

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	Coronado High School
Address	650 D Avenue Coronado, CA 92118
County-District-School (CDS) Code	37 68031 3731478
Principal	Shane Schmeichel
District Name	Coronado Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

Vision:

"We inspire, innovate, and create limitless opportunities to thrive."

Mission:

"Quality Education for Life"

Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

School Profile

650 D Avenue Coronado, CA 92118 Phone: (619) 522-8907 Fax: (619) 522-4053 <http://chs.coronadousd.net>

Principal: Shane Schmeichel, Assistant Principals: Tim Hopper and Catherine Burling, CoSA and CTE Director: Tiffany Bouchard, Counselors: Debbie Collins, Kristine Johnston, and Lindsay Goldman

Coronado High School (CHS) is a four-year public high school located in the island village of Coronado near downtown San Diego. CHS is the only high school in the Coronado Unified School District and has an enrollment of approximately 1,150 students. About 200 students are inter-district transfers from San Diego County schools participating in special programs. CHS is accredited by the Western Association of Schools and Colleges (WASC) through 2021.

Curriculum Coronado High School offers the following 19 Advanced Placement (AP) and 5 Honors (H) courses:

Integrated Math II H, AP US History, AP Spanish Language, Integrated Math III ,H AP Government, AP French Language, Pre-Calculus H, English 10 H, AP Computer Science, AP Computer Science Principals, AP Statistics, AP English Language, AP Music Theory, AP Calculus AB, AP English Literature, AP Psychology, AP Calculus BC, AP Biology, AP Chemistry, AP Studio Art, World History 9 H, AP Physics 2, AP World History, AP Physics 1, AP Environmental Science

Coronado School of the Arts (CoSA): CoSA is a school-within-a school on the campus of CHS. Students attend a full load of academic classes in the traditional high school setting and then spend an additional three hours a day in CoSA's conservatory style classes. CoSA students major in one of six disciplines: instrumental music, musical theater & drama, dance, theater production & design, visual arts, and digital media (graphic design, game design, animation and filmmaking).

Graduation Requirements 230 credits are required for graduation (1 semester = 5 credits) English: 40 credits; Social Studies: 30 credits; Math: 30 credits; Science: 30 credits; Health/PE: 20 credits; Visual/Performing Art or World Language or Career/Tech Ed (CTE): 10 credits; Electives: 70 credits.

Class of 2018 Colleges of Attendance:

Arizona State University* Augustana University Bakersfield College Baylor University Boston College Cal Maritime Cal Poly, San Luis Obispo* California State University, Chico California State University, Fullerton California State University, San

Marcos* Carleton College Chapman University Clemson University Colorado State University* Drexel University Duke Kunshan University Emerson College Florida Gulf Coast University Florida State University Fordham University George Washington University James Madison University King's College London Laguna College of Art and Design LA College of Music Loyola Marymount University Macalester College Mercer University Montana State University, Bozeman New York University Northwestern University Oklahoma City University Pennsylvania State University Pepperdine University Pitzer College Point Loma Nazarene University Princeton University Regis University Rensselaer Polytechnic Institute San Diego State University* San Francisco State University* San Jose State University Sonoma State University Texas A&M University Universidad Anahuac Universidad Panamericana University of Arizona University of California, Berkeley* University of California, Davis* University of California, Irvine* University of California, Los Angeles* University of California, San Diego* University of California, Santa Barbara* University of Connecticut University of Hawaii at Manoa University of La Verne University of Miami University of Notre Dame University of Oregon University of Pennsylvania University of Portland University of San Diego University of San Francisco* University of Southern California* University of Virginia Virginia Tech West Virginia University Whittier College Williams College Yale University
*Institutions to which 3 or more students have matriculated

School Statistics Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59 GPA: A four-point scale is used in computing the GPA: A=4, B=3, C=2, D=1, F=0. All subjects are included in the GPA calculation. AP courses are weighted by one point. Honors courses are not weighted, except for Pre-Calculus Honors. STUDENTS ARE NOT ASSIGNED A CLASS RANK

GPA (weighted) Breakdown for the Class of 2018

Highest GPA: 4.61

Average GPA: 3.26

60 earned 4.0+ (21%)

57 earned 3.5-3.99 (20%)

72 earned 3.0-3.49 (26%)

46 earned 2.5-2.99 (16%)

46 earned < 2.5 (16%)

SAT 205 participants:

Evidence Based Reading & Mathematics - 615 & 610 Composite Scores (respectively)

ACT 169 participants - 26.3 Composite Score

AP 140 participants - Total # of Exams 392, Scores of 3 or Higher 311 (79%)

Post-High School Placement 2018 Graduates: 301

61% Attending an in-state institution

65% Attending a four-year college/university

39% Attending an out-of-state institution:

29% Attending a two-year college

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our SSC (School Site Council) and (ILT) Islander Leadership Team (comprising department chairs and staff members) meet at a minimum of quarterly during the 18/19 school year to review the School Safety Plan, School Budget and Single Plan for Student Achievement.

The SSC members are:

Principal

4 teachers (all in year 2 of their term)

1 classified staff member (year 1 of term)

3 parents (2 parents in year 2 and 1 parent in year 1 of their term)

3 students (all in year 1 of their term)

1 alternate student

SSC with ILT meeting dates:

12/17/18

4/29/19

5/20/19

The ILT meets monthly.

Key actions and goals were updated through SSC and ILT meetings with input from staff, students, and parents.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	0.7%	0.69%	8	8	8
African American	1.8%	1.7%	1.55%	22	20	18
Asian	2.8%	3.5%	2.50%	35	42	29
Filipino	2.0%	2.2%	2.07%	24	26	24
Hispanic/Latino	18.3%	21.3%	20.86%	225	258	242
Pacific Islander	0.4%	0.6%	0.34%	5	7	4
White	71.4%	66.5%	63.53%	879	805	737
Multiple/No Response	2.6%	0.2%	2.76%	32	2	32
Total Enrollment				1,231	1,211	1160

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	304	292	272
Grade 10	322	313	289
Grade 11	307	317	285
Grade 12	298	289	311
Total Enrollment	1,231	1,211	1,160

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	5	10	13	0.4%	0.8%	1.1%
Fluent English Proficient (FEP)	119	132	137	9.7%	10.9%	11.8%
Reclassified Fluent English Proficient (RFEP)	4	3	1	80.0%	60.0%	10.0%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	306	313	277	285	299	271	282	299	270	93.1	95.5	97.8
All Grades	306	313	277	285	299	271	282	299	270	93.1	95.5	97.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2629.	2647.	2626.	35	39.46	32.59	36	37.79	34.07	20	12.71	23.70	9	10.03	9.63
All Grades	N/A	N/A	N/A	35	39.46	32.59	36	37.79	34.07	20	12.71	23.70	9	10.03	9.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	43	50.50	40.89	46	39.80	46.47	10	9.70	12.64
All Grades	43	50.50	40.89	46	39.80	46.47	10	9.70	12.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	46.82	35.32	49	40.13	46.10	14	13.04	18.59
All Grades	37	46.82	35.32	49	40.13	46.10	14	13.04	18.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	33	44.82	35.32	59	46.82	57.99	9	8.36	6.69
All Grades	33	44.82	35.32	59	46.82	57.99	9	8.36	6.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	43	47.16	38.66	46	40.47	48.33	12	12.37	13.01
All Grades	43	47.16	38.66	46	40.47	48.33	12	12.37	13.01

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	306	313	276	283	300	263	281	300	263	92.5	95.8	95.3
All Grades	306	313	276	283	300	263	281	300	263	92.5	95.8	95.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2631.	2649.	2649.	27	30.67	29.66	28	29.33	26.62	21	21.67	25.10	25	18.33	18.63
All Grades	N/A	N/A	N/A	27	30.67	29.66	28	29.33	26.62	21	21.67	25.10	25	18.33	18.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	45.00	44.87	32	30.67	28.90	28	24.33	26.24
All Grades	40	45.00	44.87	32	30.67	28.90	28	24.33	26.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	33.33	34.98	52	48.33	44.87	19	18.33	20.15
All Grades	29	33.33	34.98	52	48.33	44.87	19	18.33	20.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	32	34.00	33.84	53	54.00	52.47	14	12.00	13.69
All Grades	32	34.00	33.84	53	54.00	52.47	14	12.00	13.69

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*							*
Grade 10	*	*							*
Grade 11	*	*							*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*							*
Grade 10	*	*							*
Grade 11	*	*							*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*							*
Grade 10			*	*					*
Grade 11	*	*							*
Grade 12	*	*			*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*					*
Grade 11			*	*			*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*					*
Grade 11	*	*					*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10			*	*			*
Grade 11			*	*			*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*					*
Grade 11	*	*					*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,160	8.4%	1.1%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	1.1%
Homeless	1	0.1%
Socioeconomically Disadvantaged	98	8.4%
Students with Disabilities	102	8.8%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	1.6%
American Indian	8	0.7%
Asian	29	2.5%
Filipino	24	2.1%
Hispanic	242	20.9%
Two or More Races	66	5.7%
Pacific Islander	4	0.3%
White	737	63.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Blue</div>		

Conclusions based on this data:
1.

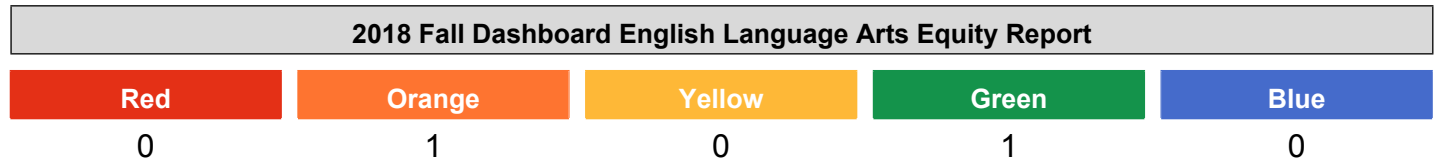
School and Student Performance Data

Academic Performance English Language Arts







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 a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 44.3 points above standard Declined -20.7 points 261 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 66.2 points above standard Increased 112.9 points 23 students	Students with Disabilities  No Performance Color 77.2 points below standard Declined -71.7 points 17 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic  Orange 14.5 points below standard Declined -61.1 points 51 students	Two or More Races  No Performance Color 52.7 points above standard 12 students	Pacific Islander  No Performance Color 0 Students	White  Green 59.9 points above standard Declined -8.6 points 173 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5 students	English Only 50.1 points above standard Declined -20.4 points 232 students
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Conclusions based on this data:

1.

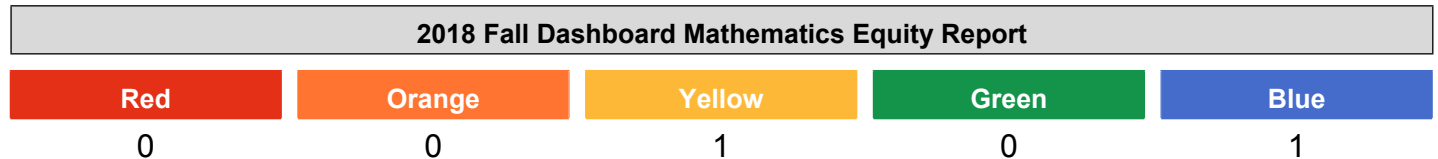
School and Student Performance Data

Academic Performance Mathematics







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 a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 23.6 points above standard Maintained 0.8 points 253 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 5.5 points below standard Increased 105.3 points 22 students	Students with Disabilities  No Performance Color 140.3 points below standard Declined -78.2 points 17 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  Yellow 38.9 points below standard Declined -44.3 points 48 students	Two or More Races  No Performance Color 48.5 points above standard 11 students	Pacific Islander  No Performance Color 0 Students	White  Blue 35.8 points above standard Increased 5.7 points 170 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4 students	English Only 32.1 points above standard Increased 6.3 points 225 students
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

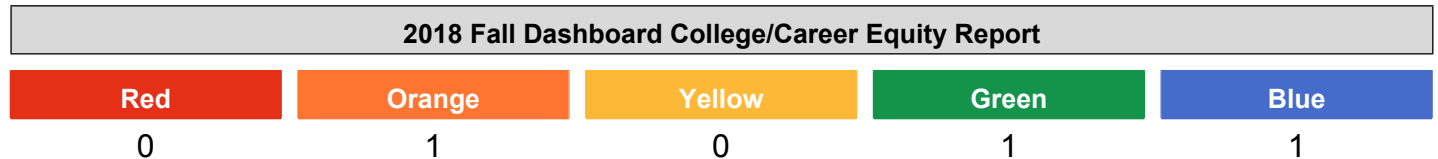
School and Student Performance Data

Academic Performance College/Career







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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Blue 70.6% prepared Increased 3.9% 310 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 50% prepared Declined -7.1% 36 students	Students with Disabilities  No Performance Color 27.6% prepared Increased 19.6% 29 students

2018 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 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 63.6% prepared Increased 8.1% 55 students	 No Performance Color 66.7% prepared 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 74% prepared Increased 5.2% 204 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
79.2% Prepared	66.8 Prepared	70.6 Prepared
12.2% Approaching Prepared	14.8 Approaching Prepared	11.3 Approaching Prepared
8.7% Not Prepared	18.5 Not Prepared	18.1 Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

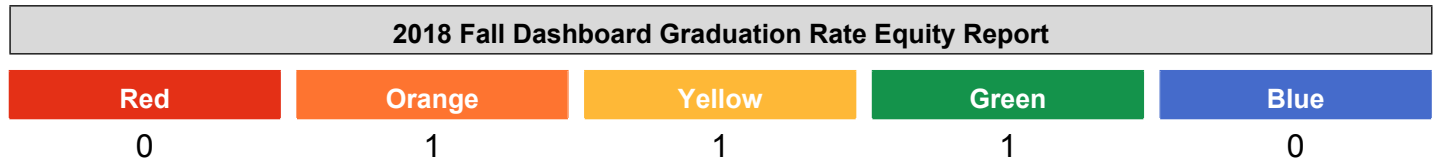
School and Student Performance Data

Academic Engagement Graduation Rate







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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 92.9% graduated Declined -2.1% 310 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 77.8% graduated Declined -19.4% 36 students	Students with Disabilities  No Performance Color 82.8% graduated Declined -1.2% 29 students

2018 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 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 90.9% graduated Maintained +0.2% 55 students	 No Performance Color 94.4% graduated 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 93.1% graduated Declined -2.1% 204 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
95% graduated	92.9% graduated

Conclusions based on this data:

1.

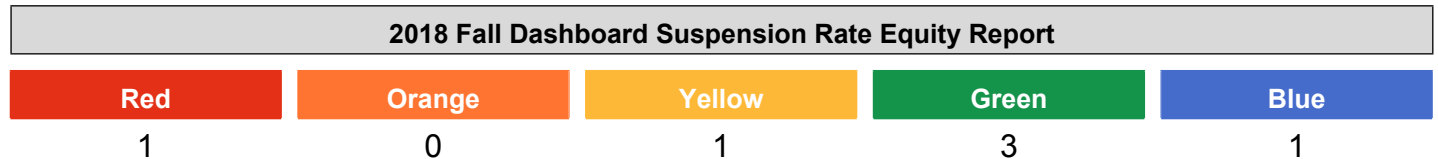
School and Student Performance Data

Conditions & Climate Suspension Rate







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 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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.4% suspended at least once Declined -1% 1205 students	English Learners  No Performance Color 14.3% suspended at least once 14 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 2 students	Socioeconomically Disadvantaged  Green 5.6% suspended at least once Declined -1.8% 125 students	Students with Disabilities  Red 11.5% suspended at least once Increased 1.7% 104 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 11.1% suspended at least once Declined -3.2% 18 students	American Indian  No Performance Color Less than 11 Students - Data 9 students	Asian  Blue 0% suspended at least once Declined -2.3% 30 students	Filipino  No Performance Color 4% suspended at least once Increased 4% 25 students
Hispanic  Yellow 4.4% suspended at least once Maintained 0.1% 251 students	Two or More Races  Green 3.8% suspended at least once Declined -2.4% 104 students	Pacific Islander  No Performance Color Less than 11 Students - Data 4 students	White  Green 4.5% suspended at least once Declined -1.5% 764 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.3% suspended at least once	5.4% suspended at least once	4.4% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Learning

Goal Statement

CHS will provide structural, programmatic, and personalized approaches to learning and assessments to best meet the academic needs and address college and career interests of all students.

LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Basis for this Goal

Students benefit from programs, courses, and content aligned with skills, interests, and goals, and opportunities for multi-year commitments to various disciplines

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increased number of students enrolled in second-and third-year courses within a program	Established site for student Personalized Pathway Plan, with 70% of students populating their PPP	50% of students will complete the Naviance career interest survey.
Enriched Career Day program with increased student attendance	Established Work Experience and Internship Programs with 20+ students enrolled	Expand the experience and internship program.
Each classroom/course provides evidence of at least one assessment which includes student choice, student design of the product, and/or student interests reflected in the product	Daily/weekly evidence of students connecting curriculum to current events/issues/Pilot year-long projects in courses	Evidence of established year-long projects in specific courses tied to student interests and relevant course/program topics
Maintenance of achievement in the "Very High" band in the "College/Career" area of State Equity Report (71% meeting or exceeding standards), with increased achievement in subgroups Socioeconomically Disadvantaged and Hispanic, and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:	Maintenance of achievement in the "Very High" band in the "College/Career" area of State Equity Report, with increased achievement in subgroups. Socioeconomically Disadvantaged and Hispanic and increase of students meeting benchmarks on PSAT in grades	70% or higher of CHS students will be consider prepared for "College/Career." Maintenance/increase of students meeting benchmarks on PSAT in grades 9-11 ELPAC assessment was administered for the first time during the 2017-18 school year. Current assessment data is baseline. We will review 18-19 assessment results when data is accessible and review progress.

Metric/Indicator	Baseline	Expected Outcome
<p>Evidence of increased implementation and development of assessments and support materials for CPM</p> <p>Maintenance of achievement in the “High” band in the “College/Career” area of State Equity Report (55% meeting or exceeding standards), with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades</p>	<p>Maintenance/increase of achievement in the “High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades</p>	<p>Maintain or increase Math CAASPP assessment score 23.6 points above the standard.</p> <p>Increase college and career readiness score from a blue to a green rating to match the white student population (green is the highest possible rating).</p>
<p>Evidence of increased implementation and development of assessments and support materials for Next Generation Science Standards</p> <p>Implement CAST Science Assessment and set baseline</p>	<p>Evidence of all major assessments aligning with Next Generation Science Standards</p> <p>Evidence of growth in achievement on CAST assessment</p>	<p>Continued implementation of Next Generation Science Standards instructional approaches and assessments</p> <p>Start the curriculum adoption process.</p> <p>Evidence of growth in achievement on CAST assessment.</p>
<p>Evidence of awareness of CA State Framework and development of goals and unit plans</p>	<p>Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments</p>	<p>CHS social studies teachers attend on-site professional development by SDCOE social sciences specialist to be supported with alignment of the CA State Framework through instructional approaches, unit plans, and assessments.</p>
<p>Plan, write and pilot a minimum of one integrated arts lessons/unit. English Language Arts standards/concepts will be integrated with the art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Submit unit outlines for advanced choir, band and yearbook. Determine feasibility of offering Fashion Design (CTE).</p>	<p>Implement arts integrated learning experiences (units) for all grade levels. English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.</p>	<p>Evaluate and add new arts integrated learning experiences at the 10th grade english classes (units) (last year we implemented with 9th grade English classes). English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.</p>
<p>Draft of ITEP</p> <p>Established calendar of PD meetings developed by teachers and administrators</p> <p>Evidence of increased relevance and effectiveness of PD time</p>	<p>Implementation and updates to ITEP</p> <p>Established calendar of PD meetings developed by teachers and administrators</p> <p>Evidence of increased relevance and effectiveness of PD time</p>	<p>CHS teachers attend district-wide professional development opportunities.</p> <p>Established calendar of PD meetings developed by teachers and administrators.</p>

Planned Strategies/Activities

Strategy/Activity 1

1.1

Documented evidence of students' personalized paths/portfolio (Naviance), including interests, goals, data

Establish Work Experience, Job Shadow and Internship programs

Examine "Learn to Learn" curriculum models

Examine intro level courses in Math and English

Determine use and effectiveness of basic credit for every department.

Determine baseline information for the percentage of students taking a 2nd and 3rd class within a pathway.

Students to be Served by this Strategy/Activity

All

Timeline

April, 2019

Person(s) Responsible

School Counselors, Work experience/Internship teacher, Success Skills teachers, Math and English Departments, Science and Social Studies Departments, and district office information systems technician.

Proposed Expenditures for this Strategy/Activity

Description

- CTE Grant
- DoDEA M3 and Arts for Learning Grant
- CSF Funds to enrich programs/electives offerings

Strategy/Activity 2

1.2

Pilot year-long project opportunities in specific courses/programs

Students to be Served by this Strategy/Activity

All

Timeline

June, 2020

Person(s) Responsible

To be determined

Proposed Expenditures for this Strategy/Activity

Description

Professional Development \$
CSF/Department Funds

Strategy/Activity 3

1.3
Add CAASPP performance task experiences in the English classrooms.

Provide a presentation to students about the importance of state assessments.

Implement a practice test day the day before each major assessment.

Demonstrate growth in achievement of Hispanic students and if growth does not occur provide additional professional development to teachers to support teaching and learning strategies that support academic and career readiness growth for Hispanic students.

Students to be Served by this Strategy/Activity

All with a focus on Hispanic students

Timeline

June, 2019

Person(s) Responsible

English teachers, test proctors

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

General Funds
DoDEA Grant

Strategy/Activity 4

1.4
Implementation of Foundations for Integrated Math

Determine the reason why Hispanic students do not score in the blue for College and Career readiness.

Students to be Served by this Strategy/Activity

Lower skilled math students and Hispanic students

Timeline

June, 2019

Person(s) Responsible

Foundations of Integrated Math teacher, school administration and school counselors

Proposed Expenditures for this Strategy/Activity

Description

General Funds
DoDEA Grant

Strategy/Activity 5

1.5
Through department meetings and curriculum writing sessions the science department will continue the implementation and development of assessments and support materials (curriculum) for Next Generation Science Standards in Biology, Chemistry, and Physics, with supports/modifications to provide access to the curriculum for all learners.

Compare pilot test results with the 2019 CAST test results.

Examine adoption of curriculum materials (text).

Standardize basic credit process.

Students to be Served by this Strategy/Activity

All

Timeline

June, 2019 and when CAST assessment results become available. Adoption of new curriculum resources date has yet to be determined.

Person(s) Responsible

Science Teachers, CHS Admin and Counselors and the , CUSD Learning Department.

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

General Funds

Strategy/Activity 6

1.6
CHS social studies teachers will attend on-site professional development by SDCOE social sciences specialist to be supported with alignment of the CA State Framework through instructional approaches, unit plans, and assessments.

Students to be Served by this Strategy/Activity

All

Timeline

June, 2020. Started meetings with SDCOE specialist in April of 2019.

Person(s) Responsible

Social Studies techers

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

General Funds

Strategy/Activity 7

1.7

Arts/CTE: Implement arts integration units at all grade levels.

Evaluate master schedule and placement to support well articulated course progressions (Pathways)

Students to be Served by this Strategy/Activity

All

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

DoDEA Grant/Arts for Learning
CTE Grant

Strategy/Activity 8

1.8

Update and maintain themes for PD and rotation weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers

CHS staff attend CUSD MTSS committee (year 1)

CHS staff attend CUSD district-wide professional development.

Students to be Served by this Strategy/Activity

All

Timeline

June, 2019 - MTSS is through June of 2021

Person(s) Responsible

CHS admin, CHS MTSS committee, and all teachers

Proposed Expenditures for this Strategy/Activity

Description

General Funds
CSF Funds

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Communication

Goal Statement

Centralize, standardize, increase consistency in the communication of progress, resources, events, emergencies.

LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

Basis for this Goal

CHS Staff and Shareholders rely on multiple sites and sources for information, provided in a variety of timelines/formats.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Updated CHS Website with streamlined guides to programs, resources, and events	Updated CHS Website with streamlined guides to programs, resources, and events	Updated CHS Website with streamlined guides to programs, resources, and events
Establishment of bulletin boards with names/faces of personnel for staff and student awareness	Updated bulletin boards with names/faces of personnel for staff and student awareness	Updated bulletin boards with names/faces of personnel for staff and student awareness
Established norms/seasonal updates of social media page and Islander This Week	Regular social media presence and broadcast of Islander This Week	
Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Established norms for Haiku use	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Evidence of increased consistency in use of Haiku and of increased awareness of progress	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Evidence of increased consistency in use of PowerSchool and of increased awareness of progress
Two practice trials of InTouch texting and emailing with response to feedback from shareholders Established protocols for emergency response/communication	Implementation of protocols for emergency communications	Evidence of successful implementation of protocols for emergency response/communication

Planned Strategies/Activities

Strategy/Activity 1

2.1

Summer of 2018 updated and streamlined the CHS website

Updated bulletin boards with staff pictures (March, 2019)

Students to be Served by this Strategy/Activity

All

Timeline

March, 2019

Person(s) Responsible

Principal, front office assistant (receptionist), principal's assistant

Proposed Expenditures for this Strategy/Activity

Description

District and Site Funds

Strategy/Activity 2

2.2

Using weekly Smore CHS Family Newsletter (sent between 4 and 5 pm on Monday's via email and a text).

ASB students make daily announcements via the intercom/speaker system.

Powerschool tips from district TRT (technology resource teacher)

Students to be Served by this Strategy/Activity

All

Timeline

through June, 2019

Person(s) Responsible

Principal, ASB Director and District TRT (technology resource teacher)

Proposed Expenditures for this Strategy/Activity

Description

District Funds

Strategy/Activity 3

2.3

Implementation of protocols for emergency communications

Students to be Served by this Strategy/Activity

All

Timeline

All year - 6 drills - through June, 2019.

Person(s) Responsible

Site emergency committee, SSC (School Site Council) and all front office admin and support staff

Proposed Expenditures for this Strategy/Activity

Description	District Funds
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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support

Goal Statement

All students feel healthy, safe, and part of a community at CHS.

LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

Basis for this Goal

Students' reports of concerns related to safety, mental health, and motivation/connections.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Evidence of piloted implementation of curriculum for Success Skills	Reduction of D/F List Increase of students achieving at standard in Integrated Math 1 Maintain or Increase graduation rate from 98.3% Implementation of formal curriculum for Success Skills course Established online curriculum	Focused placement of students in courses that align with data. Added placement of students in Foundations of Integrated Math to support a strong foundation of skills for future success in the IM track. Maintain or Increase graduation rate. Implementation of SST protocols.
Established new student orientation and support group, and evidence of programs related to campus and community concerns	Established new student orientation and support group, and evidence of programs related to campus and community concerns	Evidence of annual messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty
Reduce suspension rate from 2.5% to 2.3%	Reduce suspension rate from __% to 2.1%	Determine added supports on campus so that students will decrease choice actions that cause a suspension from school.
Decrease in tardy rate Increase in P2 (enter spring baseline data here) attendance rate	Decrease in tardy rate Increase in P2 attendance rate	Decrease in tardy rate Increase in P2 attendance rate

Planned Strategies/Activities

Strategy/Activity 1

3.1

Continue interventions in established courses (Success Skills, Math Support/Intervention, ELD, Study Skills, Credit Recovery) and developing/adapting before- and after-school supports (Homework Club) and increase use of NHS tutoring.

Implement a SST process, protocols and schedule meetings.

Examine data for placement of students in Foundations of Integrated Math

Determine placement requirements for success skills courses

Develop personalized course plans for students at risk of not graduating.

Students to be Served by this Strategy/Activity

All

Timeline

June, 2019

Person(s) Responsible

School administration, counselors, special education teachers, math teachers, and success skills teachers.

Proposed Expenditures for this Strategy/Activity

Description
DoDEA Grant TIIG funds

Strategy/Activity 2

3.2

Continue and support new student orientation and support program, and support annual messaging regarding student safety and campus culture

Connect with and support the use of the Aloha club to welcome new families

Continue and or increase impact of Students 2 Student

Consider adding Link Crew.

Students to be Served by this Strategy/Activity

All

Timeline

June, 2019

Person(s) Responsible

S2S Advisory, Registrar, PTO, Counseling Department

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

District and Site General Funds

Strategy/Activity 3

3.3

English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.

Students to be Served by this Strategy/Activity

EL/RFEP

Timeline

June, 2019

Person(s) Responsible

Success Skills teacher (ELD)

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

Increase graduation rate among subgroups, including students identifying as Hispanic, from __% to 95%

Strategy/Activity 4

3.4

Continue developing a site based MTSS structure

Continue attendance campaign (sharing the impact of missing school)

Students to be Served by this Strategy/Activity

All

Timeline

June, 2021 (MTSS) and June, 2019 (attendance campaign)

Person(s) Responsible

CHS/CUSD MTSS committee and CHS administration

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

General funds

Strategy/Activity 5

3.5

Implement attendance incentives and alternative interventions, and continue communication and awareness regarding impact and importance of attendance

Students to be Served by this Strategy/Activity

All

Timeline

June, 2019

Person(s) Responsible

CHS administration and Saturday School teachers

Proposed Expenditures for this Strategy/Activity

Description	General funds, including attendance makeup days
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Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

CHS will provide structural, programmatic, and personalized approaches to learning and assessment to best meet the academic needs and address college and career interests of all learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Increased number of students enrolled in second-and third-year courses within a program</p> <p>Enriched Career Day program with increased student attendance</p>	<p>Established site for student Personalized Pathway Plan, with 70% of students populating their PPP</p> <p>Established Work Experience and Internship Programs with 20+ students enrolled</p>	<p>50% of students will complete the Naviance career interest survey.</p> <p>Expand the work experience and internship program.</p>
<p>Each classroom/course provides evidence of at least one assessment which includes student choice, student design of the product, and/or student interests reflected in the product</p>	<p>Daily/weekly evidence of students connecting curriculum to current events/issues/Pilot year-long projects in courses</p>	<p>Evidence of established year-long projects in specific courses tied to student interests and relevant course/program topics</p>
<p>Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report (71% meeting or exceeding standards), with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades 9: 10: 11:</p>	<p>Maintenance of achievement in the “Very High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades</p>	<p>70% or higher of CHS students will be consider prepared for “College/Career.”</p> <p>Maintenance/increase of students meeting benchmarks on PSAT in grades 9-11</p> <p>ELPAC assessment was administered for the first time during the 2017-18 school year. Current assessment data is baseline. We will review 18-19 assessment results when data is accessible and review progress.</p>
<p>Evidence of increased implementation and development of assessments and support materials for CPM</p> <p>Maintenance of achievement in the “High” band in the “College/Career” area of State Equity Report (55% meeting or exceeding standards), with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades</p>	<p>Maintenance/increase of achievement in the “High” band in the “College/Career” area of State Equity Report, with increased achievement in subgroups (....), and increase of students meeting benchmarks on PSAT in grades</p>	<p>Maintain or increase Math CAASPP assessment score 23.6 points above the standard.</p> <p>Increase college and career readiness score from a blue to a green rating to match the white student population (green is the highest possible rating).</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Evidence of increased implementation and development of assessments and support materials for Next Generation Science Standards</p> <p>Implement CAST Science Assessment and set baseline</p>	<p>Evidence of all major assessments aligning with Next Generation Science Standards</p> <p>Evidence of growth in achievement on CAST assessment</p>	<p>Continued implementation of Next Generation Science Standards instructional approaches and assessments</p> <p>Start the curriculum adoption process.</p> <p>Evidence of growth in achievement on CAST assessment.</p>
<p>Evidence of awareness of CA State Framework and development of goals and unit plans</p>	<p>Evidence of increased alignment with CA State Framework through development of instructional approaches, unit plans, and assessments</p>	<p>CHS social studies teachers attend on-site professional development by SDCOE social sciences specialist to be supported with alignment of the CA State Framework through instructional approaches, unit plans, and assessments.</p>
<p>Plan, write and pilot a minimum of one integrated arts lessons/unit. English Language Arts standards/concepts will be integrated with the art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Submit unit outlines for advanced choir, band and yearbook. Determine feasibility of offering Fashion Design (CTE).</p>	<p>Implement arts integrated learning experiences (units) for all grade levels. English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.</p>	<p>Evaluate and add new arts integrated learning experiences at the 10th grade English classes (units) (last year we implemented with 9th grade English classes). English Language Arts standards/concepts will be integrated with the five art disciplines (Dance, Theater, Music, Visual Art and Literary Art) using the National Core Arts Standards.</p> <p>Determine additional Pathway sequences based on student interest and industry need. Determine feasibility of additional course offering to the CHS master schedule.</p>
<p>Draft of ITEP</p> <p>Established calendar of PD meetings developed by teachers and administrators</p> <p>Evidence of increased relevance and effectiveness of PD time</p>	<p>Implementation and updates to ITEP</p> <p>Established calendar of PD meetings developed by teachers and administrators</p> <p>Evidence of increased relevance and effectiveness of PD time</p>	<p>CHS teachers attend district-wide professional development opportunities.</p> <p>Established calendar of PD meetings developed by teachers and administrators.</p>

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>1.1 Documented evidence of students' personalized paths/portfolio (Naviance), including interests, goals, data</p> <p>Establish Work Experience, Job Shadow and Internship programs</p> <p>Examine "Learn to Learn" curriculum models</p> <p>Examine intro level courses in Math and English</p> <p>Determine use and effectiveness of basic credit for every department.</p> <p>Determine baseline information for the percentage of students taking a 2nd and 3rd class within a pathway.</p>	<p>50% of students completed the Naviance career interest survey on a late start Thursday in February, 2020.</p> <p>The work experience program (paid positions) was opened up to internship students (unpaid positions). Sports medicine continued to offer an internship at Sharp Coronado Hospital. CoSA Digital Arts continued a job shadow program for all year 3 students and added an internship requirement for all year 4 students.</p> <p>CHS has not examined new Learn to Learn curriculum models. CUSD is finding success using Achieve 3000 and that learning program at CHS may be expanded for the 19/20 school year.</p> <p>Foundations of Integrated Math was added as a course opportunity in the Math Department. Growth in MAP scores are showing that this learning environment and experience is beneficial to the students with the lowest knowledge of skills and assessment results in Math concepts.</p> <p>No additional English course has been added.</p> <p>Departments have standardized how basic credit is facilitated by the teacher. CHS has less than 20 students per year</p>	<ul style="list-style-type: none"> • CTE Grant • DoDEA M3 and Arts for Learning Grant • CSF Funds to enrich programs/electives offerings 	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>accessing basic credit on the main campus (Palm program courses are all basic credit).</p> <p>A bell and term committee was convened to determine if a possible new bell schedule will be developed, possibly expanding the number of opportunities a student has to take a 2nd or 3rd year (or more) in various pathways.</p>		
1.2 Pilot year-long project opportunities in specific courses/programs	This activity has not been planned or implemented. This activity does not have a planned roll out date on the calendar.	Professional Development \$ CSF/Department Funds	
1.3 Add CAASPP performance task experiences in the English classrooms.	62% of the current junior class met the benchmark for PSAT math. As sophomores, that same cohort also scored a 62% of students meeting the math benchmark. The data has maintained, but not increased in percentage of students meeting the benchmark.	General Funds DoDEA Grant	
Provide a presentation to students about the importance of state assessments.			
Implement a practice test day the day before each major assessment.	83% of the current junior class met the benchmark for PSAT ELA. As sophomores, that same cohort scored an 84% meeting the benchmark. The cohort decreased by 1%.		
Demonstrate growth in achievement of Hispanic students and if growth does not occur provide additional professional development to teachers to support teaching and learning strategies that support academic and career readiness growth for Hispanic students.	Designed and implemented CAASPP ELA performance task lessons and assessments across the whole department.		
	Produced and delivered a testing power point presentation.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	<p>Scheduled practice test days.</p> <p>Review assessment results of Hispanic students and make a plan to support (if needed).</p>		
<p>1.4 Implementation of Foundations for Integrated Math</p> <p>Determine the reason why Hispanic students do not score in the blue for College and Career readiness.</p>	<p>Implemented Foundations of Integrated Math.</p> <p>Will review 2018-19 CDE Dashboard data when it becomes available.</p>	General Funds DoDEA Grant	
<p>1.5 Through department meetings and curriculum writing sessions the science department will continue the implementation and development of assessments and support materials (curriculum) for Next Generation Science Standards in Biology, Chemistry, and Physics, with supports/modifications to provide access to the curriculum for all learners.</p> <p>Compare pilot test results with the 2019 CAST test results.</p> <p>Examine adoption of curriculum materials (text).</p> <p>Standardize basic credit process.</p>	<p>The science department has added common NGSS lessons and assessment questions. The current freshman and sophomores receive 100% NGSS experiences (aligned with new standards). The adoption of new NGSS curriculum materials will help support teacher implementation aligned to standards.</p> <p>Review CAST assessment results.</p> <p>Determine curriculum materials for the CUSD adoption.</p> <p>Teachers met to determine how to reduce the rigor and work load of the different science classes to standardize how a student can receive basic credit in a science course.</p>	General Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1.6 CHS social studies teachers will attend on-site professional development by SDCOE social sciences specialist to be supported with alignment of the CA State Framework through instructional approaches, unit plans, and assessments.	Social Studies teachers started meeting with SDCOE specialist in April, 2019. The teachers have also added common writing assessments that better align with the new frameworks, standards, AP process and common core expectations.	General Funds	
1.7 Arts/CTE: Implement arts integration units at all grade levels. Evaluate master schedule and placement to support well articulated course progressions (Pathways)	Designed, and implemented arts integrated units with a professional teaching artist (co-teach model) in 10th grade English classes. Continue to play to offer some elective courses every other year to support full pathway opportunities within the budget of the school.	DoDEA Grant/Arts for Learning CTE Grant	
1.8 Update and maintain themes for PD and rotation weekly professional development approaches/themes to support instructional needs of the site/students, departments/programs, and individual teachers CHS staff attend CUSD MTSS committee (year 1) CHS staff attend CUSD district-wide professional development.	Once a month teachers attended choice based learning groups. They could choose from: Literacy Strategies, Curriculum and Assessment Writing, PowerSchool Tips and other use of educational technology, Mindset and Mental Health, and Classroom Protocols and Management. CHS has fully participated in year 1 of the CUSD MTSS committee. A few staff members have attended additional training during the school day (1/2 day) at the district office related to best practices as	General Funds CSF Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	determined by CUSD department of learning.		

Analysis

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

Finding time to deliver and produce personalized pathway plans for each student is complex.

CHS has opened up transcript credit for all CHS students if they completed internship or work experience hours.

CHS has added in additional learning opportunities, testing practice and structures to better prepare them for the CAASPP ELA and Math assessments.

Science teaches have worked hard to provide NGSS aligned teaching and learning experiences for our students.

The CUSD Arts for Learning TOSA has worked with professional teaching artists and CHS 9th and 10th grade English teachers to design and co-teach an arts integrated unit.

Our current structure of professional development seems to provide both standardized experiences and opportunities for personalized learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

More students are using Naviance as a tool to provide guidance and information related to college and career possibilities (personalized pathway plan).

We still need to market and enroll more students in the internship and work experience course.

CHS students fall in green and blue rating on the CA CDE Dashboard. The combination of our AP classes and assessment results, CAASPP results and CTE pathways completion prepare our students to be ready for college and career.

The addition of NGSS curriculum materials will support a stronger alignment with NGSS standards.

Social Sciences teachers are at the beginning stages of understanding the new frameworks and how those will change instruction and learning in their classrooms.

The additional of professional teaching artists co-teaching with English teachers is a powerful experience for our students. The challenge is adding a new unit to an already busy instructional year.

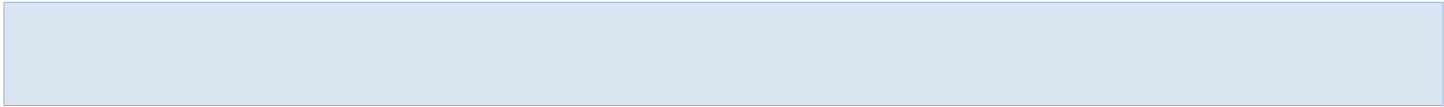
Lack of time seems to be a continuous issue for implementation of professional development.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

We do not know the trajectory for the possibility of campus wide, year-long projects. This goal is on hold until we review our bell and term schedule as any changes with the schedule may better allow us to add year-long projects to the experiences CHS students have in more areas on this campus (some electives currently offer large and/or year long projects - those were developed through the CTE curriculum adoption).



Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Centralize, standardize, increase consistency in the communication of progress, resources, events, emergencies.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Updated CHS Website with streamlined guides to programs, resources, and events	Updated CHS Website with streamlined guides to programs, resources, and events	Updated CHS Website with streamlined guides to programs, resources, and events
Establishment of bulletin boards with names/faces of personnel for staff and student awareness	Updated bulletin boards with names/faces of personnel for staff and student awareness	Updated bulletin boards with names/faces of personnel for staff and student awareness
Established norms/seasonal updates of social media page and Islander This Week	Regular social media presence and broadcast of Islander This Week	
Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Established norms for Haiku use	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Evidence of increased consistency in use of Haiku and of increased awareness of progress	Evidence of weekly/biweekly Family Emails Maintenance of daily student announcements Evidence of increased consistency in use of PowerSchool and of increased awareness of progress
Two practice trials of InTouch texting and emailing with response to feedback from shareholders Established protocols for emergency response/communication	Implementation of protocols for emergency communications	Evidence of successful implementation of protocols for emergency response/communication

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2.1 Summer of 2018 updated and streamlined the CHS website	The CHS website was cleaned up. There are now less pages, more updated information and organization to make it more user friendly.	District and Site Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Updated bulletin boards with staff pictures (March, 2019)	CHS staff picture bulletin board was updated in March, 2019.		
2.2 Using weekly Smore CHS Family Newsletter (sent between 4 and 5 pm on Monday's via email and a text). ASB students make daily announcements via the intercom/speaker system. Powerschool tips from district TRT (technology resource teacher)	Weekly use of Smore newsletter has been added to help streamline access to important information. ASB students keep their peers up to date with daily announcements. District TRT sends weekly bits of information to support effective use of PowerSchool.	District Funds	
2.3 Implementation of protocols for emergency communications	CHS added more emergency drills at various times of the day to be able to be better prepared in case of a real emergency.	District Funds	

Analysis

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

Communication has become more streamlined, in a format that is easy to view via email or device and sent on a regular basis (weekly).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The added drills have shown effective as both students and staff better know the procedures as written in the CHS emergency plan (as evidenced by a shelter in place drill followed by break and a fire alarm pull).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

CHS needs additional streamlining of information (less messages using intouch. Under guidance of the district communication goal, CHS will continue to streamline information.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

All students feel healthy, safe, and part of a community at CHS.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reduction of D/F List from: Increase of students achieving at standard in Integrated Math 1... Maintain or Increase graduation rate from 98.3% Evidence of piloted implementation of curriculum for Success Skills	Reduction of D/F List Increase of students achieving at standard in Integrated Math 1 Maintain or Increase graduation rate from 98.3% Implementation of formal curriculum for Success Skills course Established online curriculum	Focused placement of students in courses that align with data. Added placement of students in Foundations of Integrated Math to support a strong foundation of skills for future success in the IM track. Maintain or Increase graduation rate. Implementation of SST protocols.
Established new student orientation and support group, and evidence of programs related to campus and community concerns	Established new student orientation and support group, and evidence of programs related to campus and community concerns	Evidence of annual messaging on topics: mental health/suicide, driving, relationships, drugs/alcohol, bullying/race/identity, digital citizenship, academic honesty
Reduce suspension rate from 2.5% to 2.3%	Reduce suspension rate from ___% to 2.1%	Determine added supports on campus so that students will decrease choice actions that cause a suspension from school.
Decrease in tardy rate Increase in P2 (enter spring baseline data here) attendance rate	Decrease in tardy rate Increase in P2 attendance rate	Decrease in tardy rate Increase in P2 attendance rate

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3.1 Continue interventions in established courses (Success Skills, Math Support/Intervention, ELD, Study Skills, Credit Recovery) and developing/adapting before- and after-school	In Spring of 2018 CHS initiated a student placement process. The different CHS stakeholders (teachers, admin, counselors) made recommendations based of off data.	DoDEA Grant TIIG funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>supports (Homework Club) and increase use of NHS tutoring.</p> <p>Implement a SST process, protocols and schedule meetings.</p> <p>Examine data for placement of students in Foundations of Integrated Math</p> <p>Determine placement requirements for success skills courses</p> <p>Develop personalized course plans for students at risk of not graduating.</p>	<p>All counselors and administrators now host SST meetings as part of the regular process to support students that are struggling.</p> <p>Freshman students in Foundations made a 16% growth in MAP scores from fall testing to winter testing during the 2018-19 school year. If growth continues at this rate, students that were not at grade level will be at or close to grade level skills to be successful when they enter IM1.</p> <p>All counselors developed a graduation plan for any senior that is at risk of not graduating. A family meeting was called and/or a letter was sent home showing the personalized plan (requirements to complete) to graduate.</p> <p>Monday morning (weekly) MED (Medical & Emotional Discussion) meetings with all CHS support staff were initiated.</p>		
<p>3.2 Continue and support new student orientation and support program, and support annual messaging regarding student safety and campus culture</p> <p>Connect with and support the use of the Aloha club to welcome new families</p> <p>Continue and or increase impact of Students 2 Student</p>	<p>A counselor and one other staff member will be attending a Link Crew training in June, 2019.</p> <p>All new students get a campus tour by a S2S club member with similar interests. The S2S mentor eats lunch with the new student the first week. S2S held 4 pizza lunch social events for new students. S2S also hosts social gatherings on the base and in the community of Coronado.</p>	District and Site General Funds	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Consider adding Link Crew.			
3.3 English Learners and Reclassified Fluent English Proficient students will improve reading, writing, speaking, and listening skills in English in order to be college and career ready.	ELPAC assessment was administered for the first time during the 2017-18 school year. Current assessment data is baseline. We will review 18-19 assessment results when data is accessible and review progress.	Increase graduation rate among subgroups, including students identifying as Hispanic, from ___% to 95%	
3.4 Continue developing a site based MTSS structure Continue attendance campaign (sharing the impact of missing school)	CHS MTSS committee attended 7 meetings this year and presented to staff at least two times. CHS family newsletter includes articles on the importance of attendance. Letters are sent home from the district office for students that have reached certain attendance absence limits. Monthly emails have been sent reminding parents to check student grades and attendance.	General funds	
3.5 Implement attendance incentives and alternative interventions, and continue communication and awareness regarding impact and importance of attendance	All math classes offered a 4 hour Saturday study session.	General funds, including attendance makeup days	

Analysis

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

Data driven student placement helps support achievement (growth). As a small high school we do not always offer enough options, but with accurate placement we can better meet the needs of more of our students. With a continued focus on data driven class selection/placement, we hope to see a decrease in the D and F list.

An SST process was adopted and initiated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All math classes offered a 4 hour Saturday study session. It had the highest amount of Saturday school attendance for any single event in recent history of CHS.

The MED team is better able to align support to better meet the needs of more students and with a more diverse input on possible solutions to the issues.

The SST process has helped the team better support student needs and find solutions before they progress to a higher level (504, IEP, or at risk of not graduating).

Attendance has improved, but not to match the level of effort (strategies) that were put in place to communicate the importance of attendance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

The D and F list is still very long. CHS will review this list and determine a possible addition of success skills (learn to learn) curriculum.

The CHS MTSS committee will determine the next steps to role out system wide structures to support students.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
General Fund	\$186,144.28	186,144.28

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:

Shane Schmeichel School Principal

Grace Kim Classroom Teachers

Nancy McRae Other School Staff

Jennifer Shoemaker Parent or Community Members

Lauren White Secondary Students

Name of Members	Role
Sean Castillo	Classroom Teacher
Amanda Vanasse	Classroom Teacher
Robin Nixon	Classroom Teacher
Nicole Palmer	Parent or Community Member
Edyth McCormack	Parent or Community Member
Abby Allen	Secondary Student
Jake Hacker	Secondary Student
Jet Hannus	Secondary Student
Jaxon Alpert	Secondary Student

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.