

School Year: **2023-24**



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	7/1/2023-6/30/2024
Schoolsite Council (SSC) Approval Date	5/2/23
Local Board Approval Date	6/27/23

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

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

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

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

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

Lion's Road to Success

Graduating Lions are prepared to:

Further their education.

All students have the ability to:

Read, write, listen, speak, and communicate effectively

Solve mathematical problems accurately

Use current technology.

All students can:

Correctly use computers and adapt to current technologies

Find, evaluate, and use a variety of software applications

Safely use the Internet and other sources to communicate globally

Enter the world of work and careers.

All students:

Understand the importance of proper work ethics and habits

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

Demonstrate positive attitudes and global citizenship

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

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- African American and Students with Disabilities

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
2022-2023

Teacher Nominations / Elections:

Staff teacher nominations were taken from 8/19/22 - 8/26/22 through a google form. Once nominations were received a ballot was sent out on 8/30/22 through google forms and due back by 9/7/22. The two new teachers elected were: Karilyn Dangleis and Raymond Franz..

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 8/19/22 and due back on 8/26/22.

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 8/30/22 and due back by 9/7/22. The new parents elected were: Brenda Ramirez and Claudia Garcia There were two available openings this year as Rachel De Guzman had one year left on her term.

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 8/19/22 - 8/26/22. Ballots were sent out 8/29/22 and due back by 9/7/22. Students were notified as to the two students

elected through email. Students elected were: Fatima Alvarez and Sophia Wagner. Hector Gonzalez was a returning member.

SSC training was provided by Karen Johnson and Jim Feffer on September 21, 2022 via zoom.

SSC Meeting Dates and Topics:.

SEPTEMBER 29, 2022

Attendance information review
Approval of minutes from 4/28/22
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 22-23 SPSA Goals / Modifications
Budget modifications
ELAC Report

JANUARY 10, 2023

Call to order
Public comment
SSC Business
Attendance info
Parent Education Opportunities
Approval of Minutes from 9/29/22
Data Review – assessment data results – STAR, info - IAB
Assessments for the year – CAASPP, CAST, ELPAC
Review of 2022-23 Goals / Modifications
Additional Expenditures / adjustments in salary
Additional Title I allotment
Review of 2022-23 budget adjustments
Scholastic purchase
AP Fees
EdPuzzle
Computers
Website domain
Questionbank - SEH – IB
ELAC Report

MARCH 2, 2023

Call to order
Public Comment
Attendance Information
Parent Education Opportunities
Approval of Minutes – 1/10/23
Assessment Data Results - STAR information, IAB info -
Assessments for this year - ELPAC, CAASPP & CAST
Review of 2022-23 Goals / Modifications
Additional Expenditures / adjustments in salary
Additional Title I allotment
Review of 2022-23 budget adjustments
English Learner college trip to Stanford
IB Training
Testing / Intervention
EBSCO – library
ELAC Report

MARCH 13, 2023

Call to order
Public comment
Attendance Information
Parent Education Opportunities
Approval of Minutes – 3/2/23
Assessment Data Results - STAR information, IAB info -
Assessments for this year - ELPAC, CAASPP & CAST
Attendance data
ATSI input
Review of 2022-23 Goals / Modifications
Additional Expenditures / adjustments in salary
Review of 2022-23 budget adjustments
additional chromebooks
Furniture for MTSS / SEL
additional resources
ELAC Report

MAY 2, 2023

Call to order
Public comment
Attendance Information
Parent Education Opportunities
Approval of Minutes – 3/13/23
Assessment Data Results - STAR information, IAB info -
Assessments for this year - ELPAC, CAASPP & CAST
Attendance data
ATSI input
Review of 2022-23 Goals / Modifications
Additional Expenditures / adjustments in salary
Presentation of 23-24 SPSA - goals, expenditures, adjustments, input
Review of 2022-23 budget adjustments
additional resources
ELAC report

SSC recommended adjusting funding sources to allow for the following:
more students the opportunity to attend field trips / included more funding for students to attend career and college field trips
purchase furniture for parent center
purchase of additional computers both chromebooks and desktops

ELAC Meeting Dates and Topics:

This year we had difficulty getting parents involved and attempted multiple times to ask parents to please volunteer. We were able to have a parent self nominate on 9/22/22 and parents who attended the meeting voted. We were unable to gather any information from parents who did not attend the meeting. Training took place through the DELAC committee, and reviewed information with families at the meeting in November.

SEPTEMBER 22, 2022

We introduced ourselves and talked about our children's counselors, and how they can help us.

Parents received advice from students:

1. Always have courage / Leave fear behind.
2. Study, always be prepared
3. Ask for help if necessary
4. Take advantage of the resources that are in the school (tutoring, information about the Schools, etc.)
5. Be flexible/patient in adjusting to the family situation at home
6. Make new friends. Having friends is important.
7. Be brave. Don't be an introvert.

We explain about orientation for new students, ELPAC=English Language Proficiency Assessment for California & the programs/academies for students at CCHS + guests/graduating students of CCHS during the school year.

The committee was formed, it was:

* Mrs. Vásquez as the representative of the DELAC Committee

** Check the CCHS (catcityhigh.org) and school district (psusd.us) homepage for upcoming events

We took a tour of the campus and a few ASB/DATA/HEAL rooms.

EVENTS:

October 6-THINK BIG Coachella Valley Regional College Fair

October 12 Start Day for Careers and Colleges/Universities =

College & Career Kickoff Day @ CCHS

Sophomores=PSAT

Freshman=Explore Careers

Juniors=Activities for careers/choose career+university/college

Seniors=FAFSA/DREAM + COD Workshops + CSU + UC + Military Service

January 2023 Conferences=student+parents+counselor+teacher (30 minutes from 4pm-8pm)

Next meeting November 10, 2022

NOVEMBER 9, 2022

We introduced ourselves and discussed the upcoming WASC assessment and the WASC feedback questionnaires.

We also learned about the annual CAASPPP junior exams and how students and teachers prepared.

We review the tradition of conferences and meetings between parents + students + teacher + counselor in January (30 minutes from 3pm-8pm hours) They will talk about: current progress, grades, official document, plans for the next semester / year, and careers.

We talked about the programs that the children participate in:

Discussed who counselors of the students present were and what they assisted with.

Discussed upcoming events.

** Check the CCHS (catcityhigh.org) and school district (psusd.us) homepage for upcoming events

FEBRUARY 21, 2023

Discussed CAASPPP Junior Annual Exams (dates/possible resources/topics/website).

We reviewed the purpose of the ELPAC, the dates to present it, the importance of standing out, and the connection to class registration.

Enrollment for 2023-2024 was discussed: dates to receive info+submit enrollment for students in 9th/10th/11th, possible applications/interview for academies or specialized programs.

We talked about the programs that students want to participate in next year.

Noted who the counselors were and what they assisted with.

** Check the CCHS (catcityhigh.org) and school district (psusd.us) homepage for upcoming events

Scheduled meeting for third week in May. CCHS EL Awards ceremony on May 8, 2023.

Instructional Council Meeting and Dates

AUGUST 1, 2022

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 11, 2022

Welcome

Staff changes

attendance data

senior attendance and off campus pass info

testing information

Club CC

CC trading post info

Saturday interventions

College Kick off

round table from departments

NOVEMBER 8, 2022

Welcome

reminders about school business info

assessment info

Saturday interventions

winter intersession info with data

google classroom reminders

attendance data

reminder to complete Keenan trainings

round table from departments

JANUARY 24, 2023

Welcome

Testing schedule and reminders (designated supports / accommodations)

computer refresh - all students

middle school roadshow info

winter ball info

ELPAC plan - pre test and test

CAASPP targets / incentives / prep

Panorama surveys

Club CC

Student services

round table from departments

MARCH 7, 2023

Welcome

Panorama Survey

Course selection

ELPAC testing updates

CAASPP testing info & updates

Attendance info

CSI / ATSI - needs assessment - presentation & input

round table from departments

MAY 23, 2023

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.

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 2023-24 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.

Needs Assessment – Review of Performance

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

Based on the WASC Accreditation visit, the findings indicate that stakeholder pride in Cathedral City High School is at high levels. This includes: students, parents, staff subgroups. Additionally the visiting team sited 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. 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 2023 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 through weekend and after school targeted supports.

Reflections: Success

Teachers continue to report that in 9th grade ELA students are working more independently and having greater success in class based on the Study Sync aligned assessments. Teachers report successful classroom discussions using the Teen Talk curriculum for 9th grade. They stated that student questions and interactions were engaging. Teachers report success in online curriculum modifications due to effective professional development offered by the school district. In addition to academic support, using the MTSS coach we implemented structured restorative practices and lessons for all 9th grade students. The implementation has led to higher attendance and lower suspension/expulsion rates for our 9th grade students. We have seen success through additional small group program support regarding anger management and positive decision making skills. Additional targeted support has been offered to students with disabilities as we work to exit our ATSI status.

SSC has also agreed to shift funding from in 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

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

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

Reflections: Identified Need

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 interventions to support interventions, 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 quarter 1 progress. This will focus on our English Learners and our Students with Disabilities. 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 are continuing support for our IB and AP level students with additional study sessions.

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 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.20%	0.07%	3	3	1
African American	2.9%	2.28%	1.51%	46	35	21
Asian	0.6%	0.85%	0.79%	10	13	11
Filipino	2.2%	1.82%	1.94%	35	28	27
Hispanic/Latino	87.6%	87.44%	89.39%	1,407	1344	1247
Pacific Islander	%	0.07%	0.14%		1	2
White	5.6%	6.51%	5.52%	90	100	77
Multiple/No Response	1.0%	0.85%	0.65%	16	13	9
	Total Enrollment			1,607	1537	1395

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	433	392	319
Grade 10	402	414	401
Grade 11	397	332	364
Grade 12	375	399	311
Total Enrollment	1,607	1,537	1,395

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	339	358	362	20.4%	21.2%	22.50%
Fluent English Proficient (FEP)	828	808	740	49.9%	47.9%	46.00%
Reclassified Fluent English Proficient (RFEP)	42	26	30	12.8%	7.7%	8.3%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,537	96.2	24.7	0.3
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	380	24.7
Foster Youth	5	0.3
Homeless	12	0.8
Socioeconomically Disadvantaged	1,479	96.2
Students with Disabilities	196	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	2.3
American Indian	3	0.2
Asian	13	0.8
Filipino	28	1.8
Hispanic	1,344	87.4
Two or More Races	13	0.8
Pacific Islander	1	0.1
White	100	6.5

Conclusions based on this data:

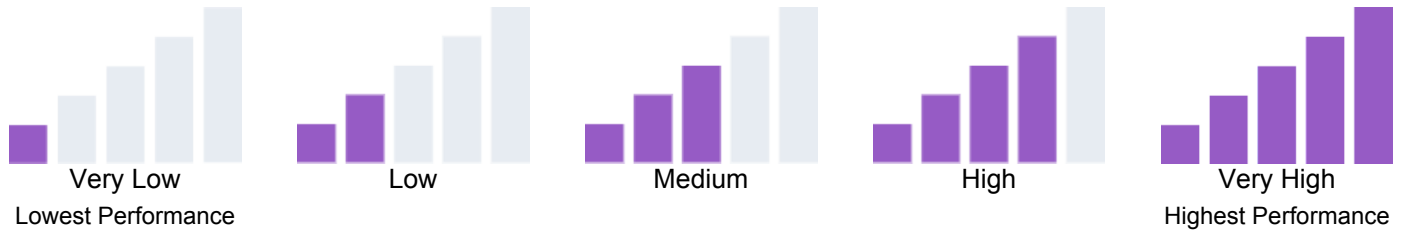
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School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

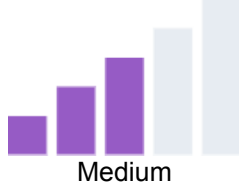
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



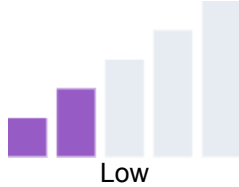
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

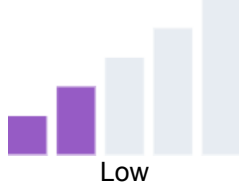
English Language Arts



Mathematics



English Learner Progress

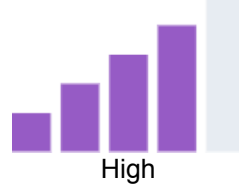


College/Career

Not Reported in 2022

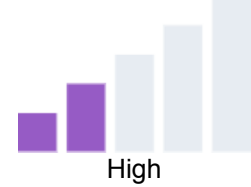
Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

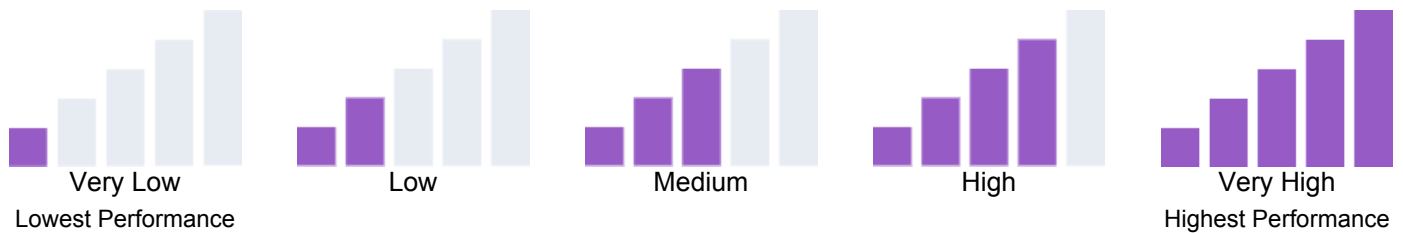
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School and Student Performance Data

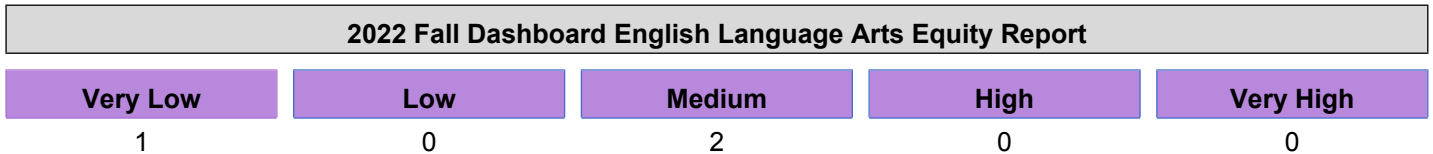
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

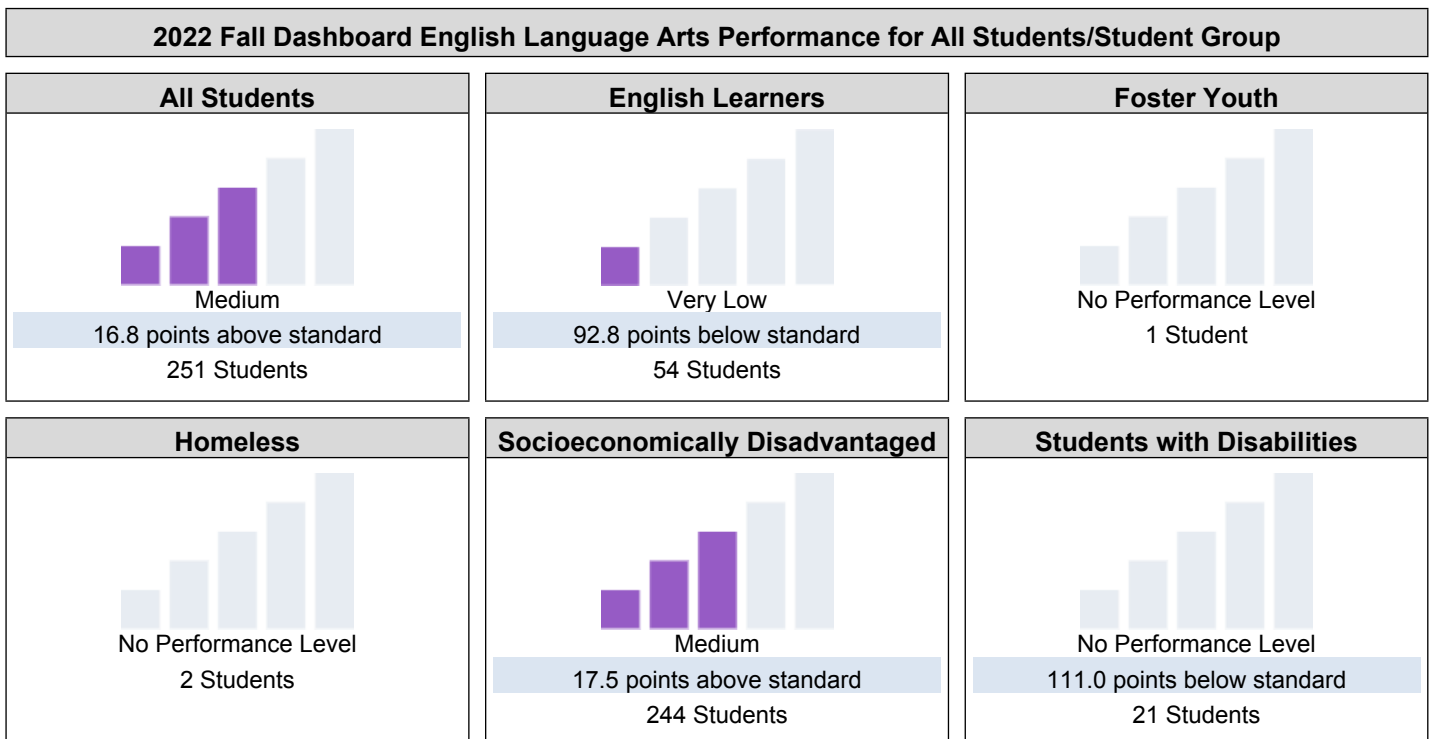
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



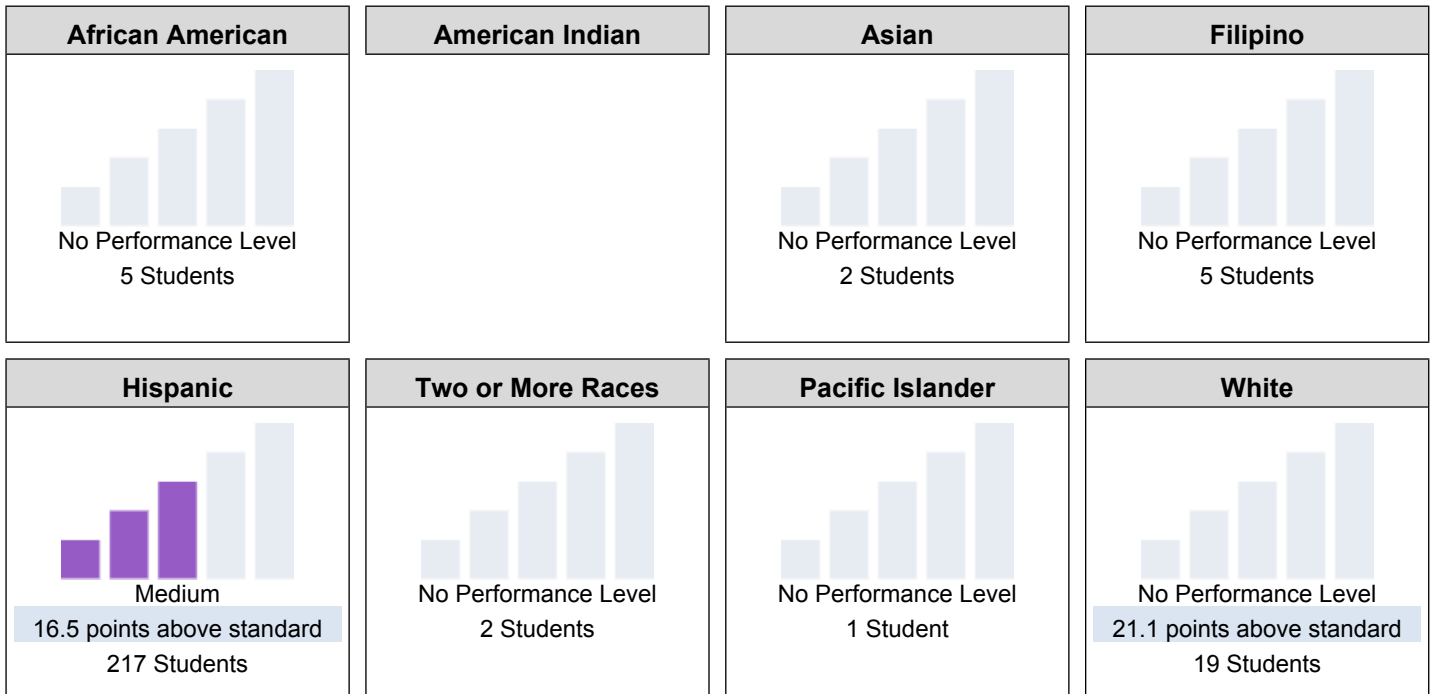
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>117.0 points below standard 44 Students</p>	<p>10 Students</p>	<p>21.8 points above standard 70 Students</p>

Conclusions based on this data:

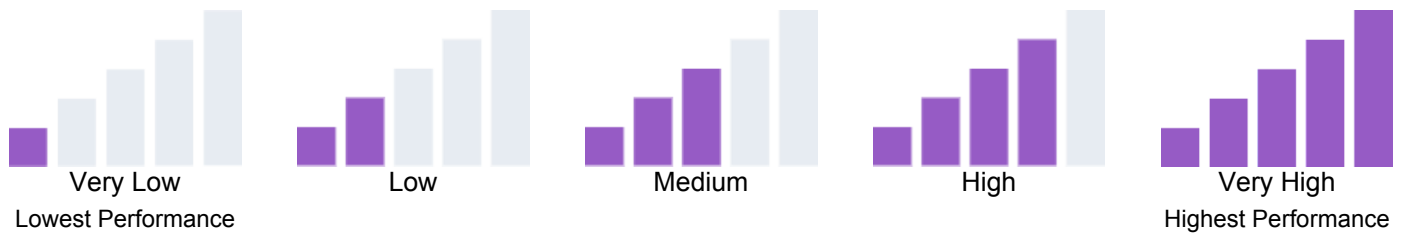
1.

School and Student Performance Data

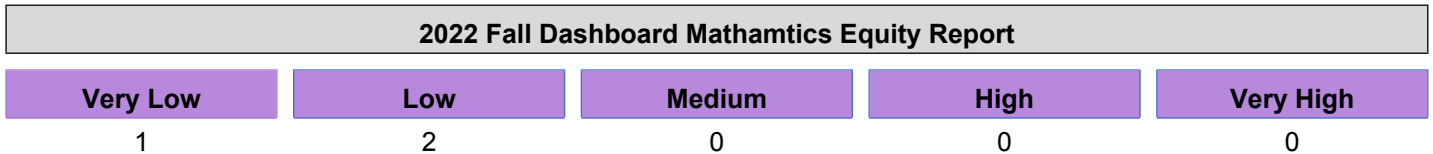
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

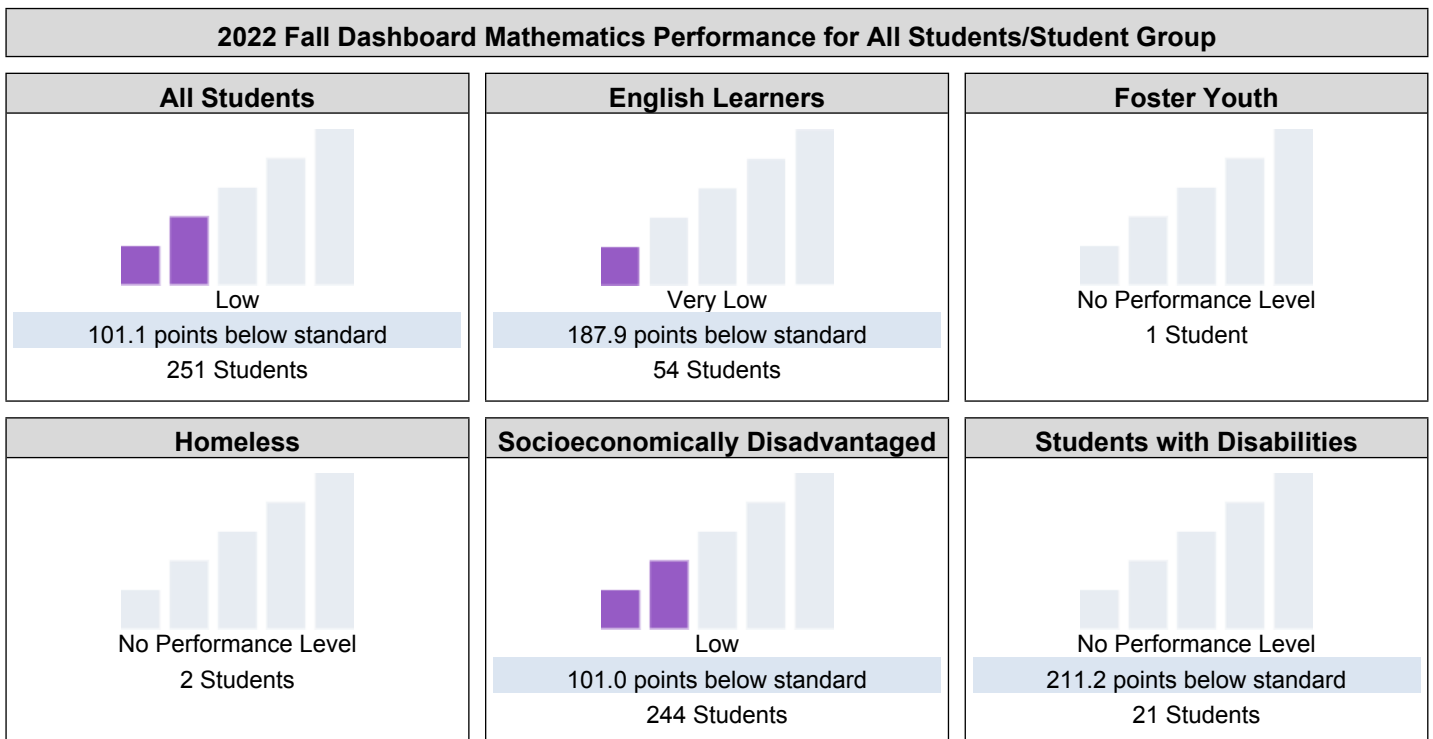
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



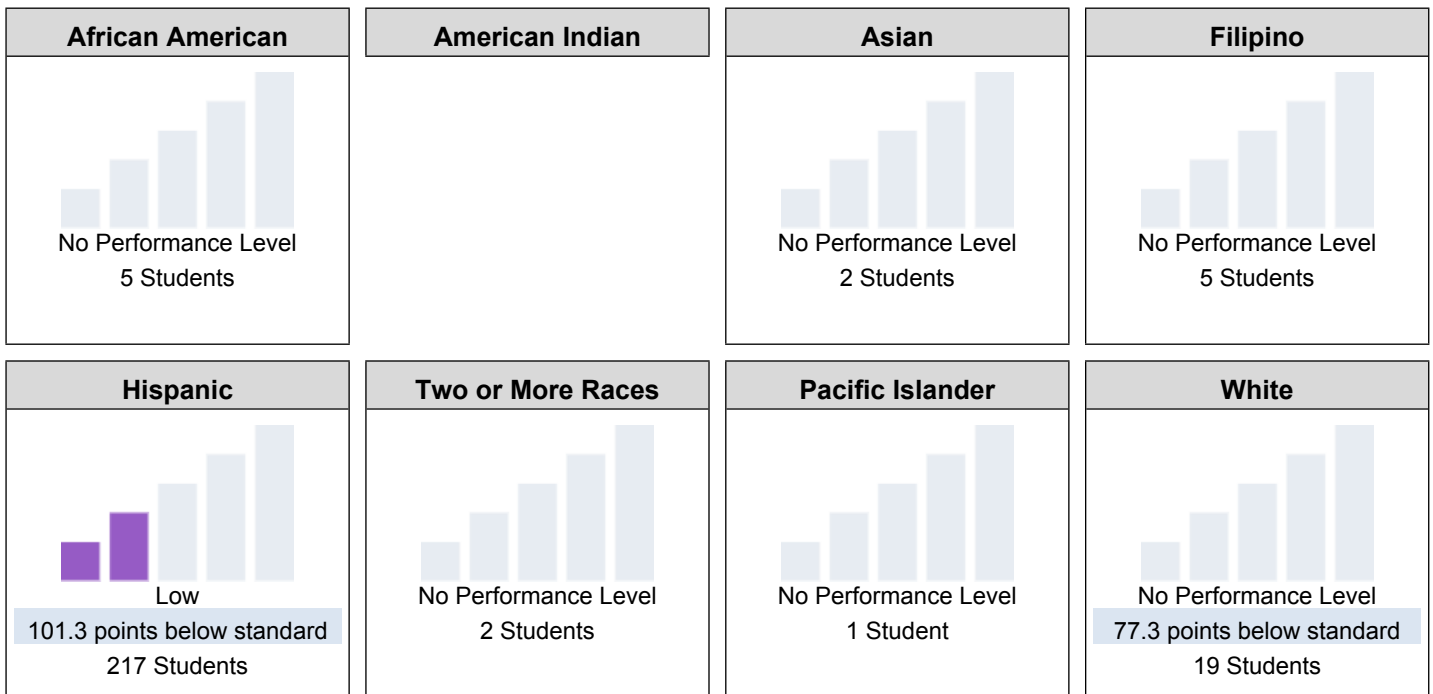
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0; padding: 2px;">207.9 points below standard</p> <p>44 Students</p>	<p>10 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">93.1 points below standard</p> <p>70 Students</p>

Conclusions based on this data:

1.

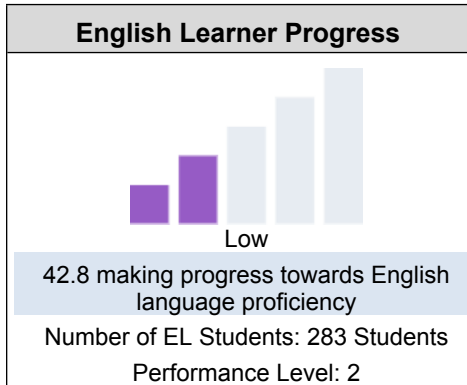
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
20.5%	36.7%	2.1%	40.6%

Conclusions based on this data:

- 1.

School and Student Performance Data

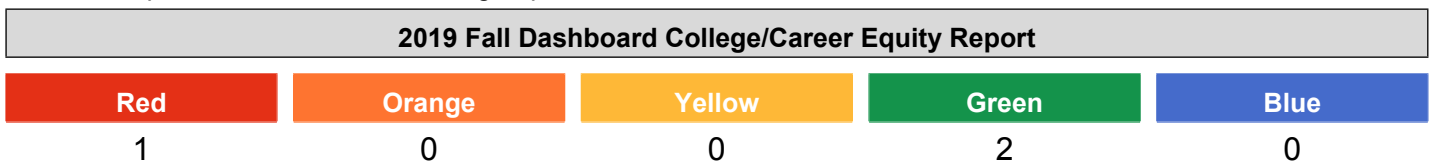
Academic Performance College/Career

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 45.5 Increased +3 330	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 46.2 Increased +3.3 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

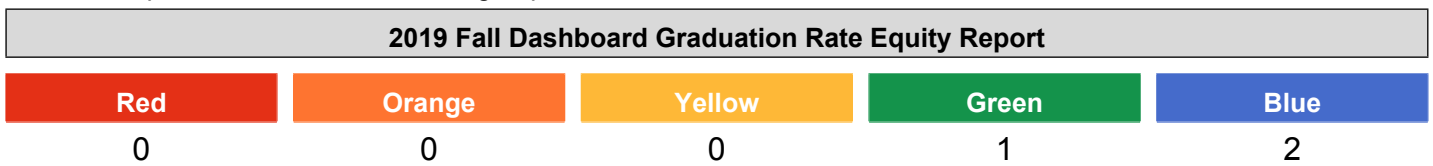
Academic Engagement Graduation Rate

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.5 Maintained +0.7 331	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 100 Increased +26.7 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:

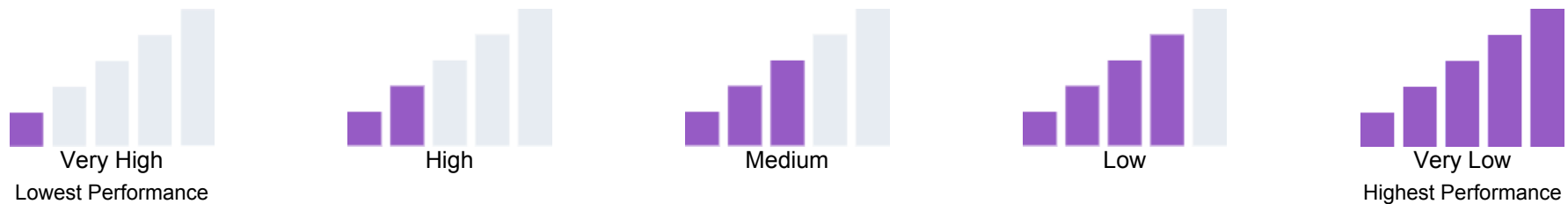
- 1.

School and Student Performance Data

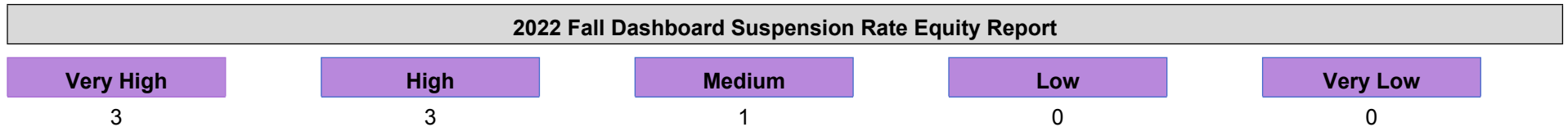
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

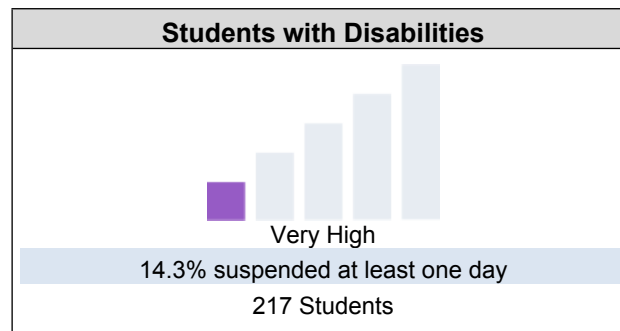
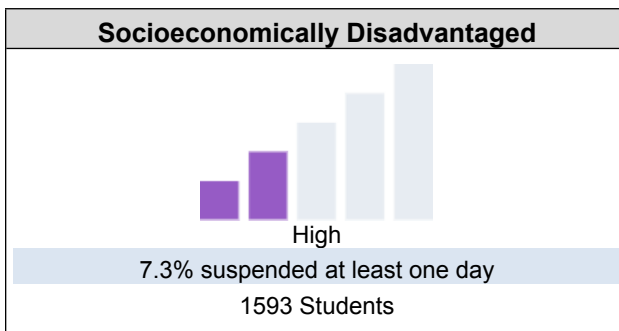
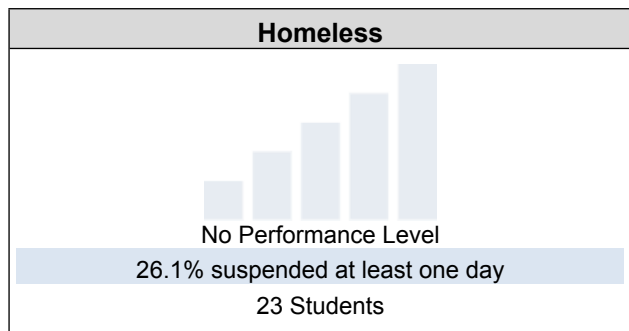
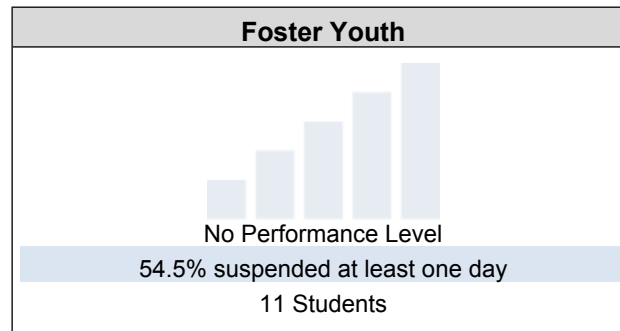
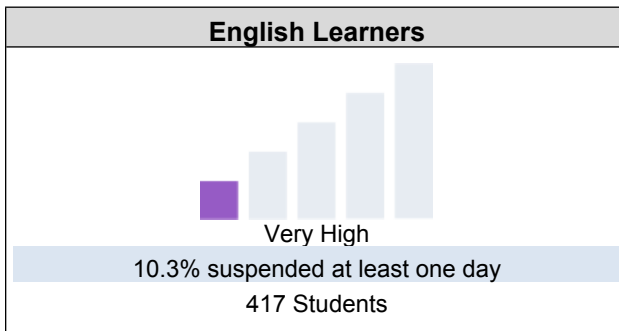
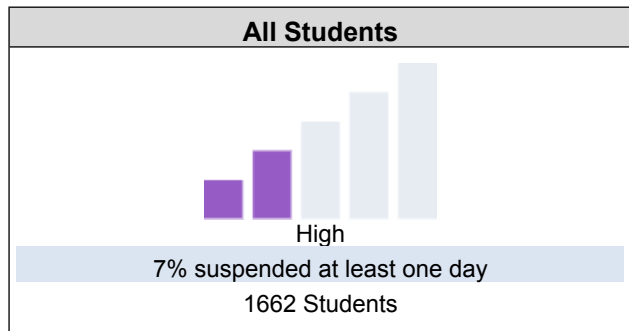


This section provides number of student groups in each level.

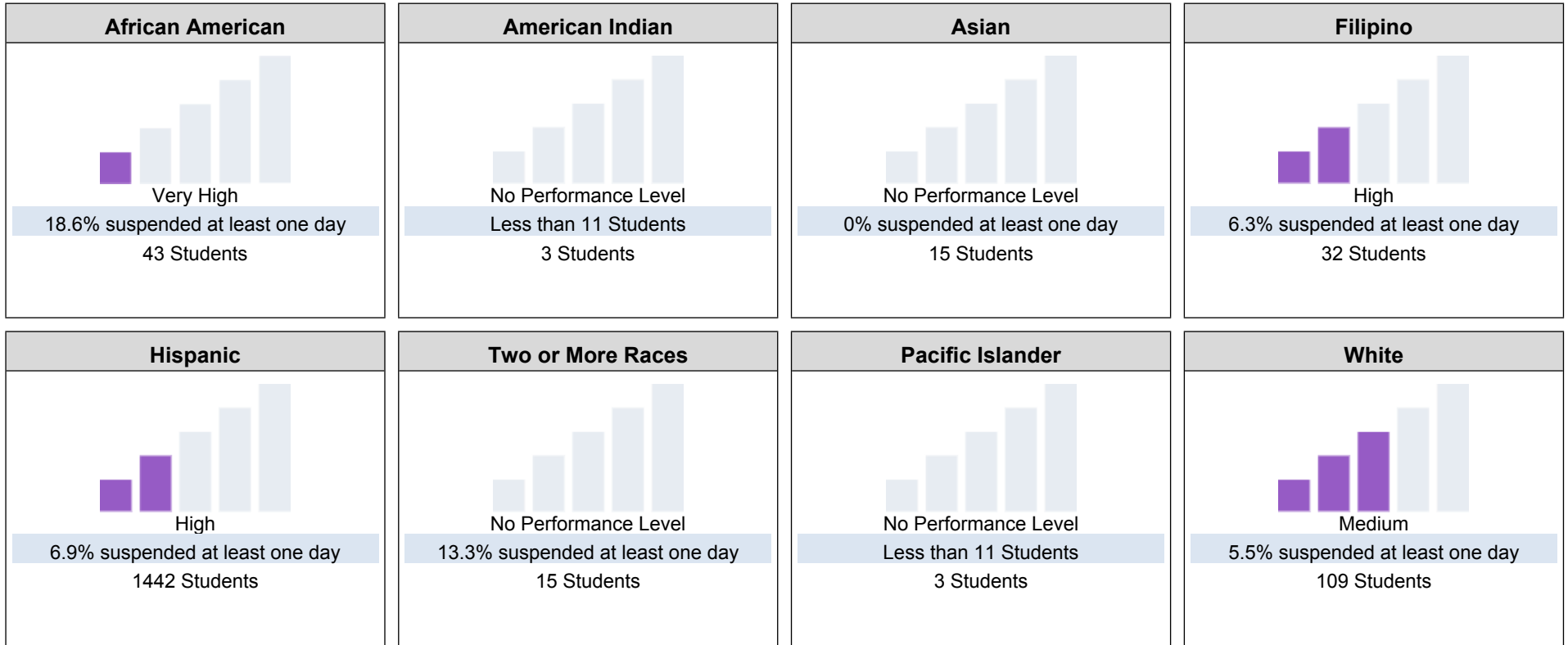


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>38 points above standard</td> <td>increase +25 points</td> </tr> <tr> <td>EL</td> <td>orange</td> <td>76.6 below standard</td> <td>increase +20 points</td> </tr> <tr> <td>Hisp</td> <td>green</td> <td>27.9 points above standard</td> <td>increase +25 points</td> </tr> <tr> <td>AA</td> <td>No performance color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>green</td> <td>25.7 points above standard</td> <td>increase +20 points</td> </tr> <tr> <td>SWD</td> <td>no performance color</td> <td>79.5 points below standard</td> <td>increase +10 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	38 points above standard	increase +25 points	EL	orange	76.6 below standard	increase +20 points	Hisp	green	27.9 points above standard	increase +25 points	AA	No performance color			SED	green	25.7 points above standard	increase +20 points	SWD	no performance color	79.5 points below standard	increase +10 points	California School Dashboard was updated in Fall of 2022. The update resulted in the following: All Students - medium - 16.8 pts above standard English Learners - very low - 92.8 pts below standard Hispanic subgroup - medium - 16.5 pts above standard AA - no data - Socioeconomically Disadvantaged subgroup -medium - 17.5 pts above standard Students with Disabilities - no data - 111 pts below standard
St. Group	Color	DFS/Percentage	Change																											
All	Green	38 points above standard	increase +25 points																											
EL	orange	76.6 below standard	increase +20 points																											
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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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>orange</td> <td>69.2 points below standard</td> <td>increase +15 points</td> </tr> <tr> <td>EL</td> <td>orange</td> <td>166.7 points below standard</td> <td>increase +10 points</td> </tr> <tr> <td>Hisp</td> <td>orange</td> <td>73.8 points below standard</td> <td>increase +15 points</td> </tr> <tr> <td>AA</td> <td>no performance color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>orange</td> <td>86.5 points below standard</td> <td>increase +5 points</td> </tr> <tr> <td>SWD</td> <td>no performance color</td> <td>161.5 points below standard</td> <td>increase +5 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	orange	69.2 points below standard	increase +15 points	EL	orange	166.7 points below standard	increase +10 points	Hisp	orange	73.8 points below standard	increase +15 points	AA	no performance color			SED	orange	86.5 points below standard	increase +5 points	SWD	no performance color	161.5 points below standard	increase +5 points	California School Dashboard was updated in Fall of 2022. The update resulted in the following: All Students - low - 101 points below standard English Learners - very low - 187.9 pts below standard Hispanic subgroups - low -101.3 pts below standard Socioeconomically Disadvantaged - low - 101 pts below standard Students with Disabilities - no level - 311.2 below standard
St. Group	Color	DFS/Percentage	Change																											
All	orange	69.2 points below standard	increase +15 points																											
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SED	orange	86.5 points below standard	increase +5 points																											
SWD	no performance color	161.5 points below standard	increase +5 points																											
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – 15%	California School Dashboard was updated in Fall of 2022 however does not include CAST data.																												

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Proficient - 10% Level 1 - 22% Level 2 - 36% Level 3 - 35% Level 4 - 10%	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 42.8% - Low EL progressed 1 level - 40.6% EL maintained Level 4 - 2.1% EL maintained Level 1 - 3 - 36.7% EL decreased 1 level - 20.5%																												
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 45%	Grade Level RFEP % Grade 9 - 38.3% Grade 10 - 39.6% Grade 11 - 45.2% Grade 12 - 45.9%																												
California School Dashboard - Graduation Rate Indicator All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>blue</td> <td>96.3</td> <td>increased +0.04</td> </tr> <tr> <td>EL</td> <td>green</td> <td>90.0</td> <td>increase +2.6</td> </tr> <tr> <td>Hisp</td> <td>blue</td> <td>96.0</td> <td>increase +0.5</td> </tr> <tr> <td>AA</td> <td>no performance color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>blue</td> <td>96.5</td> <td>increase +0.5</td> </tr> <tr> <td>SWD</td> <td>no performance color</td> <td>80.5</td> <td>increase +0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	blue	96.3	increased +0.04	EL	green	90.0	increase +2.6	Hisp	blue	96.0	increase +0.5	AA	no performance color			SED	blue	96.5	increase +0.5	SWD	no performance color	80.5	increase +0.5	Overall Graduation Rate - 92% - High English Learners - 78.4% - Low Students with Disabilities - 77.8% - Low Hispanic - 91.9% - High Socioeconomically Disadvantaged - 92.7% - High
St. Group	Color	DFS/Percentage	Change																											
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College and Career Indicator (CCI) \ All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>green</td> <td>49.0</td> <td>increase +1.5</td> </tr> <tr> <td>EL</td> <td>orange</td> <td>8</td> <td>increase +1.0</td> </tr> <tr> <td>Hisp</td> <td>green</td> <td>46.5</td> <td>increase +1.0</td> </tr> <tr> <td>AA</td> <td>no performance color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>green</td> <td>47</td> <td>increase +1.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	green	49.0	increase +1.5	EL	orange	8	increase +1.0	Hisp	green	46.5	increase +1.0	AA	no performance color			SED	green	47	increase +1.0	No data due to the pandemic and lack of CAASPP computable results for the graduation cohort in 2022				
St. Group	Color	DFS/Percentage	Change																											
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EL	orange	8	increase +1.0																											
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AA	no performance color																													
SED	green	47	increase +1.0																											

Metric/Indicator	Expected Outcomes	Actual Outcomes				
	<table border="1"> <tr> <td data-bbox="558 165 726 224">SWD</td> <td data-bbox="730 165 898 224">no performance color</td> <td data-bbox="903 165 1062 224">5</td> <td data-bbox="1066 165 1201 224">increase +1.0</td> </tr> </table>	SWD	no performance color	5	increase +1.0	
SWD	no performance color	5	increase +1.0			
<p>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)</p>	<p>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%</p>	<p>UC and/or CSU Entrance Requirement Completion Rate: Overall - 53.9% African American - 40.0% Filipino - 100% Hispanic or Latino - 52.6% White - 45.0%</p>				
<p>Career Technical Education (CTE) Program Completion Rate Reports completion of all CTE program required coursework with a C+ or better grade in each course</p>	<p>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 -</p>	<p>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 -</p>				
<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 55% English Learners (EL) - 48% Hispanic (Hisp) - 57% African American (AA) - 53% 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) - 57%</p>	<p>Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher: All Students (ALL) - 43% English Learners (EL) - 83.3% Hispanic (Hisp) - 43.4% African American (AA) - 33.3% 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) - 56%</p>				
<p>Williams Textbook/Materials Compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance</p>	<p>Williams Textbook/Materials Compliance maintain 100% compliance</p>				

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.	<p>IB annual program fee 5800: Professional/Consulting Services And Operating Expenditures LCFF 11650</p> <p>IB Student Examination Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 10000</p>	<p>IB annual program fee 5800: Professional/Consulting Services And Operating Expenditures LCFF 11650</p> <p>IB Student Examination Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF 569</p>
Send teachers and parents 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 and parents 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)	<p>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 5000-5999: Services And Other Operating Expenditures LCFF 31850</p>	<p>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 5000-5999: Services And Other Operating Expenditures LCFF 24686</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		support parent attendance at both CABA regional and statewide conferences to empower families to assist their students be more involved in school 5000-5999: Services And Other Operating Expenditures LCFF 10000	support parent attendance at both CABA regional and statewide conferences to empower families to assist their students be more involved in school 5000-5999: Services And Other Operating Expenditures LCFF 0
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 29000	Teachers will provide targeted intervention to improve student achievement 1000-1999: Certificated Personnel Salaries Title I 29000
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 EL and LTEL students 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 3756	provide additional support for EL and LTEL students 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 3756
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 prep buyouts will provide student support in the core content areas. 1000-1999: Certificated Personnel Salaries LCFF 103000	Science/Math/ English/ World Language/ Social Sciences prep buyouts will provide student support in the core content areas. 1000-1999: Certificated Personnel Salaries LCFF 112863

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 107437	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
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 14000	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 4067
Provide additional supplies and materials for Common Core implementation and instructional support to address literacy needs across content areas and all departments. Purchase instructional materials, text and supplies for specialized emphasis on standards alignment and implementation in Special Education, English, math, ELD and science, 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, ELD and science, purchase supplies and materials for project based learning across subject areas.	purchase supplemental supplies and resources to provide instructional support for ELL and LTEL students in all subject areas 4000-4999: Books And Supplies Title I 35639 Purchase equipment for MESA, both STEM-based course offerings 4000-4999: Books And Supplies Title I 4000 purchase materials and specimens for dissection within science courses 4000-4999: Books And Supplies LCFF	purchase supplemental supplies and resources to provide instructional support for ELL and LTEL students in all subject areas 4000-4999: Books And Supplies Title I 32858 Purchase equipment for MESA, both STEM-based course offerings 4000-4999: Books And Supplies Title I 4000 purchase materials and specimens for dissection within science courses 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000 provide supplementary supplies for project based learning 4000-4999: Books And Supplies LCFF 26756	4000 provide supplementary supplies for project based learning 4000-4999: Books And Supplies LCFF 9925
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 EL, LTEL and non academy students to explore options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 24000	provide opportunities for EL, LTEL and non academy students to explore options in colleges and careers 5000-5999: Services And Other Operating Expenditures LCFF 13418
		provide students opportunity to complete CAS project with a hands on experience working within an immigrant community in the municipality of Lisbon while examining social gentrification 5000-5999: Services And Other Operating Expenditures LCFF 17000	provide students opportunity to complete CAS project with a hands on experience working within an immigrant community in the municipality of Lisbon while examining social gentrification 5000-5999: Services And Other Operating Expenditures LCFF 15954
Student support of a-g completion and purchasing necessary to support student access and success in CCI completion	Student support of a-g completion and purchasing necessary 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 4000
		Edgenuity to support a-g completion, credit recovery, enrichment and acceleration options	Edgenuity to support a-g completion, credit recovery, enrichment and acceleration options

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title I 15000	5000-5999: Services And Other Operating Expenditures Title I 2950
		extra duty hours to support interventions for classes for EL and LTEL students 2000-2999: Classified Personnel Salaries LCFF 3389	extra duty hours to support interventions for classes for EL and LTEL students 2000-2999: Classified Personnel Salaries LCFF 3389
		extra duty hours to support interventions for classes for EL and LTEL students 1000-1999: Certificated Personnel Salaries LCFF 3390	extra duty hours to support interventions for classes for EL and LTEL students 1000-1999: Certificated Personnel Salaries LCFF 3003
Interventions and credit recovery.	Interventions and credit recovery.	Distance learning has created a situation where many of our at risk students have fallen behind. As a result, more students will require credit recovery than in past years. The additional 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. 1000-1999: Certificated Personnel Salaries Title I 47333	Distance learning has created a situation where many of our at risk students have fallen behind. As a result, more students will require credit recovery than in past years. The additional 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. 1000-1999: Certificated Personnel Salaries Title I 5943

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 85886	Hire one highly qualified Math teacher in order to lower class size 1000-1999: Certificated Personnel Salaries Title I 94182

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 efforts to increase the number of opportunities for students to recover credit in a-g courses. Some of our strategies include: support after school and on weekends, as well as during intersession. The goal is to have smaller class sizes during the semester while offering opportunities to students for credit recovery. We have continued to offer our core departments extra duty time for PLC work as well as preparation for the STAR and the CAASPP. During intersession for winter and spring we had 170 students increase grades to C. Saturday interventions we had an average of 50 students per session to work on tutoring, which led to overall less D/F at the semester. We have offered students the opportunity to improve understanding of not only concepts for CAASPP but also ELPAC. Students felt an overall increase in their ability during assessments. AP/IB students felt as if they were more prepared this year for assessments. Students enjoyed the opportunity to explore colleges as well as 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.

As the pandemic has subsided we have been able to offer staff live trainings and professional development in order to offer improved instruction for students. The SSC has made some allocation adjustments based on changes in the field trip policy as well as professional development. More student off campus experiences were allowed during this school year. We have amounts of money that still have not been reconciled but will bring us closer to our totals. Due to a raise in salaries this year some of our funding had to be adjusted to account for the increase in cost.

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.

As a result of our ATSI plan, we will continue to offer professional development for small group interventions in core classes as we implement centers. Small group instruction will support learning for our Students with Disabilities and contribute to our improved assessment scores. We will continue to work with all students, in particular our Students with Disabilities and African American students on advising and support to not only remediate, but to take higher level courses.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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. 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 - 300 parents completing	Parent Participation in Stakeholder Input Processes - 90 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) - 89% African American (AA) -
Climate of Support for Academic Learning via Panorama Family Climate Survey <ul style="list-style-type: none"> All Students (ALL) Hispanic (Hisp) African American (AA) 	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 96% Two or More Races / Ethnicities - 85% Confidentiality Protected - 82%	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 94% Hispanic (Hisp) - 92% Two or More Races / Ethnicities - 100% Confidentiality Protected - 100%
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 -	Number of Parent Attendees attending 1 or more site/parent center sponsored events - at least 100 - (best estimate)

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 2000	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 1445	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 Part A: Parent Involvement 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 1146	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 to support academic and extra curricular student programs. As we exit the pandemic, more on campus live options for parent meetings have taken place. We continue to offer a zoom option for parents and stakeholders who are not able to attend in person. We have found more success with attendance when we offer a blended meeting model. Newsletter continue to be sent out electronically and in print version to families in both Spanish and English.

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 had significant changes in our expenditures as planned. At this point some of the funding has not come out of the budget. We have continued to work on the website as well as other forms of communication with parents, however we had some volunteers assist as well as funding that has yet to utilized but is planned. We have also been told we can no longer utilize some of it in the manner planned so we have adjusted.

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 year operating as a social emotional learning center, we will seek to expand the use of the center to outreach to families as a means to increase attendance and participation in our school. We intend to offer SEL support for families of our students in small group settings.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 site community liaison and 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) - 95.5%	Student Attendance Rates All Students (ALL) - 90.9% (as of 4/24/23)								
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) - 26.7% English Learner (EL) - 31.6% Hispanic (Hisp) - 26% African American (AA) - 37.8% Socioeconomically Disadvantaged (SED) - 26.1% Students with Disabilities (SWD) - 39%								
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) - 3.9% English Learner (EL) - Hispanic (Hisp) - 4.2% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 3.7% Students with Disabilities (SWD) - 0.0%								
Suspension Rates: All Students (ALL)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change					Suspension Rates: All Students (ALL) - 7% - High range
St. Group	Color	DFS/Percentage	Change							

Metric/Indicator	Expected Outcomes	Actual Outcomes																								
English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <tr> <td>All</td> <td>yellow</td> <td>4.9</td> <td>decrease - 0.9</td> </tr> <tr> <td>EL</td> <td>orange</td> <td>8.0</td> <td>decrease - 1.2</td> </tr> <tr> <td>Hisp</td> <td>yellow</td> <td>5.0</td> <td>decrease - 0.7</td> </tr> <tr> <td>AA</td> <td>yellow</td> <td>7.5</td> <td>decrease - 0.7</td> </tr> <tr> <td>SED</td> <td>yellow</td> <td>5.0</td> <td>decrease - 0.9</td> </tr> <tr> <td>SWD</td> <td>orange</td> <td>9.5</td> <td>decrease - 0.9</td> </tr> </table>	All	yellow	4.9	decrease - 0.9	EL	orange	8.0	decrease - 1.2	Hisp	yellow	5.0	decrease - 0.7	AA	yellow	7.5	decrease - 0.7	SED	yellow	5.0	decrease - 0.9	SWD	orange	9.5	decrease - 0.9	English Learner (EL) - 10.3% - Very High Hispanic (Hisp) - 6.9% - High African American (AA) - 18.6% - Very High Socioeconomically Disadvantaged (SED) - 7.3% - High Students with Disabilities (SWD) - 14.3% - Very High
All	yellow	4.9	decrease - 0.9																							
EL	orange	8.0	decrease - 1.2																							
Hisp	yellow	5.0	decrease - 0.7																							
AA	yellow	7.5	decrease - 0.7																							
SED	yellow	5.0	decrease - 0.9																							
SWD	orange	9.5	decrease - 0.9																							
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) - 0.4% English Learner (EL) - N/A Hispanic (Hisp) - 0.3% 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) - 54% English Learner (EL) - 78% Hispanic (Hisp) - 53% African American (AA) - 50%																								
Panorama Survey - School Safety All students: EL: AA: Hisp:	Panorama Survey – School Safety All Students (ALL) - 75% English Learner (EL) - 78% Hispanic (Hisp) - 75% African American (AA) - 65%	Panorama Survey – School Safety All Students (ALL) - 73% English Learner (EL) - 83% Hispanic (Hisp) - 73% African American (AA) - 63%																								
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 11543	Classified support for attendance monitoring to facilitate and promote healthy decisions. 2000-2999: Classified Personnel Salaries LCFF 12658
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 6000	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 4000	support counseling services on site focusing on social and emotional wellness 1000-1999: Certificated Personnel Salaries Title I

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 this school year we have been able to coordinate services from our Prevention Specialist, our Counselor on Special Assignment, and our MTSS Facilitator. The result has been greater coordinated efforts to support students in making healthy decisions. The peer counseling and mentorship program has also impacted student well being. This is evidenced by our attendance and reduction in chronic absenteeism.

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

This year with less impact from COVID we were able to allocate funding as planned in the SPSA. Some of the funding has not been taken out currently, we are still waiting on timecards to come out such as for the counseling support services as those were completed recently. Some interventions ended up being taken out of alternate funding sources.

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.

One area we need to improve in is coordinated outside services requiring individual or small group counseling. In 2023-2024 the district has secured a grant to implement small group counseling through the Compadres Network. Our intention is to coordinate these services as part of the offering in Club CC.

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 station rotation group strategies.
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 2021-2022. 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%.

After review of our newest data we are maintaining the additional Title 1 funding to support academic interventions to support interventions, additional books and supplies and increase in testing fee coverage. This will add funding to Goal #1 Strategy 7, 8 and 12. School Site Council has decided to support these interventions after review of testing data and review of grades from 22-23 school year. This will focus on our English Learners, Foster Youth and Students with Disabilities. As we move out of COVID we have seen a continued increase in the number of students who signed up for AP and IB assessments and we would like to support our students for these opportunities.

SSC has also agreed to shift funding from in 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. SSC has agreed to continue funding prep buy outs as well as support opportunities for exploration of IB and students field trips.

SSC has also approved splitting extra duty hours to support interventions of our EL and LTEL students by adjusting the funding of Activity 10 #3 - Certificated Personnel salaries to be half for Certificated Personnel (\$3390) and add in Classified Personnel. This will allow additional support in contacting parents and families regarding the intervention opportunities.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All		16.8 points above standard		All	Green	19.8 pts above standard	increased
	EL		92.8 points below standard		EL	orange	89.2 pts below standard	increased
	Hisp		16.5 points above standard		Hisp	Green	19.5 pts above standard	increased
	AA				AA	no data		
	SED		17.5 points above standard		SED	Green	20.5 pts above standard	increased
					SWD	orange	108 pts below standard	increased

Metric/Indicator

Baseline

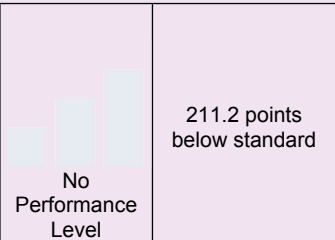
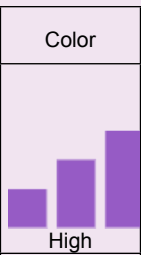

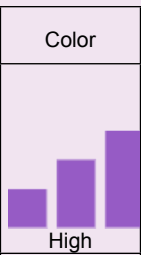

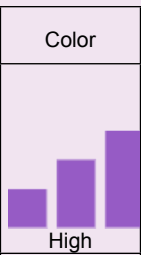

Expected Outcome

SWD		111.0 points below standard	
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California School Dashboard - Academic Indicator for Mathematics
 All Students (ALL)
 English Learners (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All		101.1 points below standard	
EL		187.9 points below standard	
Hisp		101.3 points below standard	
AA			
SED		101.0 points below standard	

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 standard	increased
AA	no data		
SED	yellow	98.0 pts below standard	increased
SWD	orange	208.2 pts below standard	increased

Metric/Indicator	Baseline	Expected Outcome																																								
	 <p>SWD</p> <p>No Performance Level</p> <p>211.2 points below standard</p>																																									
California Science Test - Percent of Students Who Meet or Exceed Standard High School –	California Science Test - Percent of Students Who Meet or Exceed Standard High School – no data for 21-22	California Science Test - Percent of Students Who Meet or Exceed Standard High School – 15%																																								
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Proficient - 8.49% Level 1 - 24.84% Level 2 - 34.28% Level 3 - 32.39% Level 4 - 8.49%	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – Proficient - 10% Level 1 - 22% Level 2 - 36% Level 3 - 35% Level 4 - 10%																																								
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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>92% graduated</td> <td></td> </tr> <tr> <td>EL</td> <td></td> <td>78.4% graduated</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		92% graduated		EL		78.4% graduated		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>green</td> <td>95%</td> <td>increased</td> </tr> <tr> <td>EL</td> <td>green</td> <td>81%</td> <td>increased</td> </tr> <tr> <td>Hisp</td> <td>green</td> <td>94.9%</td> <td>increased</td> </tr> <tr> <td>AA</td> <td></td> <td>93.9%</td> <td></td> </tr> <tr> <td>SED</td> <td>green</td> <td>95.7%</td> <td>increased</td> </tr> <tr> <td>SWD</td> <td>yellow</td> <td>80.8%</td> <td>increased</td> </tr> </tbody> </table>	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
St. Group	Color	DFS/Percentage	Change																																							
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SWD	yellow	80.8%	increased																																							

Metric/Indicator

Baseline

Expected Outcome

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Hisp		91.9% graduated	
AA		90.9% graduated	
SED		92.7% graduated	
SWD		77.8% graduated	

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College and Career Indicator (CCI) \

- 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) - 42.99%
- English Learners (EL) -
- Hispanic (Hisp) - 42.05%
- African American (AA) - 0.93%
- Socioeconomically Disadvantaged (SED)

UC and/or CSU Entrance Requirement Completion Rate

- All Students (ALL) - 50%
- English Learners (EL) - 25%
- Hispanic (Hisp) - 50%
- African American (AA) - 50%
- Socioeconomically Disadvantaged (SED) - 50%

UC and/or CSU Entrance Requirement Completion Rate

- All Students (ALL)
- English Learners (EL)
- Hispanic (Hisp)
- African American (AA)

UC and/or CSU Entrance Requirement Completion Rate (20-21)

- All Students (ALL) - 63.2%
- English Learners (EL) - 39.7%
- Hispanic (Hisp) - 63.7
- African American (AA) - *

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%

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED) - 62.3% Students with Disabilities (SWD) - 36.8%	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 Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	Advanced Placement (AP) Test Results (2019-2020) Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 55% English Learners (EL) - 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%	Advanced Placement (AP) Test Results Reported as percent of students passing one or more AP exam with a score of 3 or higher. All Students (ALL) - 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%
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.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

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
Amount	1600
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	IB course - Pomoja online course services for Chinese

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)

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

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

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income

- Students with Disabilities
- All
- Specific Student Groups:
LTEL

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Increase student achievement in a-g rates and college and career options

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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

Strategy/Activity 5

Fund prep buyouts to lower class size in core classes such as Math, Science, English, World Language and Social Sciences

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal, Assistant Principal, Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	129717
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 6

Hire 1 Social Science Teacher

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

124807

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Hire one highly qualified Social Science teacher who is trained to provide students with support in AP/IB classes and additional support in credit recovery courses.

Strategy/Activity 7

Provide opportunities for all students to access AP and PSAT

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	4000
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 8

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

Students to be Served by this Strategy/Activity

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

African American

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	15000
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	38000
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)

Strategy/Activity 9

Provide students with additional opportunities to explore college and career options

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	17175
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	provide opportunities for exploration options in colleges and careers
Amount	20000

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	provide students opportunity to complete CAS project with a hands on practical learning with a focus on international cultures, economy and lifestyle

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

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	1000-1999: Certificated Personnel Salaries
Description	extra duty hours to support interventions for students requiring assistance including students with disabilities
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 11

Interventions and credit recovery.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal, Assistant Principal, Department Chairs, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	24025
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

Strategy/Activity 12

Hire 0.8 position in Math

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

85227

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Hire one highly qualified Math teacher in order to lower class size

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%.

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

Metric/Indicator	Baseline	Expected Outcome
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 Climate Survey <ul style="list-style-type: none"> • All Students (ALL) • Hispanic (Hisp) • African American (AA) 	Climate of Support for Academic Learning via Panorama Family for student population Climate Survey All Students (ALL) - 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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount

1557

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal and Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	1445
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

Parent Engagement

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal, Assistant Principal, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	686
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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)

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

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

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

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates - 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) Hispanic (Hisp)	Chronic Absenteeism Rates -as of May 5, 2022 All Students (ALL) - 44.9% English Learner (EL) - 48% Hispanic (Hisp) - 44%	Chronic Absenteeism Rates All Students (ALL) - 13.5% English Learner (EL) - 19% Hispanic (Hisp) - 13%

Metric/Indicator	Baseline	Expected Outcome																																																								
<p>African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>African American (AA) - 59.1% Socioeconomically Disadvantaged (SED) - % Students with Disabilities (SWD) - 59.9%</p>	<p>African American (AA) - 16.5% Socioeconomically Disadvantaged (SED) - 13.8% Students with Disabilities (SWD) - 28%</p>																																																								
<p>High School 4-Year Dropout Rate All Students (ALL) - English Learner (EL) - Hispanic (Hisp) - African American (AA) - Socioeconomically Disadvantaged (SED) -</p>	<p>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%</p>	<p>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%</p>																																																								
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>high</td> <td>7%</td> <td></td> </tr> <tr> <td>EL</td> <td>very high</td> <td>10.3%</td> <td></td> </tr> <tr> <td>Hisp</td> <td>high</td> <td>6.9%</td> <td></td> </tr> <tr> <td>AA</td> <td>very high</td> <td>18.6%</td> <td></td> </tr> <tr> <td>SED</td> <td>high</td> <td>7.3%</td> <td></td> </tr> <tr> <td>SWD</td> <td>very high</td> <td>14.3%</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	high	7%		EL	very high	10.3%		Hisp	high	6.9%		AA	very high	18.6%		SED	high	7.3%		SWD	very high	14.3%		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>yellow</td> <td>4%</td> <td>declined</td> </tr> <tr> <td>EL</td> <td>yellow</td> <td>6%</td> <td>declined significantly</td> </tr> <tr> <td>Hisp</td> <td>yellow</td> <td>3%</td> <td>declined</td> </tr> <tr> <td>AA</td> <td>yellow</td> <td>10%</td> <td>declined significantly</td> </tr> <tr> <td>SED</td> <td>yellow</td> <td>4%</td> <td>declined significantly</td> </tr> <tr> <td>SWD</td> <td>orange</td> <td>11%</td> <td>declined</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	yellow	4%	declined	EL	yellow	6%	declined significantly	Hisp	yellow	3%	declined	AA	yellow	10%	declined significantly	SED	yellow	4%	declined significantly	SWD	orange	11%	declined
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St. Group	Color	DFS/Percentage	Change																																																							
All	yellow	4%	declined																																																							
EL	yellow	6%	declined significantly																																																							
Hisp	yellow	3%	declined																																																							
AA	yellow	10%	declined significantly																																																							
SED	yellow	4%	declined significantly																																																							
SWD	orange	11%	declined																																																							
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>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 Students with Disabilities (SWD) - N/A</p>	<p>Expulsion Rates All Students (ALL) - 0% English Learner (EL) - N/A Hispanic (Hisp) - 0% African American (AA) - 0.0%</p>																																																								
<p>Panorama Survey - School Connectedness</p>	<p>Panorama Survey – School Connectedness All Students (ALL) - 54%</p>	<p>Panorama Survey – School Connectedness All Students (ALL) - 60%</p>																																																								

Metric/Indicator	Baseline	Expected Outcome
All students: EL: AA: Hisp:	Hispanic (Hisp) - 53% African American (AA) - 46%	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 4

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

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount

12969

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

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

Strategy/Activity 5

Training of Student Equity Ambassadors

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

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 and support strategies that will increase student achievement and school connectedness.

Strategy/Activity 6

Counseling support services focusing on social and emotional wellness

Students to be Served by this Strategy/Activity

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

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administrators, Teachers

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

4000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

support counseling services on site focusing on social and emotional wellness

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, 2023 - June 30, 2024	Provide onsite professional development and coaching support with evidence-based practices to build best first instruction in literacy for grades 6-12	12,807	Title I
Technology Teacher on Special Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	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
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	Title I
History/Social Science 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 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)
Solution Tree Professional Learning Communities (PLC) Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the development of PLCs for teacher teams in mathematics and English language arts in grades 6-12	30,624	Title I

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, 2023 - June 30, 2024	Parenting classes on effective strategies and structures. Parent/community engagement events.	1,851	Title I

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, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials.	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$291,721
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$578,087.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	286,059	0.00
Title I Part A: Parent Involvement	5,661	0.00
LCFF	286,367	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	\$286,059.00
Title I Part A: Parent Involvement	\$5,661.00

Subtotal of additional federal funds included for this school: \$291,720.00

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	\$286,367.00

Subtotal of state or local funds included for this school: \$286,367.00

Total of federal, state, and/or local funds for this school: \$578,087.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	286,367.00
Title I	286,059.00
Title I Part A: Parent Involvement	5,661.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	391,733.00
2000-2999: Classified Personnel Salaries	19,942.00
4000-4999: Books And Supplies	63,131.00
5000-5999: Services And Other Operating Expenditures	84,525.00
5800: Professional/Consulting Services And Operating Expenditures	18,756.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	137,117.00
2000-2999: Classified Personnel Salaries	LCFF	17,969.00
4000-4999: Books And Supplies	LCFF	42,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	70,525.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,756.00
1000-1999: Certificated Personnel Salaries	Title I	253,059.00
4000-4999: Books And Supplies	Title I	19,000.00
5000-5999: Services And Other Operating Expenditures	Title I	14,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,557.00
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	2,131.00

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
Travis Smith		X			
Raymond Franz		X			
Yadira Milward		X			
Karilyn Dangleis		X			
Guillermo Chavez	X				
Brenda Ramirez				X	
Claudia Garcia				X	
Rachel De Guzman				X	
Irma Garcia			X		
Sophia Wagner					X
Hector Gonzalez					X
Fatima Alvarez					X
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



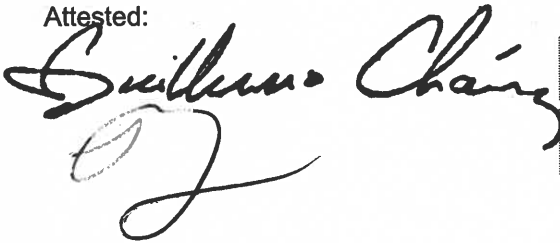
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/2/23.

Attested:



Principal, Guillermo Chavez on 5/2/23

SSC Chairperson, Rachel De Guzman on 5/2/23

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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Fund the IB Diploma Program (DP) and meet IB certification criteria.	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)	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	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.
Increase student achievement in a-g rates and college and career options	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.
Fund prep buyouts to lower class size in core classes such as Math, Science, English, World Language and Social Sciences	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.

Hire 1 Social Science Teacher	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 opportunities for all students to access AP and PSAT	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 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.	The additional supplemental materials assist teachers in offering a well rounded curriculum supporting the various needs of our students.	Not all courses have sufficient supplemental materials.	We will continue to provide additional supplies and materials to all of our teachers across the content areas.
Provide students with additional opportunities to explore college and career options	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.
Student support of a-g completion and purchasing materials to support student access and success in CCI completion	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.
Interventions and credit recovery.	We offer a variety of intervention and credit recovery opportunities for all students.	Students are invited to participate in credit recovery opportunities and interventions and we will continue to look for methods to invite and enhance participation rates.	We will be working with students to provide preparation to assist in improving their college eligibility and remediation opportunities. All students will have the opportunity to participate if they wish.
Hire 0.8 position in Math	This allowed for smaller class sizes.		We will continue to offer this position as it allows for class size reduction.

Goal #2:

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

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

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Increase parent awareness and communication	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	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.
Parent Engagement	We ensure that information is out in advance and communication is accessible for all parents / families to encourage participation in events. We are continuing to update parent supplies and required materials for all parents.	It has been difficult to get back to the levels of participation from the past, and we will continue to encourage family participation. We are continuing to update contact information and at times find it difficult.	We are continuing to fund extra duty hours to ensure we have events staffed in order to provide access to all families. We have been successful in lower chronic absenteeism and we will continue to work with families on assisting with areas of need.

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Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Classified support for attendance monitoring to facilitate and promote healthy decisions.	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	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	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.