteeism Rates All Students (ALL) - 30% English Learner (EL) - 33.8%	Chronic Absenteeism Rates All Students (ALL) - 28% English Learner (EL) - 25%

Metric/Indicator	Baseline	Expected Outcome																																																								
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hispanic (Hisp) - 30% African American (AA) - 52.9% Socioeconomically Disadvantaged (SED) - 29.6% Students with Disabilities (SWD) - 50.6%	Hispanic (Hisp) - 25% African American (AA) - 35% Socioeconomically Disadvantaged (SED) - 20% Students with Disabilities (SWD) - 35%																																																								
High School 4-Year Graduation Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -	High School 4-Year Graduation Rate All Students (ALL) - 91.9% English Learner (EL) - 83.2% Hispanic (Hisp) - 92.2% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 92.6% Students with Disabilities(SWD) - 67.6%	High School 4-Year Graduation Rate All Students (ALL) - 93% English Learner (EL) -85% Hispanic (Hisp) - 93% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 93.5% Students with Disabilities(SWD) - 69%																																																								
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Green</td><td>5.5% suspended at least one day</td><td>Declined 1%</td></tr><tr><td>EL</td><td> Yellow</td><td>8.3% suspended at least one day</td><td>Declined 1.8%</td></tr><tr><td>Hisp</td><td> Green</td><td>5.8% suspended at least one day</td><td>Declined 1%</td></tr><tr><td>AA</td><td> No Performance Color</td><td>9.5% suspended at least one day</td><td>Increased 5.5%</td></tr><tr><td>SED</td><td> Green</td><td>5.3% suspended at least one day</td><td>Declined 1.2%</td></tr><tr><td>SWD</td><td> Green</td><td>5.6% suspended at least one day</td><td>Declined 2.2%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Green	5.5% suspended at least one day	Declined 1%	EL	 Yellow	8.3% suspended at least one day	Declined 1.8%	Hisp	 Green	5.8% suspended at least one day	Declined 1%	AA	 No Performance Color	9.5% suspended at least one day	Increased 5.5%	SED	 Green	5.3% suspended at least one day	Declined 1.2%	SWD	 Green	5.6% suspended at least one day	Declined 2.2%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>3% suspended at least one day</td><td>Declined Significantly 2%</td></tr><tr><td>EL</td><td>Yellow</td><td>5% suspended at least one day</td><td>Declined Significantly 3.3%</td></tr><tr><td>Hisp</td><td>Green</td><td>3% suspended at least one day</td><td>Declined Significantly 2.8%</td></tr><tr><td>AA</td><td>No Performance color</td><td>5% suspended at least one day</td><td>Declined Significantly 4.5%</td></tr><tr><td>SED</td><td>Green</td><td>3.3% suspended at least one day</td><td>Declined Significantly 2%</td></tr><tr><td>SWD</td><td>Green</td><td>3% suspended at least one day</td><td>Declined Significantly 2.6%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	3% suspended at least one day	Declined Significantly 2%	EL	Yellow	5% suspended at least one day	Declined Significantly 3.3%	Hisp	Green	3% suspended at least one day	Declined Significantly 2.8%	AA	No Performance color	5% suspended at least one day	Declined Significantly 4.5%	SED	Green	3.3% suspended at least one day	Declined Significantly 2%	SWD	Green	3% suspended at least one day	Declined Significantly 2.6%
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SED	Green	3.3% suspended at least one day	Declined Significantly 2%																																																							
SWD	Green	3% suspended at least one day	Declined Significantly 2.6%																																																							
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp)	Expulsion Rates All Students (ALL) -0.6% English Learner (EL) - 0.2% Hispanic (Hisp) - 0.6%	Expulsion Rates All Students (ALL) -0.6% English Learner (EL) - 0% Hispanic (Hisp) - 0%																																																								

Metric/Indicator	Baseline	Expected Outcome
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	African American (AA) - 4.8% Socioeconomically Disadvantaged (SED) - 0.6% Students with Disabilities (SWD) - 0.6%	African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Panorama Survey – School Connectedness All Students (ALL) - 63% English Learner (EL) - 59% Hispanic (Hisp) - 63% African American (AA) - 59%	Panorama Survey – School Connectedness All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - 70%
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey – School Safety All Students (ALL) - 79% English Learner (EL) - 75% Hispanic (Hisp) - 80% African American (AA) - 67%	Panorama Survey – School Safety All Students (ALL) - 85% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results remain at 100%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025 - 6/30/2026

Person(s) Responsible

Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	14309
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support for attendance monitoring to facilitate and promote healthy decisions.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

CCHS will provide accessible, student-centered counseling services that promote social-emotional wellness, build resilience, and foster a sense of safety and belonging. Counselors will offer individualized and group support to help students manage stress, develop healthy coping skills, and remain engaged in their learning and personal growth. We will evaluate this by increased student communication with counseling staff and trends in survey data reflecting student well-being and satisfaction with support services, along with monitoring survey results on specific created surveys from the CCHS counseling team.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	provide support counseling services on site focusing on social and emotional wellness with check in for students. Will monitor through number of contacts with students and counselors.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Literacy Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	LCFF
Technology Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title II
College and Career Readiness Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provides onsite professional development and coaching support for counselors, teachers, support staff, and/or administrators to increase A-G rates, college and career readiness, and social emotional learning for students in grades 6-12.	14,931	Title I
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2025 - June 30, 2026	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	14,905	LCFF
History/Social Science Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in history/social science for grades 6-12	14,931	Title IV

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Secondary Mathematics Teacher on Special Assignment (TOSA)	July 1, 2025 - June 30, 2026	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in mathematics for grades 6-12	14,905	LCFF

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting classes on effective strategies and structures. Parent/community engagement events.	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials.	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$302,777
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$511,732.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	296,680	0.00
Title I Part A: Parent Involvement	6,097	0.00
LCFF	208,955	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	\$296,680.00
Title I Part A: Parent Involvement	\$6,097.00

Subtotal of additional federal funds included for this school: \$302,777.00

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	\$208,955.00

Subtotal of state or local funds included for this school: \$208,955.00

Total of federal, state, and/or local funds for this school: \$511,732.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	208,955.00
Title I	296,680.00
Title I Part A: Parent Involvement	6,097.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	274,326.00
2000-2999: Classified Personnel Salaries	126,709.00
4000-4999: Books And Supplies	40,197.00
5000-5999: Services And Other Operating Expenditures	55,500.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	118,146.00
2000-2999: Classified Personnel Salaries	LCFF	26,309.00
4000-4999: Books And Supplies	LCFF	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	45,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	154,180.00
2000-2999: Classified Personnel Salaries	Title I	98,500.00
4000-4999: Books And Supplies	Title I	34,000.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,900.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,197.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ana Maya		X			
Patricia Rawlings		X			
Matt Howe		X			
Mary Zwieg		X			
Julia Bartsch	X				
Jesenia Estrada				X	
Claudia Garcia				X	
Ana Hernandez				X	
Jose Ortega			X		
Jazmine Leos					X
Alexandra Isabella Ramirez					X
Victor Gonzalez					X
Numbers of members of each category:	1	4	1	3	3

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

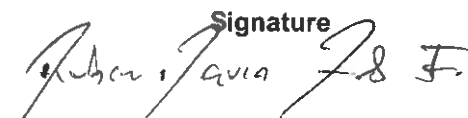
Recommendations and Assurances

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

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

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

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

Signature


Committee or Advisory Group Name


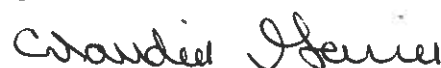
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/25.

Attested:

Principal, Julia Bartsch on 5/14/25

SSC Chairperson, Claudia Garcia on 5/14/25

Title I and LCFF Funded Program Evaluation

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

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

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

participation in advanced academic opportunities. Measured by an increase in overall and subgroup participation in AP and PSAT assessments, reflecting broader access and engagement in college preparatory pathways.			
Equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources will be prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. Measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction to support literacy, engagement, and differentiated learning across departments.	Reaching out to all students to provide information on benefits to assessments and encourage students to take all offered options	Continue to have conversations regarding the benefits of assessments and encourage students to look at schools they would like to attend to determine if assessments may assist in admissions.	We will be continuing to find ways to reach all of our students to bring awareness to opportunities that are being offered and assist students to ensure they can take all assessments that are offered.
CCHS will expand access to college and career exploration opportunities that empower all students to make informed, future-ready decisions aligned with their goals and interests. These experiences will help students build awareness of postsecondary pathways, develop career readiness skills, and engage with real-world learning that supports long-term success. Measured by increased student participation in college and career exploration events, workshops, and programs, with attention to equitable access across all student groups.	The additional supplemental materials assist teachers in offering a well rounded curriculum supporting the various needs of our students.	Not all courses have sufficient supplemental materials.	We will continue to provide additional supplies and materials to all of our teachers across the content areas.
CCHS will provide targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support will focus on helping students meet reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE	We have successfully offered opportunities for all students to access college and career options.	Not all of our students have access to opportunities to explore college and career options so this was a necessity.	Students were able to successfully return to exploration opportunities of colleges and careers.

courses, graduation rates, and post secondary readiness indicators.			
Hire a part-time bilingual community liaison to strengthen family-school partnerships, enhance communication, and support student engagement. The liaison will provide culturally responsive outreach to ensure families have access to academic information, resources, and attendance support—helping all students stay connected, informed, and on track for success. Measured by increased family participation in school events, improved communication, and positive trends in student attendance and engagement.	We continue to support for students who require remediation for credit and a-g completion was available. All students had multiple opportunities through the online learning options.	Variables impacted student participation and success rate.	We will continue to offer multiple methods of remediation to improve student success of a-g completion. We will continue to offer the methods that we found successful for students.
CCHS will establish a collaborative accountability team to analyze student performance data—such as D/F rates, test scores, A–G completion, credit recovery, and assessment results—in order to identify and implement effective practices that reduce barriers to success. The team will focus on improving learning outcomes, increasing engagement, and expanding access to academic opportunities for all students through responsive grading, equitable interventions, and instructional support strategies. Monitored through regular review of student progress reports via Synergy, with ongoing evaluation of intervention effectiveness and reductions in failure rates.			
Provide targeted academic support through Response to Intervention (RTI), extended learning opportunities, and instructional planning time in core academic areas to ensure personalized, differentiated instruction that meets the diverse learning needs of all students. These efforts aim to enhance student engagement, reduce learning gaps, and improve overall academic achievement. Evaluated by growth in student performance on STAR assessments and district common formative assessments (CFAs), demonstrating the impact of instructional support strategies.	We offer a variety of intervention and credit recovery opportunities for all students.	Students are invited to participate in credit recovery opportunities and interventions and we will continue to look for methods to invite and enhance participation rates.	We will be working with students to provide preparation to assist in improving their college eligibility and remediation opportunities. All students will have the opportunity to participate if they wish.
Hire 1 paraprofessionals to provide targeted in-class support for English Language Learners, Foster Youth, Students with Disabilities, low-	This allowed for smaller class sizes.		We will continue to offer this position as it allows for class size reduction.

income students, and African American students by hiring paraprofessionals who will help ensure equitable access to rigorous academic content. This support will promote active classroom participation, scaffold learning, and strengthen academic language development to improve student engagement and achievement. Monitored through student progress in core academic courses, increased participation in classroom activities, and improvements in academic language proficiency as reflected in classroom assessments and observation data, increase in STAR exams as well as increase in test scores on IAB, CAASPP and ELPAC.			
Equip classrooms with targeted instructional materials and supplies to support literacy development, standards-aligned instruction, and project-based learning across all subject areas. Resources will be prioritized to enhance learning experiences for all students—particularly in Special Education, English, Math, Art, ELD, and Science—and to support the implementation of Universal Design for Learning (UDL) strategies that promote equitable access and increased student engagement. Measured by the quantity and quality of materials provided, and the extent to which they are integrated into instruction to support literacy, engagement, and differentiated learning across departments.			
CCHS will provide targeted academic and language development support for all students to ensure equitable access to college preparatory and CTE pathways. This support will focus on helping students meet reclassification criteria, improve graduation outcomes, and strengthen college and career readiness, empowering them to thrive in postsecondary education and the workforce. This will be measured by increase in reclassification rates, participation in college preparatory and CTE courses, graduation rates, and post secondary readiness indicators.			

Goal #2:

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

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

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

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

CCHS will foster a welcoming and inclusive school community by increasing opportunities for meaningful parent engagement through interactive activities and small-group conversations. These gatherings will empower families to share their perspectives, build relationships with staff and other parents, and actively support their children's educational journey. Measured by increased parent participation in engagement events, as recorded through sign-in sheets, and qualitative feedback from families on the value of these interactions.	We ensure that information is out in advance and communication is accessible for all parents / families to encourage participation in events. We are continuing to update parent supplies and required materials for all parents.	It has been difficult to get back to the levels of participation from the past, and we will continue to encourage family participation. We are continuing to update contact information and at times find it difficult.	We are continuing to fund extra duty hours to ensure we have events staffed in order to provide access to all families. We have been successful in lower chronic absenteeism and we will continue to work with families on assisting with areas of need.
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Goal #3:
All students at Cathedral City High School will be educated in a safe and drug-free learning environment. Students will have increased opportunities to participate in extended learning, extra curricular and academic outreach offerings that will address academic student learner needs in a safe school environment. CCHS will continue to work with the prevention specialist to decrease the percentage of chronically absent students. This includes small group meetings with students, parent meetings, site visits and referrals to SARB.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Provide classified support to monitor student attendance and engage families in proactive, supportive communication that encourages healthy decision-making and consistent school participation. This outreach aims to build strong home-school partnerships that address attendance barriers and promote student well-being and academic success. CCHS will evaluate this by increased communication with families and greater parent participation in attendance-related meetings and support sessions through monitored documents and surveys.			
CCHS will train Student Equity Ambassadors to serve as peer leaders who promote inclusion, mediate conflicts, and strengthen school connectedness. Through peer mediation and relationship-building, ambassadors will support a safe, respectful environment where	Many classified staff have worked additional hours calling parents and assisting with attendance issues as well as hybrid or distance learning choices. We will continue to fund our	Limited access due to phone number changes, technology issues and address changes. We are working to update address / phone numbers but it has been difficult.	We will continue to support additional funding for monitoring attendance of students and promoting healthy choices.

all students feel heard, valued, and engaged in the school community. This will be evaluated by the number of peer mediations completed and student feedback on the impact of peer-led support in fostering a positive school climate.	additional hours for the position.		
CCHS will provide accessible, student-centered counseling services that promote social-emotional wellness, build resilience, and foster a sense of safety and belonging. Counselors will offer individualized and group support to help students manage stress, develop healthy coping skills, and remain engaged in their learning and personal growth. We will evaluate this by increased student communication with counseling staff and trends in survey data reflecting student well-being and satisfaction with support services, along with monitoring survey results on specific created surveys from the CCHS counseling team.	Equity Ambassadors have been trained to support social emotional learning of the general population of students.		We will continue to offer training to the Equity Ambassadors as we support SEL and will continue to train more students on peer mediation information.
	Students have been identified through the counselor to receive additional counseling services with the district support team. We continue to communicate with students / families regarding opportunities for support.	High case loads continue to make this a difficult on going task.	We will continue to offer additional counseling service opportunities.

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

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

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
