School Year: **2024-25**

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	Guillermo Chavez
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024-6/30/2025
Schoolsite Council (SSC) Approval Date	10/28/24
Local Board Approval Date	12/17/24

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

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

School Profile

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

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

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

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

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

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

Lion's Road to Success
Graduating Lions are prepared to:
Further their education.
All students have the ability to:
Read, write, listen, speak , and communicate effectively
Solve mathematical problems accurately

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

Enter the world of work and careers.
All students:

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

Live in a society of diverse cultures and customs.
All students:
Respect diversity
Appreciate the art and music of the global community
Value the history of their own culture and the cultures of others

Purpose and Description

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

X 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
2023-2024

Teacher Nominations / Elections:

Staff teacher nominations were taken from 8/25 - 9/1 through a google form. Once nominations were received a ballot was sent out on 9/5/23 through google forms and due back by 9/12/23 The two new teachers elected were: Matt Howe and Fides May Le Roy. The new classified staff member was Jose Ortega.

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 8/25/23 and due back on 9/1/23.

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 9/5/23 and due back by 9/12/23. The new parent elected was:Ana Hernandez. There were two returning parents from the previous year.

Student Nominations / Elections:

Student nomination forms were created using a google form. Students were able to nominate and submit. All students nominated were included in a ballot and sent out to students for voting through email. Nominations were sent out 8/25/23

- 9/1/23. Ballots were sent out 9/5/23 and due back by 9/12/23. Students were notified as to the three students elected through email. Students elected were: Victor Gonzalez, Alexandra Isabella Ramirez, Jazmine Leos.

SSC training was provided by Karen Johnson and Jim Feffer on September 20, 2023 via zoom.

SSC Meeting Dates and Topics:.

October 2, 2023

Attendance information review
Approval of minutes from 5/2/23
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.

JANUARY 29, 2024

ELAC information
Approval of Minutes - 10/2/23
Attendance
Parent Education Opportunities - website - where to locate
AMIMDBG presentation
Assessment Data Results - CAASPP, STAR information -
Assessments for this year - ELPAC, CAASPP & CAST
Winter Intersession - Jan 2-5 - 50-69%
Review of 2023-24 Goals / Modifications
Review of 2023-24 budget - adjustments
Ed puzzle - $5310
Classified Extra duty
ELAC Report / DELAC report - report includes information from ELAC committee as well as suggestions and discussions that took place - conversation regarding input was specific and intentional and always reviewed at the next meeting - suggestions for improvements regarding contacts for parents - no suggestions regarding spending other than encouraging the needs presented
Review of the budget to show what has been allocated for the budget and any possible adjustments due to changes in the budget.
Request for Ed Puzzle renewal - Ed Puzzle is utilized by many teachers on campus and we have paid for it for the last year. Review of money to assist with Classified Extra duty - adjust to allow for additional extra duty for intervention. Look at budget and adjust based on need.

MARCH 18, 2024

ELAC information
Approval of Minutes - 1/29/24
Attendance
Parent Education Opportunities - website - where to locate
Assessment Data Results - CAASPP, STAR information -
Assessments for this year - ELPAC, CAASPP & CAST
Winter Intersession - Jan 2-5 - 50-69%
Review of 2023-24 Goals / Modifications
Review of 2023-24 budget - adjustments - (move to trips)
EBSCO - 3 yr - $23, 810 / 1 yr - $7,853
Science - Fetal pigs - $1485
Stats Medic - $1000
move money to field trips - $35000
move additional $10000 to project based learning
printers with ink - $3000
Scholastic magazine for 24-25 - $2500
ELAC Report / DELAC report - report includes information from ELAC committee as well as suggestions and discussions that took place - conversation regarding input was specific and intentional and always reviewed at the next meeting - suggestions for improvements regarding contacts for parents - no suggestions regarding spending other than encouraging the needs presented - discussion surrounded testing and a-g for students
Review of the budget to show what has been allocated for the budget and any possible adjustments due to changes in the budget.
Request for adjusting budget to assist with field trips for the remainder of the year, access to EBSCO for the next school year (begins in July), science requesting fetal pigs for anatomy course.

April 29, 2024

Approval of Minutes - 3/18/24
Attendance
Assessment Data Results - CAASPP, STAR information -
Assessments for this year - ELPAC, CAASPP & CAST
Review of 2023-24 Goals / Modifications
Review of 24-25 proposed goals
Input for 24-25
Review of 2023-24 budget - adjustments - (move to trips)
Proposed budget 24-25
Scholastic magazine for 24-25 - $2633.40
ELAC Report / DELAC report -
Review of the budget to show what has been allocated for the budget and any possible adjustments due to changes in the budget.
Request for allocation of funds for: access to EBSCO for the next school year (begins in July), scholastic magazines for next year as well as a full budget proposal. Review proposed budget for the 24-25 school year and request input from SSC.
**this meeting is being rescheduled as we did not meet quorum - rescheduled for May 13.

ELAC Meeting Dates and Topics:

October 4, 2023
Opening
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:
 12/6/23
 2/7/24
4/10/24
5/1/24 - awards & meeting
Review projected budget and ELL programs provided
Get advice from the members on priorities for English Learners
Report to/from SSC - 12/11/23 - 4 pm zoom
DELAC report
Public Comments
Closing
Our next meeting will be: _____12/6/23 - CCHS Library_____

December 6, 2023
Opening
Approval of Agenda and Minutes
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: February 7, 2024

February 7, 2024
Opening
Approval of Agenda and Minutes
Old Business
New Business
Discussion on the importance of regular school attendance and the effects of absences on ADA
Training on the importance of good attendance
How to report attendance - ways to report
Effect on student learning
Videos:
English Video
Spanish Video
Discussion: What are the problems parents have with school absence procedures?
Loss of school funding (excused and unexcused absences)
Parent advice on how to improve attendance
http://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp
http://www.psusd.us/HealthServices-StudentAttendanceReviewBoard
Review/discuss ELAC Family Survey: School Needs Assessment
Report to/from SSC

DELAC Report
Public Comments
Closing
Our next meeting will be: - March 6, 2024 - CCHS Library

March 6, 2024

Opening
Approval of Agenda and Minutes
Old Business
New Business
Discuss the development and implementation of the school needs assessment study to discover overall understanding that parents have of the instructional program for
Training : School Needs Assessment of Instructional Programs for ELL
Purpose
Procedures
Results
Parent Advice
 c .   Review / discuss projected budget and provide advice on priorities
 d.   Review of course offerings - review / explain AP/IB course and registration, graduation requirements, a-g requirements, discuss and review academies and AVID program
 e.   Report to / from SSC
 f.   DELAC report

5. Public Comments
6. Closing
Next meeting scheduled for April 10, 2024 - CCHS Library

April 10 meeting did not have enough participants - meeting adjusted and moved to April 15, 2024

April 15, 2024

Opening
Approval of Agenda and Minutes
Old Business
New Business
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
Review/Discuss projected budget and provide advice on priorities
Report to / from SSC
DELAC report
Public Comments
Closing
Next meeting will be May 1, 2024 followed by the ELAC awards ceremony

**moved our meeting and ceremony to May 9

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, 2023
Welcome
attendance data
senior attendance and off campus pass info
testing information
Club CC
College Kick off
round table from departments

December 5, 2024
Welcome
reminders for December - finals - breakfast etc

JANAUARY 30, 2024
Welcome
Testing schedule and reminders (designated supports / accommodations)
middle school roadshow info
winter ball info
ELPAC info - pre test and test
CAASPP targets / incentives / prep
Panorama surveys
Club CC
Student services
round table from departments

April 16, 2024
Welcome
Panorama Survey
Course selection / master schedule info
ELPAC testing updates
CAASPP testing info & updates
Attendance info
round table from departments

MAY 28, 2024
Welcome
Final reminders and info for the year
Attendance data
Club CC

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.

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.
The classified staff member did not have an opening this year.

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.Two parents were elected.

Student Nominations / Elections:

We did not have any new student members elected because the students all had one more year on their term.

SSC training was provided by Jim Feffer, Robin Hinchliffe and Karen Johnson on 9/11/24

SSC Meeting information 24-25
SSC Meeting 9/23/24
Public Comment
SSC Business - Title I Parent & Family Engagement Policy & Compact
SSC Bylaws
ELAC Information
Uniform Complaint Procedures
Parent Education Opportunities
School Safety Plan
Williams Act visit
Approval of Minutes - 6/4/24
Data Review
Assessment Data Results - CAASPP, STAR information -
Assessments for this year - ELPAC, CAASPP & CAST
Attendance data
SPSA
Review of 2024-25 Goals / Modifications
Budget
Review of 2024-25 budget adjustments
increase of $731 in Parent Involvement
increase of $26,921.00 in Title I funds
ELAC Report

SCC Meeting 10/28/24
Public Comment
SSC Business - Title I Parent & Family Engagement Policy & Compact
SSC Bylaws
ELAC Information
Uniform Complaint Procedures
Parent Education Opportunities
School Safety Plan
Approval of Minutes 9/23/24
Data Review
Assessment Data Results - IAB
Assessments for this year - ELPAC, CAASPP & CAST
Attendance data
SPSA
Review of 2024-25 Goals / Modifications
Budget
Review of 2024-25 budget adjustments - modifications
ELAC Report / DELAC Report

Resource Inequities

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

As a result of the pandemic students continue to need options for credit recovery and remediation.   For 2024-25 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, and weekends. 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 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 utilized conflict mediation and equity ambassadors to assist with resolving conflicts. 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.

Reflections: Success	Based on the WASC Accreditation visit, the findings indicate that stakeholder pride in Cathedral City High School is at high levels. This includes: students, parents, staff subgroups. Additionally the visiting team cited strengths in special program offerings for all student groups. Intersession data indicates 100% + increase in successful completion of courses offered. This directly impacts graduation and a-g rates. Winter Intersession had over 100 students participate and 75% of them were classified as English Language Learners, SED and homeless youth. During Spring Intersession over 100 students were invited to participate and 60 students successfully completed, with 50% of them being English Language Learners, SED and homeless youth. More than half of the student completers are designated as English Learners. 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 in March. STAR data indicates that students are making significant strides in English and Math performance we interpret this to be an indicator of higher performance on the 2024 CAASPP. 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. 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 lead to higher attendance and lower suspension/expulsion rates for our 9th and 10th grade students. The continued refinement of peer mediations to address conflict mediations have shown a decrease in conflict and fights. We have seen success through additional small group program support regarding anger management and positive decision making skills. Additional targeted support has been assisted us in exiting our ATSI status. 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. We will continue to refine and adapt the MTSS lessons to increase access to all grade levels. Students in upper grade levels have been exposed to the MTSS and will continue to have access After reviewing the data from the 2024 CAASPP 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 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?

Reflections: Identified Need

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.

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 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.

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. School Site Council has decided to support these interventions after review of testing data and review of grades from semester 1. This will focus on our English Learners, Students with Disabilities and our Foster 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 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. Winter and Spring interventions will focus on English Learners, Foster and Homeless youth who are in need of additional support to increase a-g rates. We are continuing support for our IB and AP level students with additional study sessions. Our MTSS coach is spending additional time working with our English Learners to assist them if they are new to our school in adapting and ensuring they have resources and know where to go when assistance is required. The equity ambassadors also assist to ensure conflict is resolved through peer mediation.

SSC has agreed to continue the prep buy outs in order to lower class sizes to increase the targeted interventions. This will allow us to keep our classes for students with disabilities smaller. SSC has also agreed to continue to support students exploration of college and careers as well as support our IB CAS exploration.

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 quarter 1 and how CCHS will support our students through the process of improvement. The focus is on assessment support through tutoring 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 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

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1395	**98.7**	**28.9**	**0.6**
Total Number of Students enrolled in Cathedral City High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	403	28.9
Foster Youth	9	0.6
Homeless	113	8.1
Socioeconomically Disadvantaged	1377	98.7
Students with Disabilities	161	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.5
American Indian	1	0.1
Asian	11	0.8
Filipino	27	1.9
Hispanic	1247	89.4
Two or More Races	9	0.6
Pacific Islander	2	0.1
White	77	5.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

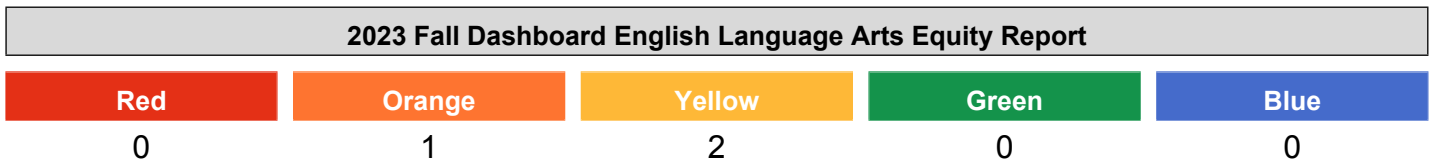## Academic Performance
English Language Arts

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
16 points above standard	70.9 points below standard	1 Student
Maintained -0.8 points	Increased Significantly +21.9 points	
290 Students	94 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
1.6 points above standard	Yellow	112.2 points below standard
14 Students	15.7 points above standard	Maintained -1.2 points
	Maintained -1.8 points	30 Students
	288 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	1 Student	2 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	Less than 11 Students	120.9 points above standard
5.7 points above standard	1 Student	1 Student	Increased Significantly +99.8 points
Decreased -10.8 points			17 Students
258 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.8 points below standard	6.1 points above standard	43 points above standard
Increased Significantly +21.1 points	23 Students	Increased Significantly +21.2 points
71 Students		81 Students

Conclusions based on this data:

1.

School and Student Performance Data

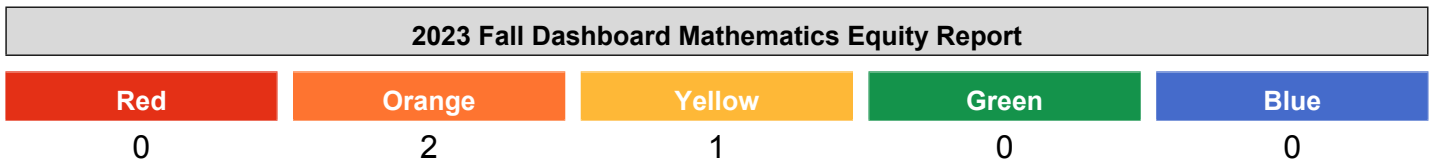## Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
87.5 points below standard	170 points below standard	1 Student
Increased +13.6 points	Increased Significantly +17.9 points	
287 Students	92 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
125.6 points below standard	Yellow	182 points below standard
14 Students	88.2 points below standard	Increased Significantly +29.2 points
	Increased +12.8 points	30 Students
	285 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	1 Student	2 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	53.6 points above standard
102.6 points below standard	1 Student	1 Student	Increased Significantly +130.9 points
Maintained -1.3 points			17 Students
255 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
190.4 points below standard	108.7 points below standard	50 points below standard
Increased Significantly +17.5 points	23 Students	Increased Significantly +43.1 points
69 Students		81 Students

Conclusions based on this data:

1.

School and Student Performance Data

## Academic Performance
English Learner Progress

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
44.7% making progress towards English language proficiency
Number of EL Students: 302 Students
Performance Level: 2
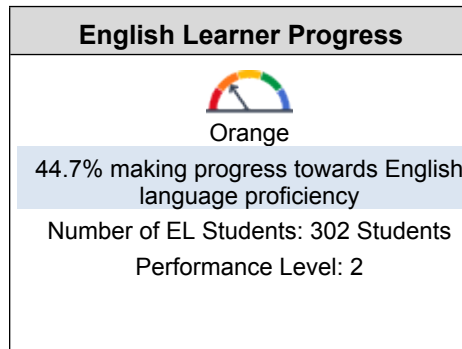
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
50	113	5	126

Conclusions based on this data:

1.

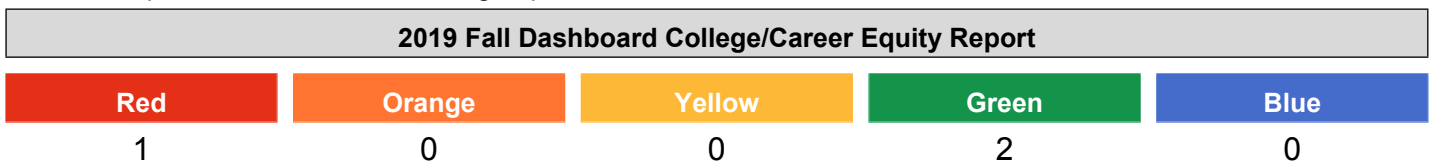# School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	2	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
47.5	7	Less than 11 Students - Data Not Displayed for Privacy
Increased +5	Declined -2.9	2
364	86	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
31	46	4
Declined -2.3	Increased +5.6	Maintained -1.7
29	348	25

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	1	2	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
45.5	Less than 11 Students - Data Not Displayed for Privacy	0 Students	46.2
Increased +3			Increased +3.3
330	1		13

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	42.5 **Prepared**	47.5 **Prepared**
Approaching Prepared	23.5 **Approaching Prepared**	16.5 **Approaching Prepared**
Not Prepared	34 **Not Prepared**	36 **Not Prepared**

Conclusions based on this data:
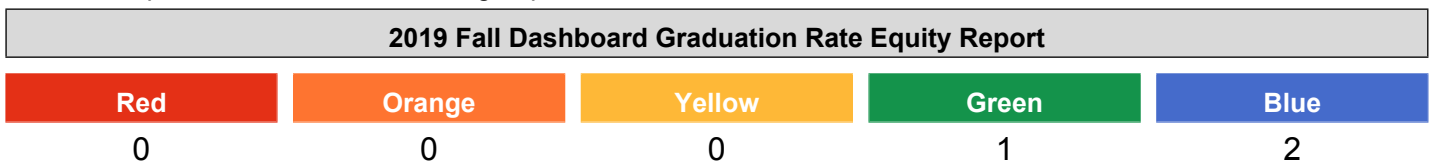
1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
95.9	87.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.3	Increased +3.4	2
365	87	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
86.2	96	80
Declined -11	Increased +2.4	Increased +17.8
29	349	25

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
8	1	2	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
95.5	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Maintained +0.7	1		Increased +26.7
331			13

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93.6	95.9

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
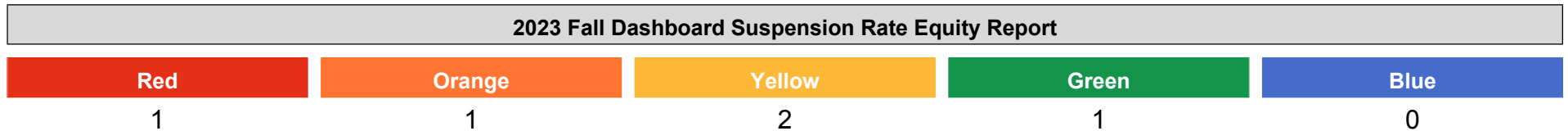## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Yellow

6.5% suspended at least one day

Declined -0.5

1494 Students

English Learners

Red

10.1% suspended at least one day

Maintained -0.2

435 Students

Foster Youth

35% suspended at least one day

Declined -19.5

20 Students

Homeless

10.4% suspended at least one day

Declined -15.6

134 Students

Socioeconomically Disadvantaged

Yellow

6.5% suspended at least one day

Declined -0.7

1453 Students

Students with Disabilities

Yellow

7.9% suspended at least one day

Declined Significantly -6.4

178 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
4% suspended at least one day	Less than 11 Students 1 Student	0% suspended at least one day	3.4% suspended at least one day
Declined -14.6 25 Students		Maintained 0 11 Students	Declined -2.8 29 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students 10 Students	Less than 11 Students 3 Students	Green
6.8% suspended at least one day			3.4% suspended at least one day
Maintained -0.1 1328 Students			Declined -2.1 87 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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	Expected Outcomes	Actual Outcomes

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

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Green	19.8 pts above standard	increased
EL	orange	89.2 pts below standard	increased
Hisp	Green	19.5 pts above standard	increased
AA	no data		
SED	Green	20.5 pts above standard	increased
SWD	orange	108 pts below standard	increased

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	16 points above standard	Maintained - 0.8 points
EL	Orange	70.9 points below standard	Increased Significantly +21.9 points
Hisp	Yellow	5.7 points above standard	Decreased - 10.8 points
AA			Less than 11 Students
SED	Yellow	15.7 points above standard	Maintained - 1.8 points
SWD		112.2 points below standard	Maintained - 1.2 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)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	yellow	98.1 pts below standard	increased
EL	orange	184.9 pts below standard	increased
Hisp	orange	98.3 pts below standrard	increased
AA	no data		
SED	yellow	98.0 pts below standard	increased

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	87.5 points below standard	Increased +13.6 points
EL	Orange	170 points below standard	Increased Significantly +17.9 points
Hisp	Orange	102.6 points below standard	Maintained - 1.3 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

Top section (continued):

Expected Outcomes:

SWD	orange	208.2 pts below standard	increased

Actual Outcomes:

AA	(gauge)		Less than 11 Students
SED	(gauge) Yellow	88.2 points below standard	Increased +12.8 points
SWD	(gauge)	182 points below standard	Increased Significantly +29.2 points

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

Expected Outcomes:
California Science Test - Percent of Students Who Meet or Exceed Standard
High School – 15%

Actual Outcomes:
California Science Test - Percent of Students Who Meet or Exceed Standard
High School – 24.28%

California School Dashboard - English Learner Progress Indicator (ELPI)

Expected Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	(gauge) Orange	44.7%	

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

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

Actual Outcomes:
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 40.3%
9th grade - 35.4%
10th grade - 39.2%
11th grade - 38.5%
12th grade - 48.9%

California School Dashboard - Graduation Rate Indicator
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	green	95%	increased
EL	green	81%	increased
Hisp	green	94.9%	increased
AA		93.9%	
SED	green	95.7%	increased
SWD	yellow	80.8%	increased

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	(gauge) Green	93.8% graduated	Increased 1.8
EL	(gauge) Green	85.7% graduated	Increased Significantly 7.3
Hisp	(gauge) Green	93.7% graduated	Increased 1.7
AA	(gauge)		Less than 11 Students
SED	(gauge) Green	94.3% graduated	Increased 1.6

Metric/Indicator	Expected Outcomes				Actual Outcomes			
					SWD		88% graduated	Increased Significantly 10.2
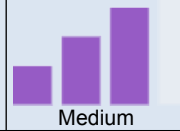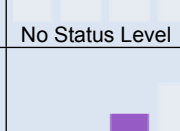
Metric/Indicator	Expected Outcomes				Actual Outcomes			
College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
					All	Medium	48.7 Prepared	
					EL	Low	20.3 Prepared	
					Hisp	Medium	48.1 Prepared	
					AA	No Status Level		Less than 11 Students
					SED	Medium	49.8 Prepared	
					SWD	No Status Level	12.5 Prepared	

Metric/Indicator	Expected Outcomes	Actual Outcomes
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) - Medium - 57.5% English Learners (EL) - low - 40.7% Hispanic (Hisp) - 57.8% African American (AA) - Socioeconomically Disadvantaged (SED) - 57.5% Students with Disabilities (SWD) - 23.8%
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 - DATA -
Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of 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 of higher. All Students (ALL) - 58% English Learners (EL) - 50% Hispanic (Hisp) - 60% African American (AA) - 58% Socioeconomically Disadvantaged (SED) - 55% International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 65%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) - 53% English Learners (EL) - 50% Hispanic (Hisp) - 49.5% African American (AA) - 100% Socioeconomically Disadvantaged (SED) - 55% International Baccalaureate (IB) Test Results Reported as percent of students passing one or more IB exam with a score of 4 or higher. All Students (ALL) - 65%
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.	Fund the IB Diploma Program (DP) and meet IB certification criteria.	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 12233
		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 450
		IB course - Pomoja online course services for Chinese 5800: Professional/Consulting Services And Operating Expenditures LCFF 1600	IB course - Pomoja online course services for Chinese 5800: Professional/Consulting Services And Operating Expenditures LCFF 1600
Send teachers to professional development opportunities to support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel and CABE)	Send teachers to professional development opportunities to support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel and CABE)	The conferences will focus on addressing the needs of EL and LTEL students along with academic core content and specialized programs. Conference expenses including accommodations, travel and substitute coverage. Specific IB Conferences to include training in the following areas: SBAC and Common Core, IB course refinement conferences. QTel conference for new teachers.	The conferences will focus on addressing the needs of EL and LTEL students along with academic core content and specialized programs. Conference expenses including accommodations, travel and substitute coverage. Specific IB Conferences to include training in the following areas: SBAC and Common Core, IB course refinement conferences. QTel conference for new teachers.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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	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 29091.94
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 18000	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 18000
Increase student achievement in a-g rates and college and career options	Increase student achievement in a-g rates and college and career options	provide additional support for to increase a-g and college and career indicators - targeted interventions that focus on academic support for students to increase graduation rate and a-g completion rates 1000-1999: Certificated Personnel Salaries LCFF 2400	provide additional support for to increase a-g and college and career indicators - targeted interventions that focus on academic support for students to increase graduation rate and a-g completion rates 1000-1999: Certificated Personnel Salaries LCFF 2400
Fund prep buyouts to lower class size in core classes such as Math, Science, English, World Language and Social Sciences	Fund prep buyouts to lower class size in core classes such as Math, Science, English, World Language and Social Sciences	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
		129717	34383.98
Hire 1 Social Science Teacher	Hire 1 Social Science Teacher	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 124807	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 130962.30
Provide opportunities for all students to access AP and PSAT	Provide opportunities for all students to access AP and PSAT	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 8000	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 3816
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.	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.	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES 4000-4999: Books And Supplies Title I 49177 Purchase equipment for MESA, both STEM-based course offerings 4000-4999: Books And Supplies Title I 6000	purchase supplemental supplies and resources to provide instructional support for Students with Disabilities, LTEL, EL, low SES 4000-4999: Books And Supplies Title I 34238.09 Purchase equipment for MESA, both STEM-based course offerings 4000-4999: Books And Supplies Title I 0

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 1908.97
		provide supplementary supplies for project based learning 4000-4999: Books And Supplies LCFF 38000	provide supplementary supplies for project based learning 4000-4999: Books And Supplies LCFF 34238.09
		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 students with additional opportunities to explore college and career options	Provide students with additional opportunities to explore college and career options	provide opportunities for exploration options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 17175	provide opportunities for exploration options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 19466.44
		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 20000	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 18740.31

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	Student support of a-g completion and purchasing materials to support student access and success in CCI completion	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
		extra duty hours to support interventions for students requiring assistance including students with disabilities 1000-1999: Certificated Personnel Salaries LCFF 5000	extra duty hours to support interventions for students requiring assistance including students with disabilities 1000-1999: Certificated Personnel Salaries LCFF
		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 2665.05
Interventions and credit recovery.	Interventions and credit recovery.	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		track for a-g completion, and students with disabilities 1000-1999: Certificated Personnel Salaries Title I 48025	track for a-g completion, and students with disabilities 1000-1999: Certificated Personnel Salaries Title I 29275.87
Hire 0.8 position in Math	Hire 0.8 position in Math	Hire one highly qualified Math teacher in order to lower class size 1000-1999: Certificated Personnel Salaries Title I 85227	Hire one highly qualified Math teacher in order to lower class size 1000-1999: Certificated Personnel Salaries Title I 69726

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 school year we have continued to increase opportunities for students to recover a-g courses. We have continued to offer intersession support as well as after school. The goal is to lower class sizes during the school year while offering students opportunities to recover credits for both graduation and a-g. We have continued to offer core departments time for PLC work as well as preparation for increased CAASPP exposure. During intersession we had 106 students increase grades to C, which led to overall less D/F at the semester. We have continued to offer students the opportunity to improve understanding of concepts for CAASPP items as well as ELPAC. Students have continued to feel an overall increase in their ability during assessments. AP/IB students have also been offered the opportunity to improve understanding of material for their assessments, feeling more prepared to engage in their assessment. Students have enjoyed the opportunity to explore colleges as well as careers, with an increased focus on careers.

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

The SSC made some allocation adjustments based on assistance provided for prep funding buy outs by the district office. They were able to re-allocated some funding to provide additional field trips for students. Due to a raise in salaries some of the funding had to be adjusted to account for the additional increase in cost of personnel. We have money 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.

While we are no longer in ATSI we will continue to focus on our English Learner, Students with Disabilities and our African American students on advising and supporting

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 - 80 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) - 94% Hispanic (Hisp) - 96% African American (AA) -	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 91% Hispanic (Hisp) - 91% African American (AA) -
Climate of Support for Academic Learning via Panorama Family Climate Survey • All Students (ALL) • Hispanic (Hisp) • African American (AA)	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 96% Two or More Races / Ethnicities - 85% Confidentiality Protected - 82%	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 76% Hispanic (Hisp) - 76% Two or More Races / Ethnicities - 62% Confidentiality Protected - 90%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase parent awareness and communication	Increase parent awareness and communication	website update/upgrades along with guides and planners 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1943	website update/upgrades along with guides and planners 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0
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	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	Supplies for the Parent Involvement Center to update on new events and programs 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1831	Supplies for the Parent Involvement Center to update on new events and programs 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		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 0
Parent Engagement	Parent Engagement	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) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 686	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) 4000-4999: Books And Supplies 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 has various parent meetings that support academic and extra curricular programs. We have increased our parent outreach with phone calls directly to parents, which has improved parent attendance. Continuing to offer a blended model of meetings for parents to choose from has been beneficial. We will be ensuring that printed materials are sent home for parents regarding all CCHS communications. After our first few years operating our social emotional learning center we have expanded the use of the center and have worked to provide outreach to families. We continue to look at opportunities for small groups to support families through a number of areas including SEL and attendance. We have continued to utilize our prevention specialist to connect families to outside resources.

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

We have not reconciled the resources for this goal as of year, however there are items that will be utilized towards the end of the school year that will rectify that. We have utilized a majority of online notifications this year.

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.

After our first few years operating our social emotional learning center we have expanded the use of the center and have worked to provide outreach to families. We continue to look at opportunities for small groups to support families through a number of areas including SEL and attendance. We have continued to utilize our prevention specialist to connect families to outside resources.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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) - 96%	Student Attendance Rates All Students (ALL) - 91.3%
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) - 13.5% English Learner (EL) - 19% Hispanic (Hisp) - 13% African American (AA) - 16.5% Socioeconomically Disadvantaged (SED) - 13.8% Students with Disabilities (SWD) - 28%	Chronic Absenteeism Rates All Students (ALL) - 13.5% English Learner (EL) - 19% Hispanic (Hisp) - 13% African American (AA) - 16.5% Socioeconomically Disadvantaged (SED) - 13.8% Students with Disabilities (SWD) - 28%
High School 4-Year Dropout Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -	High School 4-Year Dropout Rate All Students (ALL) - 0.8% English Learner (EL) -2.0% Hispanic (Hisp) - 0.8% African American (AA) - Socioeconomically Disadvantaged (SED) - 0.8% Students with Disabilities(SWD) - 0.0%	High School 4-Year Dropout Rate All Students (ALL) - 0.8% English Learner (EL) -2.0% Hispanic (Hisp) - 0.8% African American (AA) - Socioeconomically Disadvantaged (SED) - 0.8% Students with Disabilities(SWD) - 0.0%

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)	(see table below)	(see table below)

Expected Outcomes — Suspension Rates

St. Group	Color	DFS/Percentage	Change
All	yellow	4%	declined
EL	yellow	6%	declined signifcantly
Hisp	yellow	3%	declined
AA	yellow	10%	declined significantly
SED	yellow	4%	declined significantly
SWD	orange	11%	declined

Actual Outcomes — Suspension Rates

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		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

Metric/Indicator	Expected Outcomes	Actual Outcomes
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% English Learner (EL) - N/A Hispanic (Hisp) - 0% African American (AA) - 0.0%
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) - 60% English Learner (EL) - 62% Hispanic (Hisp) - 60% African American (AA) - 60%
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) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%

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.	Classified support for attendance monitoring to facilitate and promote healthy decisions.	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 12969	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 13523
Training of Student Equity Ambassadors	Training of Student Equity Ambassadors	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning and support strategies that will increase student achievement and school connectedness. 5000-5999: Services And Other Operating Expenditures Title I 10000	Equity team of student leaders, administrators and counselors to work with students to support socio-emotional learning and support strategies that will increase student achievement and school connectedness. 5000-5999: Services And Other Operating Expenditures Title I
Counseling support services focusing on social and emotional wellness	Counseling support services focusing on social and emotional wellness	support counseling services on site focusing on social and emotional wellness 1000-1999: Certificated Personnel Salaries Title I 8000	support counseling services on site focusing on social and emotional wellness 1000-1999: Certificated Personnel Salaries Title I 3964

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 school year we have made a concerted effort to coordinate services with the Prevention Specialist, the COSA, and the MTSS facilitator. This has allowed students to make healthier decisions. Our Equity Ambassador program has impacted the number of students who are making healthy decisions and had a greater impact on overall student well being. There is evidence that the reduction in suspensions as well as increase in attendance are a direct result of the work with these programs. While we have improved in coordinated outside services this year there is still a need for additional and ongoing services. As a result, we will continue to expand the reach of our peer mediators and counselors to impact student relations. Club CC has already expanded the systematic SEL Support for students from grade 9 to grade 9 and 10. Next year, we want to add grade 11 into the fold as students that have exited the intensive SEL from grade 9 still need services.

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

It is difficult to determine exact amounts as for some items they all show up as timecards. This year the raise also adjusted the amount spent on salaries that may differ from original costs. Some of our interventions were out of alternate funding, which allowed us to move around some funding.

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

While we have improved in coordinated outside services this year there is still a need for additional and ongoing services.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

1. Additional support in English Language Arts for our English Learners, and our Students with Disabilities through targeted interventions, including utilizing UDL and small group models.
2. All students require additional support in math. We are providing small group instruction for students in our IM I and IM II classes in order to offer differentiation support.
3. Data indicates a significant increase in a-g completion rate. Support for our students in a-g completion will continue. We will utilize the support of our EL counselor to target our English Learner subgroup, as well as "Mission Graduate" for our English Learner subgroup. In addition we have implemented a strategy to track progress of our Mission Graduate students.
4. Data indicates a decrease in percentage of pass rate for AP. Support our students who are in AP/IB classes in order to gain higher success rates on AP/IB test passing rates. Support to increase AP/IB pass rates by 5%. Over the course of this school year we have experienced more participation in Advanced Placement and IB courses than in 2023-24. Students are beginning to rebound from the fear of higher level classes. However they are still in need of additional support for upper level classes.
5. Increase the number of students in all groups who are CCI prepared. Increase prepared students by 5%.
6. Tutoring specific for English Learners in math will happen two times per week.
7. Offer opportunities of exposure for colleges and the work force.
8. Provide additional materials and supplies to support English Language Learners through interventions and small group learning.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All		16 points above standard	Maintained - 0.8 points	All	yellow	20 pts above standard	maintained

Metric/Indicator	Baseline				Expected Outcome			

Metric/Indicator

All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline

	Yellow		
EL	Orange	70.9 points below standard	Increased Significantly +21.9 points
Hisp	Yellow	5.7 points above standard	Decreased -10.8 points
AA			Less than 11 Students
SED	Yellow	15.7 points above standard	Maintained -1.8 points
SWD		112.2 points below standard	Maintained -1.2 points

Expected Outcome

EL	orange	50 pts below standard	increased significantly +15 points
Hisp	yellow	10 points above	increased +10 poits
SED	yellow	+20 points above standard	maintained +5 points
SWD		109 points below standard	maintained +3 points

Metric/Indicator

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)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Yellow	87.5 points below standard	Increased +13.6 points
EL	Orange	170 points below standard	Increased Significantly +17.9 points
Hisp	Orange	102.6 points below standard	Maintained -1.3 points
AA			Less than 11 Students
SED	Yellow	88.2 points below standard	Increased +12.8 points
SWD		182 points below standard	Increased Significantly +29.2 points

Expected Outcome

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

Metric/Indicator

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

Baseline

California Science Test - Percent of Students Who Meet or Exceed Standard
High School – 24.8%

Expected Outcome

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

Metric/Indicator

California School Dashboard - English Learner Progress Indicator (ELPI)

Baseline

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	44.7%	

Expected Outcome

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

Metric/Indicator	Baseline	Expected Outcome
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 42.1%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 45%

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

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Green	93.8% graduated	Increased 1.8
EL	Green	85.7% graduated	Increased Significantly 7.3
Hisp	Green	93.7% graduated	Increased 1.7
AA			Less than 11 Students
SED	Green	94.3% graduated	Increased 1.6
SWD		88% graduated	Increased Significantly 10.2

Expected Outcome:

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

College and Career Indicator (CCI)
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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	Medium	48.7 Prepared	
EL	Low	20.3 Prepared	
Hisp	Medium	48.1 Prepared	
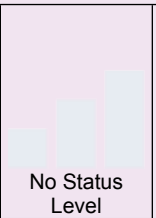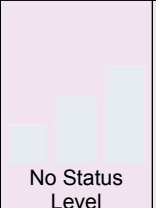
Expected Outcome:

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	

Metric/Indicator	Baseline	Expected Outcome

AA			Less than 11 Students	
	No Status Level			
SED		49.8 Prepared		
	Medium			
SWD		12.5 Prepared		
	No Status Level			

Metric/Indicator	Baseline	Expected Outcome
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 (20-21) All Students (ALL) - 63.2% English Learners (EL) - 39.7% Hispanic (Hisp) - 63.7 African American (AA) - * Socioeconomically Disadvantaged (SED) - 62.3% Students with Disabilities (SWD) - 36.8%	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%
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 - DATA -	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%
Advanced Placement (AP) Test Results	Advanced Placement (AP) Test Results (2019-2020) Reported as percent of students passing one or more AP exam with a score of 3 of	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 of higher.

Metric/Indicator	**Baseline**	**Expected Outcome**
Reported as percent of students passing one or more AP exam with a score of 3 of higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	higher. All Students (ALL) - 55% English Learners (EL) - 48% Hispanic (Hisp) - 57% African American (AA) - 53% Socioeconomically Disadvantaged (SED) - 2020-2021 - 43.5% 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) - 54%	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
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance maintain 100% compliance

Planned Strategies/Activities

Strategy/Activity 1

Fund the IB Diploma Program (DP) and meet IB certification criteria. This strategy will be measure by the feedback from our IB review.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators and IB Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	11650
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	IB annual program fee

Amount	5506
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	IB Student Examination Fees

Strategy/Activity 2

Send teachers to professional development opportunities to support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel and CABE). This strategy will be evaluated by teachers implementing additional learning opportunities for students as measured by increased engagement.

Students to be Served by this Strategy/Activity

X   English Learner

X   Foster Youth

X   Low Income

X   Students with Disabilities

X   All

X   Specific Student Groups:
      African American

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators, counselors and teachers

Proposed Expenditures for this Strategy/Activity

Amount	31850
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	The conferences will focus on addressing the needs of EL and LTEL students along with academic core content and specialized programs. Conference expenses including accommodations, travel and substitute coverage. Specific IB Conferences to include training in the following areas: SBAC and Common Core, IB course refinement conferences. 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

Strategy/Activity 3

RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus. This activity will be measured by an increase in math scores in STAR and other district CFA.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	35000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teachers will provide targeted intervention to improve student achievement

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	104316
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 Social Science Teacher. This strategy will be measured by an additional teacher in the social science department.

Students to be Served by this Strategy/Activity

X	English Learner

X	Foster Youth
X	Low Income
X	Students with Disabilities
X	All
X	Specific Student Groups: African American

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	125244
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hire one highly qualified Social Science teacher who is trained to provide students with support in AP/IB classes and additional support in credit recovery courses.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

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

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	25000
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	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase equipment for MESA, both STEM-based course offerings

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	purchase materials and specimens for dissection within science courses

Amount	20000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	provide supplementary supplies for project based learning

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)

Amount	11921
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	provide supplementary supplies for project based learning for English Language Learners

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	55768
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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

Strategy/Activity 9

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

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

Amount	5000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty hours to support interventions for classes for students with disabilities, students with low SES, students performing below standard

Strategy/Activity 10

provide opportunity for small group learning and opportunities to increase a-g. This will be measured by an increase in a-g rates.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Department Chairs, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	35288
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.

Strategy/Activity 11

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.

Students to be Served by this Strategy/Activity

	X	English Learner

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	provide opportunities for exploration options in colleges and careers

Strategy/Activity 12

Hire 0.8 position in Math. This will be evaluated through class size reduction to ensure cap size remains below the requirement.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Department Chairs, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	86016
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hire one highly qualified Math teacher in order to lower class size

Strategy/Activity 13

RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM focus. This will be measured in an increase in math and science achievement.

Students to be Served by this Strategy/Activity

X	English Learner

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

administrators, teachers, counselors

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

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 - 222 parents completed	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) - 93% Hispanic (Hisp) - 95% African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 96% African American (AA) -
Climate of Support for Academic Learning via Panorama Family Climate Survey • All Students (ALL) • Hispanic (Hisp) • African American (AA)	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 95% Two or More Races / Ethnicities - 84% Confidentiality Protected - 80%	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%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - new metric - baseline to be set	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 50%

Planned Strategies/Activities

Strategy/Activity 1

Increase parent awareness and communication. This will be measured in an increase in parent participation in offered events and meetings.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	1890
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

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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	All
X	Specific Student Groups:

African American

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal and Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	1778
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	1973
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

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal, Assistant Principal, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	686
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.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

X   English Learner

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Administration, Counselors and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	731
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Classified and certificated extra duty hours to assist in implementation of 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 5, 2022 All Students (ALL) -88.4%	Student Attendance Rates All Students (ALL) - 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL)	Chronic Absenteeism Rates -as of May 5, 2022 All Students (ALL) - 44.9% English Learner (EL) - 48%	Chronic Absenteeism Rates All Students (ALL) - 13.5% English Learner (EL) - 19%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hispanic (Hisp) - 44% African American (AA) - 59.1% Socioeconomically Disadvantaged (SED) - % Students with Disabilities (SWD) - 59.9%	Hispanic (Hisp) - 13% African American (AA) - 16.5% Socioeconomically Disadvantaged (SED) - 13.8% Students with Disabilities (SWD) - 28%
High School 4-Year Dropout Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -	High School 4-Year Dropout Rate All Students (ALL) - 4.8% English Learner (EL) - 11.2% Hispanic (Hisp) - 4.8% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 4.8% Students with Disabilities(SWD) - 11.8%	High School 4-Year Dropout Rate All Students (ALL) - 0.8% English Learner (EL) -2.0% Hispanic (Hisp) - 0.8% African American (AA) - Socioeconomically Disadvantaged (SED) - 0.8% Students with Disabilities(SWD) - 0.0%

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

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		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

Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expulsion Rates
All Students (ALL) - 0.1%
English Learner (EL) - N/A
Hispanic (Hisp) - 0.1%
African American (AA) - 0.5%
Socioeconomically Disadvantaged (SED) N/A

Expulsion Rates
All Students (ALL) - 0%
English Learner (EL) - N/A
Hispanic (Hisp) - 0%
African American (AA) - 0.0%

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Students with Disabilities (SWD) - N/A	
Panorama Survey - School Connectedness All students: EL: AA: Hisp:	Panorama Survey – School Connectedness All Students (ALL) - 54% Hispanic (Hisp) - 53% African American (AA) - 46%	Panorama Survey – School Connectedness All Students (ALL) - 60% English Learner (EL) - 62% Hispanic (Hisp) - 60% African American (AA) - 60%
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey - School Safety Baseline Data: All students: 73% EL: 76% AA: 62% Hisp: 74%	Panorama Survey – School Safety All Students (ALL) - 80% 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

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

X English Learner

X Foster Youth

X Low Income

X Students with Disabilities

X All

X Specific Student Groups:
African American

Timeline

7/1/2024 - 6/30/2025

Person(s) Responsible

Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	13141
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support for attendance monitoring to facilitate and promote healthy decisions.

Strategy/Activity 3

Training of Student Equity Ambassadors to provide peer mediation and support school connectedness. This will be evaluated through the tracking of completed peer mediations.

Students to be Served by this Strategy/Activity

X English Learner

X Foster Youth

X Low Income

X	Students with Disabilities
X	All
X	Specific Student Groups: African American

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	6000
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 4

Counseling support services focusing on social and emotional wellness. This will be evaluated through an increase in communication with counseling staff and tracked through survey results.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

7000

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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2023 - June 30, 2024	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, 2024 - June 30, 2025	Parenting classes on effective strategies and structures. Parent/community engagement events.	1,851	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)
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	$366,526
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$624,258.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	359,469	0.00
Title I Part A: Parent Involvement	7,058	0.00
LCFF	257,731	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	$359,469.00
Title I Part A: Parent Involvement	$7,058.00

Subtotal of additional federal funds included for this school: $366,527.00

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	$257,731.00

Subtotal of state or local funds included for this school: $257,731.00

Total of federal, state, and/or local funds for this school: $624,258.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	257,731.00
Title I	359,469.00
Title I Part A: Parent Involvement	7,058.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	410,485.00
2000-2999: Classified Personnel Salaries	20,114.00
4000-4999: Books And Supplies	67,385.00
5000-5999: Services And Other Operating Expenditures	109,118.00
5800: Professional/Consulting Services And Operating Expenditures	17,156.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	104,316.00
2000-2999: Classified Personnel Salaries	LCFF	18,141.00
4000-4999: Books And Supplies	LCFF	24,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	94,118.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	17,156.00
1000-1999: Certificated Personnel Salaries	Title I	303,548.00
4000-4999: Books And Supplies	Title I	40,921.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,621.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,973.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,464.00

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			
Guillermo Chavez	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 10/28/24.

Attested:

Principal, Guillermo Chavez on 10/28/24

SSC Chairperson, Claudia Garcia on 10/28/24

Title I and LCFF Funded Program Evaluation

Goal #1:
The goal for CCHS is to increase literacy across all content areas as this goal aligns with the district instructional focus statement and the overall implementation of Common Core State Standards. Additional instructional support and materials will be provided to English, math, science and ELD departments to effectively augment instructional practices that are CCSS aligned.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Fund the IB Diploma Program (DP) and meet IB certification criteria. This strategy will be measure by the feedback from our IB review.	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.
Send teachers to professional development opportunities to support Common Core Instruction addressing the needs of students for all grade levels (i.e. curriculum development, Common Core, IB and Qtel and CABE). This strategy will be evaluated by teachers implementing additional learning opportunities for students as measured by increased engagement.	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.
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.	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.
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.	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 Social Science Teacher. This strategy will be measured by an additional teacher in the social science department.	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.

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.	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.
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.	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.
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.	The additional supplemental materials asssit 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.
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.	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.
provide opportunity for small group learning and opportunities to increase a-g. This will be measured by an increase in a-g rates.	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.
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.			
Hire 0.8 position in Math. This will be evaluated through class size reduction to ensure cap size remains below the requirement.	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.
RTI, extended learning and buyout of prep periods for increase in math and science instruction to increase student achievement and STEM	This allowed for smaller class sizes.		We will continue to offer this position as it allows for class size reduction.

	focus. This will be measured in an increase in math and science achievement.			

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) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Increase parent awareness and communication. This will be measured in an increase in parent participation in offered events and meetings.	The modes of communication through email and autodialer has increased parent awareness. Parents have stated that they appreciate the communication. Ensuring that our website is updated regularly and has additional information has assisted with ensuring parents have information.	We are continuing to reach out to parents / community to increase participation however participation rates are still low and we are looking at alternatives. We are working on ensuring our website is always up to date with the latest information and we are encouraging parents to also look there for info.	We will continue to work with parents regarding awareness and communication through our multiple methods. We are working to set a schedule for communication with our office staff to assist with more individual phone calls. We are working on ensuring our website is always up to date with the latest information and we are encouraging parents to also look there for info.
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.	Additional resources have allowed us to reach more parents and continue to provide education opportunities for parents and have opened communication with families.	We have continued to focus on attendance and SEL.	As participation has been not as robust as we wished we will continue to reach out to families and encourage participation in a variety of ways. Additional individual communication is being planned.
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.	We ensure that information is out in advance and communication is accessible for all parents / families to encourage participation in events. We	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	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

	are continuing to update parent supplies and required materials for all parents.	continuing to update contact information and at times find it difficult.	successful in lower chronic absenteeism and we will continue to work with families on assisting with areas of need.
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.			

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) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
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.	Many classified staff have worked additional hours calling parents and assisting with attendance issues as well as hybrid or distance learning choices. We will continue to fund our additional hours for the position.	Limited access due to phone number changes, technology issues and address changes. We are working to update address / phone numbers but it has been difficult.	We will continue to support additional funding for monitoring attendance of students and promoting healthy choices.
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 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.
Counseling support services focusing on social and emotional wellness. This will be evaluated through an increase in communication with counseling staff and tracked through survey results.	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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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