



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Conejo Valley High School	56737595630108	08/21/2024	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Conejo Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program N/A
---------------------------

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- Plan Description ..... 4
- Educational Partner Involvement ..... 4
- Comprehensive Needs Assessment Components ..... 4
  - California School Dashboard (Dashboard) Indicators ..... 4
  - Other Needs ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 9
  - ELPAC Results ..... 13
  - California School Dashboard ..... 16
  - Overall Performance ..... 18
- Goals, Strategies, & Proposed Expenditures..... 33
  - Goal 1..... 33
  - Goal 2..... 41
  - Goal 3..... 47
  - Goal 4..... 51
  - Goal 5..... 55
- Budget Summary ..... 60
  - Budget Summary ..... 60
  - Other Federal, State, and Local Funds ..... 60
- Budgeted Funds and Expenditures in this Plan ..... 61
  - Funds Budgeted to the School by Funding Source..... 61
  - Expenditures by Funding Source ..... 61
  - Expenditures by Budget Reference ..... 61
  - Expenditures by Budget Reference and Funding Source ..... 62
  - Expenditures by Goal ..... 62
- School Site Council Membership ..... 64
- Advisory Council Recommendations ..... 65
- Instructions..... 66
- Appendix A: Plan Requirements ..... 73
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 76
- Appendix C: Select State and Federal Programs ..... 79

# Plan Description

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

This plan is being used by Conejo Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

N/A

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22, 2022-23, and 2023-24 CAASPP data as an important reference, and they will also include local data from the 2023-24 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

## Educational Partner Involvement

How, when, and with whom did Conejo Valley High 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

Progress toward SPSA 2023-24 goals, relevant student data, LCAP alignment and goals for 2024-25 were reviewed and discussed with the School Site Council on March 20, April 17, May 15, and August 28, 2024. Goals for 24-25 were reviewed and the initial draft of the SPSA was presented, discussed and approved at the SSC on August 28, 2024. Additionally, the faculty dedicated Common Planning Time to evaluate data and to discussion of potential revision and updates to our goals and actions. Faculty, Department and Leadership Team meetings held in April, May and August 2024 also dedicated time for the same purpose.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2023 Dashboard indicates that the CVHS Suspension Rate was 9.4%, an increase of 3.1% (red). The four year cohort Graduation Rate was 81.4%, a decline of 8.4% (orange). College and Career Readiness was 2.9% ("very low.")

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Dashboard indicators are consistent among student groups. No indicators are two or more performance levels below the "all student" performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CVUSD data indicates that CVHS chronic absenteeism was 55.84% in 2023-24, an increase of 5.34% over 2022-23. Our overall daily attendance rate in 2023-24 was 82%, a decrease of 7% from 2022-23.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Conejo Valley High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.33%	2.52%	1.22%	1	3	1
Asian	%	2.52%	%	0	3	
Filipino	%	0%	%	0	0	
Hispanic/Latino	68.00%	67.23%	64.63%	51	80	53
Pacific Islander	1.33%	0%	%	1	0	
White	26.67%	26.89%	32.93%	20	32	27
Multiple/No Response	2.67%	0.84%	1.22%	2	1	1
<b>Total Enrollment</b>				75	119	82

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	8		
Grade 10	27	1	
Grade 11	24	48	25
Grade 12	16	70	57
<b>Total Enrollment</b>	75	119	82

#### Conclusions based on this data:

1. Enrollment percentages by subgroup have remained consistent for the past three years. CVHS has a significantly higher percentage of Hispanic/Latino students than the overall district enrollment percentage at the high school level.
2. Grade level discrepancy between the 2021-22 schoolyear and the subsequent two years is primarily due to the change in practice of identifying student grade level by the amount of credits earned. CVHS student grade level is now determined by number of years in high school.
3. CVHS enrollment increased in 2022-23 as a result of the minimum California state graduation requirements established due to the impact of COVID 19 being eliminated. However, in 2023-24 enrollment decreased due to a decline in district enrollment and on-line credit recovery opportunities offered by the home school which resulted in fewer referrals to CVHS.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	6	12	10	4.2%	8.0%	12.2%
Fluent English Proficient (FEP)	35	54	37	49.0%	46.7%	45.1%
Reclassified Fluent English Proficient (RFEP)				50.0%		

### Conclusions based on this data:

1. CVHS Fluent English Proficient (FEP) enrollment percentage has slowly declined over the past three school years.
2. The CVHS EL enrollment percentage has increased over the past three years.
3. No students have been reclassified while enrolled at Conejo Valley since 2021-22.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	50	64	82	43	63	53	43	63	53	86.0	98.4	64.6
All Grades	50	64	82	43	63	53	43	63	53	86.0	98.4	64.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2496.	2426.	2456	2.33	1.59	1.9	13.95	6.35	9.4	30.23	11.11	20.8	53.49	80.95	67.9
All Grades	N/A	N/A	N/A	2.33	1.59	1.9	13.95	6.35	9.4	30.23	11.11	20.8	53.49	80.95	67.9

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.95	4.76		53.49	46.03		32.56	49.21	
All Grades	13.95	4.76		53.49	46.03		32.56	49.21	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.33	1.59		37.21	11.11		60.47	87.30	
All Grades	2.33	1.59		37.21	11.11		60.47	87.30	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.65	0.00		81.40	63.49		13.95	36.51	
All Grades	4.65	0.00		81.40	63.49		13.95	36.51	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.65	1.59		74.42	44.44		20.93	53.97	
All Grades	4.65	1.59		74.42	44.44		20.93	53.97	

**Conclusions based on this data:**

1. Our percentage of students tested decreased by over 30 percentage points from the previous year.
2. ELA performance on testing and in the classroom continues to be an area of concern for CVHS. In 2022-23 80% of our students tested at level 1. Only 11.3% of CVHS students met or exceeded the ELA proficiency levels in 23-24.
3. The Average Scale Score dropped by 67 points compared to 2021-22..

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	50	64	82	43	63	54	43	63	54	86.0	98.4	65.9
All Grades	50	64	82	43	63	54	43	63	54	86.0	98.4	65.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2435.	2401.	2430	0.00	0.00	0.00	0.00	0.00	1.9	13.95	7.94	9.3	86.05	92.06	88.9
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	1.9	13.95	7.94	9.3	86.05	92.06	88.9

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00		13.95	12.70		86.05	87.30	
All Grades	0.00	0.00		13.95	12.70		86.05	87.30	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00		48.84	36.51		51.16	63.49	
All Grades	0.00	0.00		48.84	36.51		51.16	63.49	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00		51.16	50.79		48.84	49.21	
All Grades	0.00	0.00		51.16	50.79		48.84	49.21	

**Conclusions based on this data:**

1. The percentage of students tested 2022-23 increased by 10 percentage points from the previous year.
2. Only 1.9% of students met the math proficiency standards in 23-24.
3. The number of students tested in 2023-24 decreased significantly by over 30% from the previous year.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	4	
11		*	*		*	*		*	*		*	7
12	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										4	9	12

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	8.33	*	*	33.33	*	*	41.67	*	*	16.67	*	*	12

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	8.33	*	*	66.67	*	*	25.00	*	*	0.00	*	*	12

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	83.33	*	*	16.67	*	*	0.00	*	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	58.33	*	*	41.67	*	*	12

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12

**Conclusions based on this data:**

1. No Summative ELPAC data was provided by the state for 2020-21 or 2021-22 as CVHS did not have the necessary number of EL or RFEP to provide statistically relevant data.
2. The seven students tested in ELPAC in 2022-23 had an Average Scaled Score of 1554.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>119</b>	<b>58.8</b>	<b>10.1</b>	
Total Number of Students enrolled in Conejo Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	10.1
Foster Youth		
Homeless	15	12.6
Socioeconomically Disadvantaged	70	58.8
Students with Disabilities	26	21.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.5
Asian	3	2.5
Hispanic	80	67.2
Two or More Races	1	0.8
White	32	26.9

### Conclusions based on this data:

1. The CVHS enrollment for socioeconomically disadvantaged students reported in 2022-23 remains disproportionate to the overall CVUSD enrollment percentage of socioeconomically disadvantaged students.
2. In 2021-22 Students with disabilities represented 20% of our student population. In 22-23 our students with disabilities increased slightly to 21.8%



- 
- 
3. Our Hispanic population remains our majority enrollment by ethnicity.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>College/Career</b></p> <p>Very Low</p>	<p><b>Graduation Rate</b></p> <p>Orange</p>	<p><b>Suspension Rate</b></p> <p>Red</p>
	<p><b>Chronic Absenteeism</b></p> <p>No Performance Color</p>	

### Conclusions based on this data:

1. College and career readiness dashboard data reflects that 2.9% were determined as prepared based on state indicators.
2. The 2023 Dashboard reports our graduation rate to be 81.4% which is an 8.4% decline from 2022.
3. The 2023 suspension rate was 9.4%, an increase of 3.1% over the previous year.



# School and Student Performance Data

## Academic Performance English Language Arts

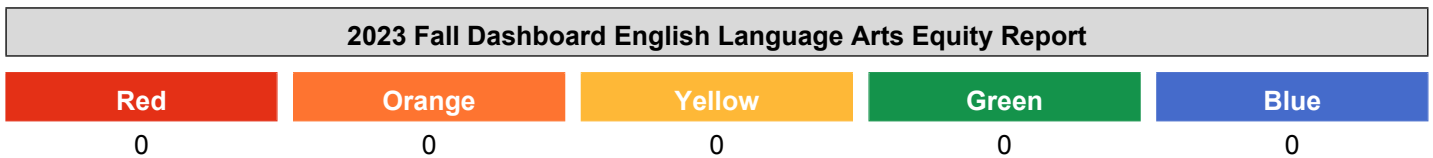
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b> 158.5 points below standard Decreased Significantly -43 points 44 Students	<b>English Learners</b> Less than 11 Students 7 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b> 169.5 points below standard Decreased Significantly -50.7 points 24 Students	<b>Students with Disabilities</b> Less than 11 Students 8 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
146.8 points below standard Decreased Significantly -29 points 27 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	181.9 points below standard 14 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  2 Students	Less than 11 Students  5 Students	150.7 points below standard 19 Students

**Conclusions based on this data:**

1. Dashboard ELA Performance levels were not reported. However, in the 3 demographics that provide performance against the standard there is a consistent but substandard performance level.
2. Several of our subgroups did not have a sufficient number of scores to be considered statistically relevant.

# School and Student Performance Data

## Academic Performance Mathematics

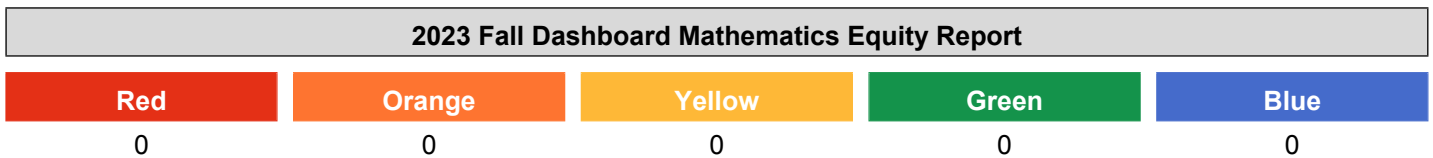
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b> 230.4 points below standard Decreased Significantly -27.4 points 44 Students	<b>English Learners</b> Less than 11 Students 7 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b> 234.4 points below standard Decreased Significantly -22 points 24 Students	<b>Students with Disabilities</b> Less than 11 Students 8 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
219 points below standard Decreased Significantly - 20.6 points 27 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	250.4 points below standard 14 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  2 Students	Less than 11 Students  5 Students	244.3 points below standard 19 Students

**Conclusions based on this data:**

1. Dashboard Mathematics Performance levels were not reported. However, in the 3 demographics that provide performance against the standard there is a consistent but substandard performance level.
2. Several of our subgroups did not have a sufficient number of scores to be considered statistically relevant.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level

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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
--------------------------	--	-------------------------	------------------------------------

#### Conclusions based on this data:

1. CVHS English Learner academic performance levels were not provided by the state for 2023.



# School and Student Performance Data

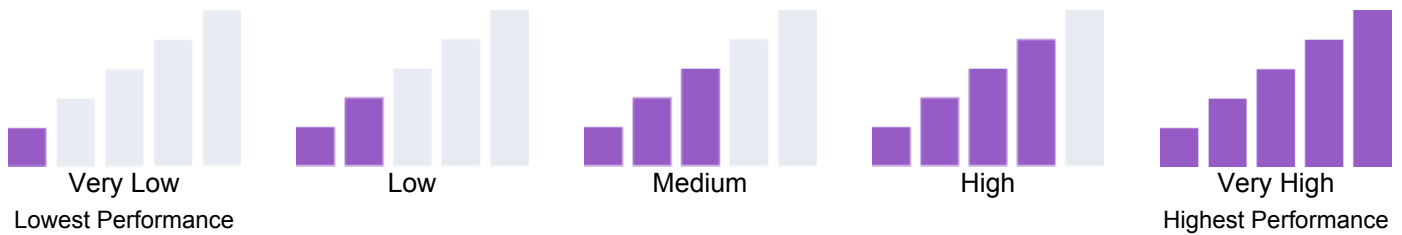
## Academic Performance College/Career Report

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

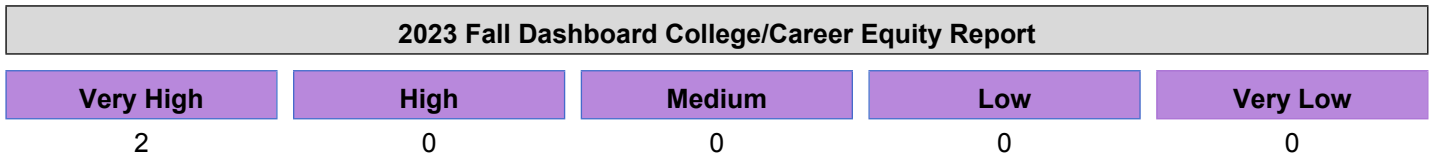
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

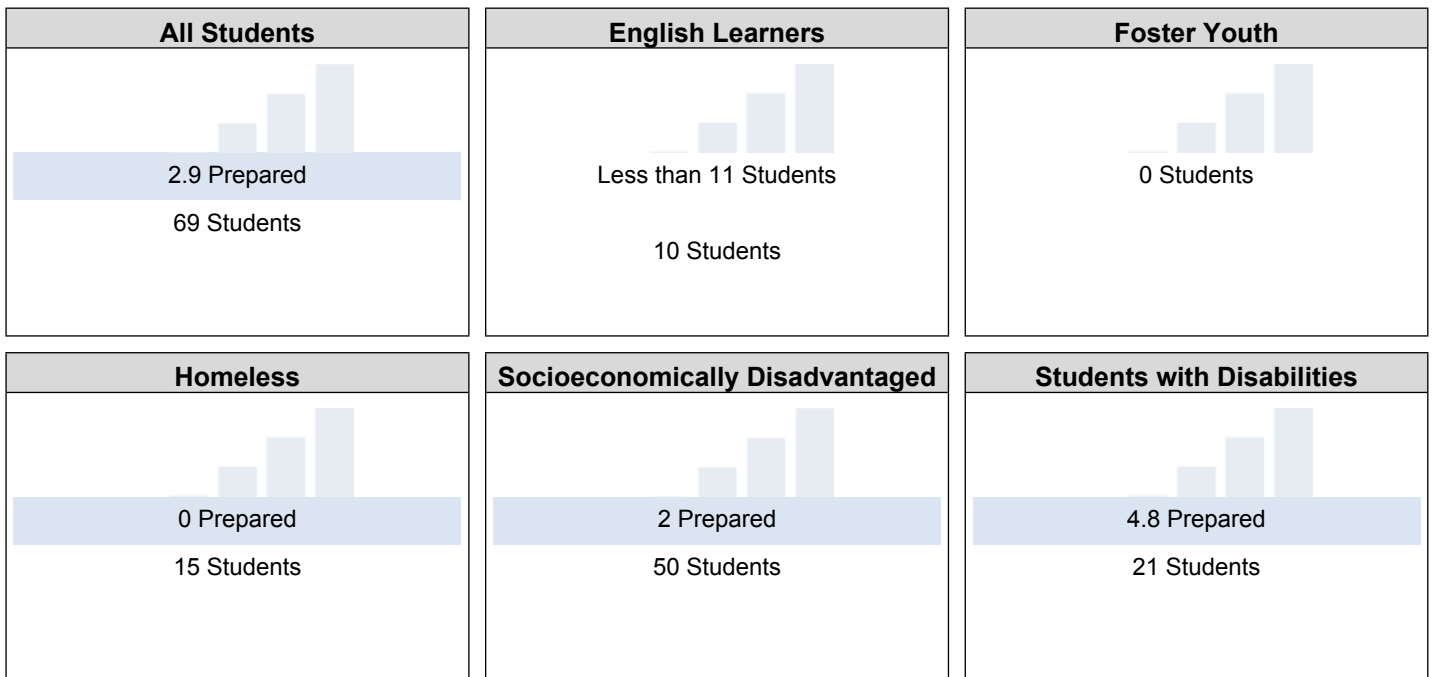


This section provides number of student groups in each level.

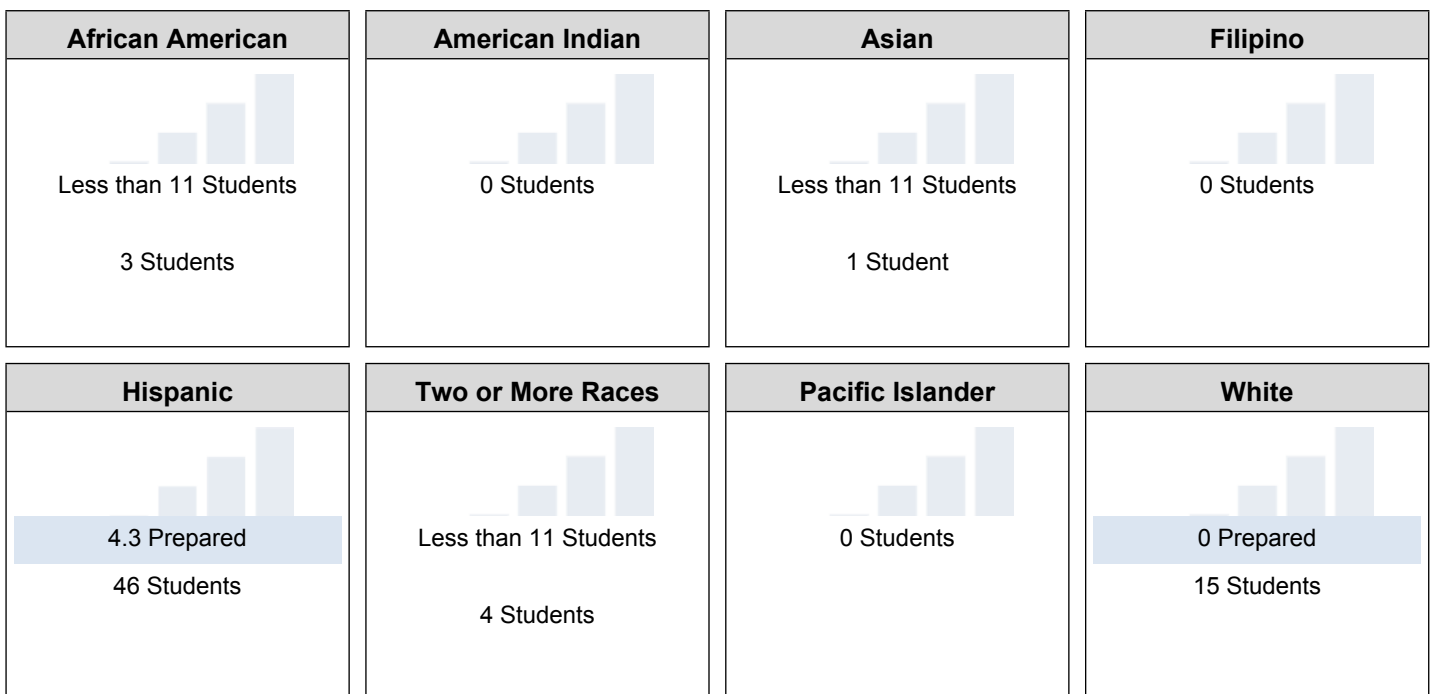


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. The 2023 California Dashboard reflects that 2.9% of CVHS students were prepared for College and Career.
2. Out of 50 students listed as Socio-economically disadvantaged, only 2 of them have met the college and career readiness criteria.
3. The 2023 California Dashboard reflects that 4.3% of our Hispanic students were prepared for College and Career.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  No Performance Color 0 Students	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 0 Students	<b>Students with Disabilities</b>  No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. Chronic Absenteeism data was not provided with the dashboard results.
2. Local data for 2023-24 indicates that chronic absenteeism at CVHS is relatively high when compared with other CVUSD schools.

# School and Student Performance Data

## Academic Engagement Graduation Rate

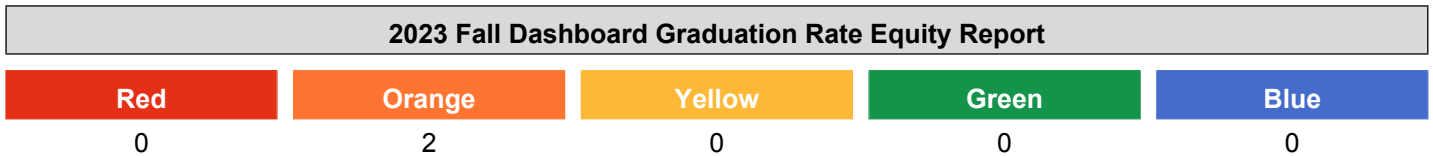
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 81.4% graduated Decreased Significantly -8.4 70 Students	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> <p>93.3% graduated 15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 86.3% graduated Decreased -2.9 51 Students	<p><b>Students with Disabilities</b></p> <p>63.6% graduated Decreased Significantly -28 22 Students</p>

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">87.2% graduated</p> <p align="center">Decreased Significantly -9.7</p> <p align="center">47 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">66.7% graduated</p> <p align="center">Decreased Significantly - 13.3</p> <p align="center">15 Students</p>

**Conclusions based on this data:**

1. CVHS 2023 Dashboard Graduation Rate data was available for "All Students," "Socioeconomically Disadvantaged," and "Hispanic."
2. Our Hispanic graduation rate was significantly higher than our overall graduation rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

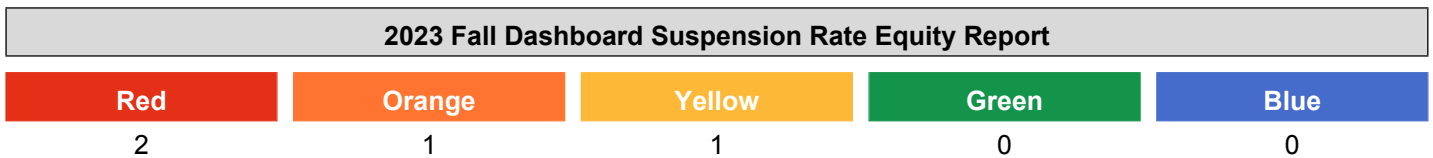
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 9.4% suspended at least one day Increased Significantly 3.1 160 Students	<b>English Learners</b> 11.1% suspended at least one day Increased 11.1 18 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 2.9% suspended at least one day Increased 2.9 35 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 6.9% suspended at least one day Declined -0.3 102 Students	<b>Students with Disabilities</b>  Red 16.7% suspended at least one day Increased 7 36 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 0.5 107 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Red</p> <p>21.4% suspended at least one day</p> <p>Increased 13.5 42 Students</p>

**Conclusions based on this data:**

- CVHS 2023 suspension rate data indicates a "Very High" level for "All Students," white students, and students with disabilities.
- The suspension rate reported for Hispanic students and socio-economically disadvantaged students is lower than the rate for all students.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Attendance and Engagement

Conejo Valley High School will address chronic absenteeism and improve academic engagement by leveraging social and emotional learning to build important foundations for academic growth. The faculty will focus on strengthening relationships with every student and building community within the school setting. This will be measured by a 5% reduction in chronic absenteeism, 50% of students meeting their MAP growth targets in reading and math, and maintaining a locally determined graduation rate of 92% or better.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

By addressing our student's social emotional well-being first, we can lessen the impact of learning loss. Additionally, Chronic Absenteeism has increased for three consecutive years. With targeted interventions, recognition programs, student activities and professional development we believe we can build connections with students that will improve student engagement, and as a result, we will increase student attendance and credit recovery rate.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism/Average Daily Attendance	CVHS' chronic absenteesim was 55.84% in 2023-24, an increase of 5.34% over 2022-23. Our overall daily attendance rate in 2023-24 was 82%, a decrease of 7% from 2022-23.	In 2024/25 chronic absenteeism will be 50% or lower and our daily attendance rate will increase by 5% or more.
Average number of credits earned per quarter	The average number of credits earned per quarter in 2022-2023 was 23.25 In 2023-24 it was 25.7	The average number of credits earned per quarter will increase by 2%.
MAP data	In 2023-24 44% of CVHS students reached their MAP Reading Growth Goal and 36% reached their Math Growth Goal.	50% or more of CVHS students will reach or exceed their individual MAP growth targetscole.

CAASPP data	2022-23 ELA: CVHS Mean Scale Score: 2496 Met standard: 16.48% 2021-22 Mathematics: CVHS Mean Scale Score: 2435 Met standard: 0.00% Detailed results by group or population are not currently available.	The overall ELA and Math average scores will increase by at least 25 points with the targeted populations scores consistent with the overall rate.
Graduation Rate	The graduation rate reported by the state for 2023 indicates a four year adjusted cohort graduation rate of 81.4%. Our locally determined graduation rate determined by the percentage of graduates from our total number of seniors enrolled was 87% in 2023 Graduation rates among targeted populations are statistically consistent with the overall population.	Our state reported graduation rate will increase by 2% over the last reported percentage and remain consistent with targeted populations.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Chronic Absenteeism and Average Daily Attendance - Throughout the 24-25 school year, staff will maintain practice of daily attendance phone calls for unverified absences. Inclusive of incentive programs and recognition for positive attendance. Additionally, staff will continue to identify chronically absent students early to break pattern of poor attendance and consistently use the SART and SARB process to reconnect students with their education. Additional measures to provide and support with transportation to school will continue to be a priority and discussion point. Home visits will occur as needed, as well as prioritizing attendance as a catalyst for referrals back to home site.	All Students	Other 2000-2999: Classified Personnel Salaries Maintain practice of daily attendance phone calls for unverified absences.  Other 1000-1999: Certificated Personnel Salaries Identify chronically absent students early to break pattern of poor attendance. 2000.00 Other 1000-1999: Certificated Personnel Salaries Effectively use SART and SARB processes to reconnect students with their education. 5000.00 Other 1000-1999: Certificated Personnel Salaries Help to remove barriers to school attendance by providing transportation and

			<p>bicycles to students in need of consistent transportation. 500.00 Other 1000-1999: Certificated Personnel Salaries Make home visits as needed.</p> <p>ASB None Specified Period 1 Attendance Incentive. Students arriving on time to period 1 will be entered into a weekly raffle for gift cards and student store items.</p> <p>None Specified Prioritize attendance in the referral and retention process.</p> <p>ASB None Specified Renaissance Recognition Assembly for outstanding Attendance and Credit Recovery</p>
<p><b>1.2</b></p>	<p>Graduation Rate - Staff will generate a quarterly graduation progress chart that includes all seniors that is shared with all faculty. We will also use ACTIVE for faculty collaboration to develop strategies and interventions for students at risk for not graduating. Staff will continue to use the student individual learning plans at enrollment to set credit recovery goals and targets to meet graduation requirements. The implementation of Student/Parent Conferences will move forward re: discussions of graduation progress and goal setting in the fall and spring. Additionally, the academic counselor holds individual graduation progress checks with all students each semester, and the SST and IEP meetings are held for students who are needing additional intervention.</p>	<p>All Students</p>	<p>quarterly graduation progress chart</p> <p>Use of ACTIVE for faculty collaboration</p> <p>student individual learning plans</p> <p>Student/Parent Conference.</p> <p>Academic counselor holds individual graduation progress checks with all students each semester.</p>

			<p>SST and IEP</p> <p>Identify students eligible for minimum graduation requirements provided in AB167 and AB216.</p>
1.3	<p>Intervention - Site will provide opportunities outside of the regular school day to support learning loss and for students who need accelerated credit recovery. We will ensure that students have access to technology by providing Chromebooks to all students, and ensure instruction is accessible to all students by integrating UDL concepts and resources. The use of Schools PLP and CyberHigh will be implemented to accelerate credit recovery for motivated students. Staff will identify students eligible for minimum graduation requirements provided in AB167 and AB216. CVHS plans to add campus security hours above allocation to provide supervision and security during the extended school hours, particularly during the CTE course offerings.</p>	All Students	<p>6000.00            0P28 - Proposition 28            0000: Unrestricted            Provide opportunities outside of the regular school day to support learning loss and for students who need accelerated credit recovery.</p> <p>None Specified            providing Chromebooks to all students.</p> <p>1000-1999: Certificated            Personnel Salaries            UDL concepts and resources.</p> <p>1000-1999: Certificated            Personnel Salaries            Schools PLP and CyberHigh</p> <p>1000-1999: Certificated            Personnel Salaries            Identify students eligible for minimum graduation requirements provided in AB167 and AB216.</p> <p>3000.00            0P28 - Proposition 28            2000-2999: Classified            Personnel Salaries            Add campus security hours</p>
1.4	<p>Student Recognition - CVHS will implement additional student recognition/rewards for outstanding/improved performance. Some examples include: celebrating Students of the Quarter at a quarterly morning ceremony, awarding of certificates, Student of the Quarter lunch and on the Wall of Fame. Additionally, we provide School-based scholarships that are awarded at the graduation ceremony. We also provide a</p>	All Students	<p>700.00            Donations            0001-0999: Unrestricted:            Locally Defined            Implement additional student recognition/rewards for outstanding/improved performance.</p>

	<p>Renaissance Recognition Program for credit recovery, attendance and positive behavior.</p>		<p>800.00  Donations  0001-0999: Unrestricted:  Locally Defined  Celebrate Students of the Quarter at a quarterly morning ceremony, awarding of certificates, Student of the Quarter lunch and on the Wall of Fame.  17,500.00  Donations  0001-0999: Unrestricted:  Locally Defined  School-Based Scholarships awarded at graduation ceremony.</p> <p>2236.00  OTRM  4000-4999: Books And Supplies  Renaissance Recognition Program for credit recovery, attendance and positive behavior.</p> <p>Recognize individual positive achievements and schoolwide attendance goals</p>
<p><b>1.5</b></p>	<p>Student Wellness and Community Building - CVHS celebrates and promotes its Wellness Room with a full time Wellness Counselor to support all students throughout the school day. We provide weekly, schoolwide SEL lessons during Period 2, as well as the embedding of SEL into the daily classroom activities. We include weekly activities during lunch or nutrition time to establish and build community and support for our students.</p>	<p>All Students</p>	<p>0001-0999: Unrestricted:  Locally Defined  Maintain Wellness Room with Wellness Counselor.</p> <p>500.00  OTRM  1000-1999: Certificated Personnel Salaries  Provide weekly, schoolwide, socio-emotional lessons during period 2.  575.00  Donations</p>

			0001-0999: Unrestricted: Locally Defined Weekly lunchtime activity to establish and build community.
1.6	At CVHS, we will provide additional instruction and academic support through an extended learning day opportunities for our students with a disability. This includes the CTE courses available during the afternoon period. We schedule monthly meetings with the Special Education Team that include review of IEPs, including student progress toward goals, LRE, engagement, attendance and interventions needed. There is also ongoing collaboration with general education teachers to monitor progress of students with IEPs and provide additional interventions as needed to address learning loss, as well as the monitoring of the number of students who meet their IEP goals by looking at relevant data.	Students with Disabilities	<p>1000-1999: Certificated Personnel Salaries Provide additional instruction and academic support</p> <p>1000-1999: Certificated Personnel Salaries Scheduled monthly meetings with Special Education Team.</p> <p>1000-1999: Certificated Personnel Salaries Ongoing collaboration with general education teachers</p> <p>1000-1999: Certificated Personnel Salaries Monitor and Review Data of the number of students meeting IEP goals.</p>
1.7	Data Evaluation - Staff will evaluate relevant data sets during common planning time, Leadership Team meetings, Faculty Meetings and Department Meetings to assess progress, drive instruction and guide intervention. This data will also be evaluated by SSC team to assess progress, set future goals and develop SPSA. This will include the creation of local data charts and graphs to be reviewed by SSC and faculty throughout the year. Staff will continue to use MAP testing as a tool for academic intervention, measuring individual student academic progress and the school's overall academic program.	All Students	<p>1000-1999: Certificated Personnel Salaries Evaluate relevant data sets during common planning time, Leadership Team meetings, Faculty Meetings and Department Meetings to assess progress, drive instruction and guide intervention.</p> <p>None Specified None Specified SSC to assess progress</p> <p>2000-2999: Classified Personnel Salaries Data review by the SSC and faculty.</p>

			1560.00 Other 4000-4999: Books And Supplies Use of MAP testing
1.8	Staff Collaboration - Staff will use Common Planning Time and Department Chair Meetings to focus on UDL practices and to share and create consistent credit recovery opportunities for students. We also participate in ACTIVE meetings to identify students with chronic absenteeism, behavior issues and credit recovery concerns and formulate targeted interventions. Schools PLP is a new vehicle for online instruction, which will include collaboration by teachers to establish and maintain consistent practices. CTE staff plans collaboration to share and design additional credit opportunities that allow for student choice and expression of learning, including our new Sound Engineering Class to be implemented in the Spring. Staff collaboration has been set aside to develop Student portfolios.	All Students	1000-1999: Certificated Personnel Salaries Common Planning Time and Department Chair Meetings to focus on UDL practices  1000-1999: Certificated Personnel Salaries ACTIVE meetings 1000.00 Other 1000-1999: Certificated Personnel Salaries Schools PLP collaboration to establish and maintain consistent practices.  Other 1000-1999: Certificated Personnel Salaries Collaboration to share and design additional credit opportunities that allow for student choice and expression of learning. Sound Engineering Class  None Specified 1000-1999: Certificated Personnel Salaries Collaborate in the development of student portfolios.
1.9	Highly Qualified Teachers - Ongoing evaluation to maintain and provide highly qualified at CVHS. Ensuring that certificated personnel are properly assigned to their subject area.	All Students	1000-1999: Certificated Personnel Salaries Provide highly qualified, properly assigned teachers.
1.10	Staffing Ratios - Administration and counselor will follow the District and State guidelines for student/teacher ratio for alternative education, specifically at a Continuation High School.	All Students	1000-1999: Certificated Personnel Salaries Do not exceed the C.D.E. recommended

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

While our goal was to reduce chronic absenteeism and increase average daily attendance. Neither goal was achieved. In fact chronic absenteeism increased by 5.54% over the previous year and average daily attendance decreased by 7%. The expected outcomes credit recovery and MAP results were reached. State data for 2023-24 CAASPP test scores remain at low levels which will need to be addressed in regard to proficiency in ELA and Math.

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

Significant efforts were made in 2023-24 to improve student attendance including home visits, daily attendance calls, SARB referrals, and attendance incentives. However, about 10% of our enrolled students impacted our overall attendance percentage due to limited attendance or not attending. These students had a pattern of extremely poor attendance prior to referral.

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.

In response to the attendance issues we will add attendance incentive programs in 2024-25. We will also work with the traditional schools to return poor attending students to make room for students who are motivated to attend regularly to earn credits. These changes can be found in the strategies/activities in Goal 1 under chronic absenteeism.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### College and Career Readiness

By June 2025, Conejo Valley High School will show an increase of 5% of its students prepared for college and career. College and career readiness will be demonstrated through the percentage of students enrolled in college preparatory courses, dual enrollments in community college, the number of students enrolled in CTE courses, students completing a career pathway, career interest surveys, and the development of personal roadmaps to the future.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While we believe our students benefit tremendously when they envision a positive future and can identify a path to a career, our College and Career DASS Dashboard does not reflect success in this area.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DASS Dashboard for College and Career Readiness.	The 2023 DASS Dashboard reflected that 2.9% of CVHS were prepared for college and career.	The 2025 dashboard will reflect that 5% or more CVHS students are college /career ready.
Percentage of graduates meeting A-G requirements.	2% of graduates of the class of 2024 met A-G requirements.	5% of graduates of the class of 2025 will meet A-G requirements.
Dual enrollment in community college.	2 CVHS students were dually enrolled in community college course in 23-24.	5 or more students will be dually enrolled in a community college course in 24-25.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Ongoing communication and promotion with community college for all students to enroll in dual enrollment courses. Site staff will continue to encourage dual credit courses through Moorpark College for students at CVHS.	All Students	District Funded 1000-1999: Certificated Personnel Salaries Bridge connection to community college for all students by encouraging dual

			credit courses through Moorpark College.
<b>2.2</b>	At CVHS, we strive to increase overall student participation and completion of on campus CTE classes and ROP courses through the CEC, by encouraging participation of Students with Disabilities, English Learners, and SED Students to enroll in CTE classes and Career Pathways. We also recognize achievement in CVHS career pathways through CTE school-based scholarships.	All Students	<p>13240.00 Local Categorical 0001-0999: Unrestricted: Locally Defined Increase overall student participation and completion of on campus CTE classes</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Encourage participation of SWD, EL, and SED in CTE/ROP classes and Career Pathways.</p> <p>8950.00 Local Categorical 0001-0999: Unrestricted: Locally Defined CTE school-based scholarships.</p>
<b>2.3</b>	CVHS will provide an auxiliary period using school funds from the Career Technical Education Incentive Grant, while developing and implementing a sound engineering course to expand CTE options. We work cooperatively with CTE Articulation and Department of Secondary Education to build CTE courses and pathways at CVHS. Additionally, we enroll all students in CP level courses unless standard level is requested by parent/guardian.	All Students	<p>25,000.00 Local Categorical 1000-1999: Certificated Personnel Salaries Provide an auxiliary period</p> <p>17559.00 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Develop and implement a sound engineering course.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Work cooperatively with CTE Articulation and Department of Secondary Education to build CTE courses and pathways at CVHS.</p> <p>District Funded</p>

			1000-1999: Certificated Personnel Salaries course enrollment (CP level)
<b>2.4</b>	Appropriate staff participate in CEC and CVUSD provided professional development and CTE Meetings. Teachers remain current with CTE trends in secondary education in regards to credentialing and resources provided by District and county. Additional acquisition of CTE credentials for CVHS teachers is consistently encouraged to expand opportunities, and staff participates in CTE Articulation and community based career trends meetings.	All Students	<p>5000.00 Other 0001-0999: Unrestricted: Locally Defined Participate in CEC and CVUSD provided professional development and CTE Meetings.</p> <p>3150.00 Local Categorical 0001-0999: Unrestricted: Locally Defined Remain current with CTE trends in secondary education.</p> <p>None Specified 1000-1999: Certificated Personnel Salaries Encourage the acquisition of CTE credentialing for CVHS teachers.</p> <p>1000-1999: Certificated Personnel Salaries CTE Articulation and community based career trends meetings.</p>
<b>2.5</b>	Classroom Instruction - CVHS staff provides relevant CTE speakers, field trips and other opportunities for students. The financial math course was implemented and staff and leadership continue to support its growth along with additional and relevant opportunities for students. Staff ensures that site technology expenditures allow for technology upgrades that support classroom instruction.	All Students	<p>1000-1999: Certificated Personnel Salaries Promote the integration of CTE into the curriculum.</p> <p>7220.00 Local Categorical 0001-0999: Unrestricted: Locally Defined Continue to provide relevant CTE speakers and field trips.</p> <p>1500.00 Other</p>

			<p>0001-0999: Unrestricted: Locally Defined Support the growth of financial math course. 9000.00 Other 4000-4999: Books And Supplies Ensure that site technology expenditures allow for technology upgrades that support classroom instruction 3300.00 OTRM 4000-4999: Books And Supplies Support the growth of financial math course.</p>
2.6	<p>Access to College and Post Secondary Trade School - Staff provides career focused guest speakers and field trips throughout the year, as well as assistance to all students regarding the college application process through our college and career center. There are weekly group seminars and/or individual support for applications to community colleges and FAFSA applications, as well as with scholarship opportunities</p>	All Students	<p>2000.00 Local Categorical 5000-5999: Services And Other Operating Expenditures Provide career focused guest speakers and field trips.</p> <p>District Funded 2000-2999: Classified Personnel Salaries Assist students with the college application process.</p> <p>District Funded 2000-2999: Classified Personnel Salaries Provide group seminars and individual support for FAFSA</p> <p>District Funded 2000-2999: Classified Personnel Salaries Promote and assist with scholarship opportunities</p>
2.7	<p>Pathway Development - Through Prop 28 funding, CVHS is in the process of developing an arts focused CTE pathway to be piloted at the start of quarter 2. We continue to recruit and identify the appropriate staff to oversee this pathway. In addition to teaching staff, we will increase and provide campus security for the extended school day, as well as purchase additional supplies and materials necessary to support the new pathway.</p>	All Students	<p>0P28 - Proposition 28 None Specified Develop an arts focused CTE pathway</p> <p>0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Recruit staff for CTE pathway. 4072.00 0P28 - Proposition 28 2000-2999: Classified Personnel Salaries Provide campus security for the extended school day 4072.00</p>

			Other 4000-4999: Books And Supplies Purchase supplies and materials
<b>2.8</b>	Senior Portfolios - Faculty plan to collaborate to determine structure, facilitation, and scheduling of student portfolios, with a minimum of 3 initial elements required in that portfolio. The portfolio requirement would be expanded to all English 12 classes. Staff will articulate with other continuation schools who have exit interviews in place, including but not limited to attending the annual conference for continuation schools to acquire additional steps and actions	All Students	<p>None Specified 1000-1999: Certificated Personnel Salaries Faculty collaboration to determine structure, facilitation, and scheduling</p> <p>None Specified 1000-1999: Certificated Personnel Salaries minimum of initial 3 elements</p> <p>None Specified 1000-1999: Certificated Personnel Salaries Expand portfolio requirement to all English 12 classes.</p> <p>5EEF 5800: Professional/Consulting Services And Operating Expenditures Articulation with continuation schools who have exit interviews in place</p>
<b>2.9</b>	CTE funding - CVHS staff will participate with the development of CTE grant proposals to ensure continued funding of the CTE program.	All Students	<p>None Specified 1000-1999: Certificated Personnel Salaries Participate with the development of CTE grant proposals to ensure continued funding of the CTE program.</p>
<b>2.10</b>	Hatching Results Training, Collaboration and Planning - Counselor and Administrator will participate in the district-wide training and collaboration with Hatching Results. Planning for Academic and Social-emotional support for All students.	Counselor and Administration	<p>None Specified</p> <p>Hatching Results training</p>
<b>2.12</b>			

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

In 2023-24 Conejo Valley High School awarded several CTE based scholarships to our students and nearly doubled the enrollment in Financial Literacy. We worked cooperatively with the CEC and district CTE articulation to remain current with CTE trends, gain professional development and to ensure that our course titles and codes were aligned.

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

The DASS Dashboard has not been updated to reflect 2023-24 so we do not have that data as of this time. Due to changes in staffing we were not able to provide two CTE pathways as planned in 2023-24. Currently, we are providing one CTE pathway in Intro to Business

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 goal for 2024-25 has been updated from 2023-24 to include development and implementation of an arts focused career pathway.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent Engagement

Conejo Valley High School will provide additional communication and targeted outreach to increase family involvement and support positive student outcomes. This will be measured by the number of school communications, web-site updates, parent engagement at Back to School Night and student recognition programs, School Site Council participation, parent representation on district committees, parent survey responses, and participation at parent/student conferences.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to get more Conejo Valley High School parents involved in their student's education and representing CVHS on district committees.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-Wide Parent Communication	Quarterly Parent Newsletter.	Quarterly Parent Newsletter & weekly updates
School Site Council Meetings	Parent/Community participation at SSC meetings averaged 4 in attendance in 2023/24.	We will average 5 or more parent and community members at each SSC meeting in 2024/25.
Parent Representation	In 2023-24 CVHS was represented consistently at our school site council, DAC, DELAC, and SEDAC. CVHS was not represented on the LGBTQ+ council or AADAC in 2023-24.	CVHS will be represented on all district advisory councils in 2024-25 and those representatives will report to the SSC.
Student/Parent conferences	CVHS piloted student/parent conferences for continuing students in 2023-24.	CVHS will expand student/parent conferences for continuing students.
Fall Back to School Night and Spring Family Night	CVHS held a fall back to school night and implemented a spring family night in 2023-24.	15 or more parents will participate in our fall Back to School Night. 25 or more families will attend in the spring family night.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	CVHS will increase the output of parent communication modalities including a weekly update sent to parents, more frequent webpage updates, and personalized phone calls in lieu of automated attendance calls. A monthly parent/guardian newsletter will be distributed electronically and in multiple languages to ensure effective and relevant communication. The CVHS school site webpage will continue to be updated on a regular basis to confirm current and relevant information. Staff will continue to make daily attendance calls regarding unexcused absences, emphasizing a minimum of 90% attendance rate. We will put an emphasis on faculty communication with parents/guardians regarding student success and concerns. And we will celebrate students each quarter with recognition programs like "Student of the Quarter"	All Students	<p>District Funded 2000-2999: Classified Personnel Salaries Produce a monthly parent newsletter.</p> <p>District Funded 2000-2999: Classified Personnel Salaries Assuring the school website is current and contains pertinent information.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Daily attendance calls regarding unexcused absences.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Emphasis on faculty communication with parents regarding student successes and concerns.</p> <p>District Funded 2000-2999: Classified Personnel Salaries Provide communications to parents in both English and Spanish</p> <p>Donations 0001-0999: Unrestricted: Locally Defined Include parents in quarterly recognition programs for Students of the Quarter</p>
3.2	Parent Participation and Representation - there will be an increase in parent/guardian, student and community School Site Council participation through	All Students	District Funded



	improved notification and Principal outreach, representation at the DAC, SEDAC, DELAC, AADAC, and SDAC meetings, and will include those reports and input at our SSC meetings. SSC representation will follow the voting process with an election each year.		1000-1999: Certificated Personnel Salaries principal outreach.  District Funded 1000-1999: Certificated Personnel Salaries Ensure that CVHS is represented on the various advisory councils.  District Funded 1000-1999: Certificated Personnel Salaries Identify Site Council interest and hold election for Site Council Representation.
<b>3.3</b>	Community Outreach - Will include social media posts promoting school events, activities and celebrations. Site will maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.	All Students	100.00 OTRM 0001-0999: Unrestricted: Locally Defined Social media posts  District Funded 1000-1999: Certificated Personnel Salaries Maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.  300.00 OTRM 0001-0999: Unrestricted: Locally Defined Principal's parent social
<b>3.4</b>	School Community Evenings - The modification and improvement to Back-to-School Night in the fall, will include a more inclusive environment with support groups, child care and food available to families to encourage participation and take away barriers that may have been in the way in years prior. Additionally, we will have a CVHS Family Night in the Spring to celebrate achievements and provide a fun and engaging school community event for all.	All Students	600.00 OTRM 0001-0999: Unrestricted: Locally Defined Fall Back to School Night  600.00 OTRM 0001-0999: Unrestricted: Locally Defined Second Semester Family Night
<b>3.5</b>	Parent/Student Conferences - The implementation of parent/student conferences will include	All Students	None Specified

	<p>collaboration and planning from teachers, and promote partnerships between student-parent-teacher for student success. We will promote sign-ups and determine dates for these parent/student conferences in the fall.</p>	<p>1000-1999: Certificated Personnel Salaries Collaboration and planning for parent/student conferences</p> <p>None Specified 1000-1999: Certificated Personnel Salaries Determine dates and school schedule for conferences</p> <p>50.00 OTRM 4000-4999: Books And Supplies Promote sign-ups for parent/student conferences</p> <p>None Specified 1000-1999: Certificated Personnel Salaries Parent/student conferences</p>
--	--	--

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Conejo Valley High School successfully produced a quarterly newsletter using the SMORE application. Additional school updates and announcements were also communicated regularly through SMORE. Our office manager not only ensured that the newsletter was published, she also monitored the website daily and made sure it was updated regularly. All communications were provided in English and Spanish.

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

While we had parents identified to represent CVHS on district committees and reminded them of upcoming meetings, we only had consistent participation at DAC, ELAC, and SEDAC.

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 action plan for this parent engagement goal for 2024-25 has been updated to include parent/student conferences in the fall and spring and a second semester Family Night.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Support

Conejo Valley High School will enhance student services that support the social, emotional and physical well-being of our entire student population as measured by schoolwide SEL lessons, counselor interactions, targeted student support groups, and a 5% decrease in referral, suspension and expulsion rates.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CVHS student severe behavioral incidents are often connected to social, emotional and physical well-being issues. By providing additional supports and connections to the school community we feel we can reduce suspensions and expulsion recommendations.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	The overall suspension rate on the 2023 DASS was 9.4%. (2023 was latest update) SWD = 16.7% SED = 6.9% Homeless = 2.9% EL = 11.1% Hispanic = 5.6% Foster Youth = 0% White = 21.4%	The overall suspension rate will be less than 6%, with the targeted populations suspension rate consistent with the overall rate.
Home Visits	14 home visits were made by the assistant principal in 2022-23	Home visits will continue to be made as needed.
Wellness Room/Wellness Counselor	A wellness room for students was established in 2022/23. A new counselor has been assigned to support the general population as well as providing designated instructional counseling to students with disabilities.	25% of our population will access the wellness room and counselor. Targeted Wellness/support groups will meet during the lunch hour. Individual counseling will be scheduled during the school day.

Student Study Team and School Attendance Review Team Meetings	6 Student Study Team Meetings and 12 SART meetings were held in 2022-2023.	SST and/or SART meetings will be held for 20% of CVHS students in 2023/24.
ACTIVE Meetings	ACTIVE meetings (All faculty student intervention discussion and planning) were held twice per month in 2023-24.	ACTIVE meetings will be held monthly.
Hatching Results Training and Collaboration	4 full day trainings with Counselor and Administrator, with 6 additional consultation hours scheduled with support from Hatching Results team.	Counselor and Administrator will participate in the district-wide training and collaboration with Hatching Results. Planning for Academic and Social-emotional support for All students.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Student Support - Actions will include support in our wellness room with counseling, education and interventions as alternatives to suspension, and restorative practices. We will coordinate teen outreach with CRPD for counseling and emotional support, as well as the use of the Student Study Team, IEP teams, ACTIVE and SART processes to ensure we are providing the appropriate support and interventions for all students.	All Students	<p>District Funded 1000-1999: Certificated Personnel Salaries Provide a Wellness Room and Counselor to support students socio-emotional needs.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Identify and provide education and interventions as alternatives to suspension.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Coordinate with CRPD Teen Outreach for referrals for counseling and emotional support.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Use of the Student Study Team, IEP teams, ACTIVE and SART processes to ensure we are providing the appropriate support and interventions for all students.</p> <p>District Funded</p>

			<p>1000-1999: Certificated Personnel Salaries Provide school-based Counseling services through CVUSD Special Education Department's Mental Health Clinicians.</p> <p>550.00 Donations 0001-0999: Unrestricted: Locally Defined Lunchtime activities to build community and promote positive school culture</p>
4.2	Staff Collaboration - Staff collaboration will be in the form of weekly social-emotional lessons or classroom activities that are provided to teachers to give them the option of implementation. Teachers also will use SEL strategies that are embedded in the classroom daily activities.	All Students	<p>District Funded 1000-1999: Certificated Personnel Salaries Provide weekly Social-Emotional classroom activities</p> <p>District Funded 1000-1999: Certificated Personnel Salaries All faculty student intervention meetings (ACTIVE) held monthly.</p>
4.3	Suspension Rate - Restorative practices are consistent to correct student behavior. Positive behavior incentives continue to be implemented on a daily basis and the use of alternatives to suspension including community service, detention, student behavior contract, and behavior intervention plans. Breakthrough counseling continues to be a positive resource that our students use.	All Students	<p>Use of restorative justice practices to correct student behavior</p> <p>Provide teacher created mini-modules for vape/tobacco related infractions. 1000.00 Other 0001-0999: Unrestricted: Locally Defined Implement positive behavior incentives 1000.00 Other 0001-0999: Unrestricted: Locally Defined Use of alternatives to suspension</p>

			Provide character education and SEL learning through classroom instruction and guest speakers.  Assign Breakthrough counseling for students who have committed suspendable offenses.
4.4	Hatching Results Training and Collaboration - Counselor and Administrator will participate in the district-wide training and collaboration with Hatching Results. Planning for Academic and Social-emotional support for All students.	Counselor and Administrator	None Specified None Specified Hatching Results training and collaboration
4.8			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The state provided an overall suspension rate of 9.4% in 2023. This represents a 3.2% increase over 2022, but a decrease from the suspension rate of 14.3% in 2019. 2020 and 2021 due not provide an accurate baseline as the suspension rate in those years was significantly impacted by COVID. The suspension rate was relatively consistent between the overall population and targeted populations.

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

While we maintained our student participation with youth outreach counselors, we did not increase participation as we had planned. We conclude that the success of the Wellness Room/Counselor and the retirement of youth outreach counselor impacted the number of youth outreach referrals.

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 goal for 2023-24 is consistent with the previous year. While we do not have the official data from 23-24, local data from 23-24 suggests that our suspension rate will be approximately 4%, which is a significant decrease of 5% from previous year. Additional changes to this goal include an increase in restorative practices and proactive student/parent conferences to mitigate potential discipline issues.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Inclusion

Conejo Valley High School will prioritize diversity, equity and inclusion (DEI) for all students. We will demonstrate progress through evidence of DEI professional development/collaboration and curriculum emphasis, maintaining a Least Restrictive Environment rate of 60% or better, and consistent data points between our overall population and identified student groups.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

It is a priority for Conejo Valley High School and the CVUSD to ensure all students are given the access and supports necessary to succeed to their maximum potential.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Least Restrictive Environment	In February of 2023, 77% of students with IEPs were in a general education setting for at least 80% of their school day.	By February of 2025, 80% of students with IEPs will be in the general education setting for at least 80% of their school day.
CAASPP	2024 Dashboard has not been released by the state. 2022-23 ELA: CVHS Mean Scale Score: 2429 Met standard: 8% 2022-23 Mathematics: CVHS Mean Scale Score: 2400 Met standard: 0.00% Detailed results by group or population are not currently available.	The overall ELA and Math average scores will increase by at least 25 points, with the targeted populations' scores consistent with the overall rate. (Dependent on CAASPP Assessment)
Graduation Rates	The last graduation rate reported by the state from 2023 indicates a four year adjusted cohort graduation rate of 81.4%, an decrease of 5 percentage points from 2022. Our locally determined graduation rate determined	The overall graduation rate will increase by 2% with the targeted populations' graduation rate consistent with the overall rate.

	<p>by the percentage of graduates from our total number of seniors enrolled was 94% in 2022, 91% in 2023, and 93% in 2024.</p> <p>Graduation rates among targeted populations are statistically consistent with the overall population with the Hispanic graduation being the higher than our overall graduation rate.</p>	
--	--	--

**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Students with Disabilities/Least Restrictive Environment - Includes effective communication with the comprehensive sites about referrals, attending IEP meetings and placement of students to meet LRE goals. We consistently discuss the success and progress of students and ensure that staffing allows for LRE and meets the academic and social/emotional needs of CVHS students.</p>	<p>Students with Disabilities</p>	<p>District Funded 1000-1999: Certificated Personnel Salaries CVHS teacher or administrator to attend all IEP meetings for students who are potentially being referred to CVHS from CVUSD high schools. If team determines educational placement to be CVHS, review SAI minutes and placement in LRE in this setting.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Monthly meetings with Special Education Team. Meetings will include review of IEPs of CVHS students pertaining to LRE.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Discuss and Evaluate LRE at all initial transition, 30 day, annual and tri-annual IEP meetings.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Ensure that Special Education staffing allows for LRE and</p>



			meets the academic and social/emotional needs of CVHS SWD.
<b>5.2</b>	Emphasize Inclusion for All Students - Participation in Inclusion Week, Anti-Bullying Week and Cultural Awareness by promoting inclusive activities through the Student Senate, Leadership class, and Wellness Activities. Promote inclusive student lunchtime activities through the Student Senate and Leadership class. Promote active participation of CVHS students on Student DAC, SSC, the Youth Advisory Council and as the School Board Representative. Review of curriculum through a diversity lens and to help our student population make connections to the learning.	All Students	<p>District Funded 1000-1999: Certificated Personnel Salaries Participate in Inclusion Week, Anti-Bullying Week and Cultural Awareness by promoting inclusive activities through the Student Senate, Leadership class, and Wellness Activities.</p> <p>700.00 OTRM 5000-5999: Services And Other Operating Expenditures Promote inclusive student lunchtime activities through the Student Senate and Leadership class.</p> <p>200.00 OTRM 5000-5999: Services And Other Operating Expenditures Promote active participation of CVHS students on Student DAC, SSC, the Youth Advisory Council and as the School Board Representative.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Review of curriculum through a diversity lens and to help our student population make connections to the learning.</p>
<b>5.3</b>	English Learners - Staff provide ELA support for English Learners throughout all academic classes. We monitor individual EL student language acquisition using Ellevation and state assessments.	English Learners	<p>District Funded 1000-1999: Certificated Personnel Salaries Provide ELA support for English Learners throughout all academic classes.</p> <p>None Specified 0001-0999: Unrestricted: Locally Defined Provide additional academic support/intervention for EL</p>

			<p>students in reading using Achieve 3000</p> <p>None Specified 1000-1999: Certificated Personnel Salaries Monitor individual EL student language acquisition using Elevation and state assessments. 240.00 0860 0001-0999: Unrestricted: Locally Defined Twice annual ceremony to recognize EL students who have been reclassified.</p>
<b>5.4</b>	Homeless and Foster Youth - CVHS ensures that all homeless youth are identified and provided the necessary supports giving them an equal opportunity to succeed. (McKinney-Vento). We identify all students who are eligible for reduced graduation requirements and adjust programs to support their success and acquisition of a diploma. Additionally, we participate in CVUSD and VCOE Professional Learning opportunities to support Homeless and Foster Youth.	Homes and Foster Youth	<p>District Funded 1000-1999: Certificated Personnel Salaries Ensure all homeless youth are identified and provided the necessary supports giving them an equal opportunity to succeed. (McKinney-Vento).</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Identify all students who are eligible for reduced graduation requirements.</p> <p>0001-0999: Unrestricted: Locally Defined Participate in CVUSD and VCOE Professional Learning opportunities to support Homeless and Foster Youth.</p>
<b>5.5</b>	Professional Development - Staff participates in DEI Professional Learning opportunities provided by District and VCOE. These professional learning opportunities include a focus on SWD and EL students.	All Students	<p>District Funded 1000-1999: Certificated Personnel Salaries Participate in CVUSD and VCOE Professional Learning opportunities to support SWD.</p> <p>100.00 4EEF 0001-0999: Unrestricted: Locally Defined Participate in CVUSD and VCOE Professional Learning</p>

			<p>opportunities to support EL students.</p> <p>5000.00 Local Categorical 0001-0999: Unrestricted: Locally Defined Participate in CVUSD and school based UDL, DEI and SEL professional development and collaboration.</p> <p>500.00 4EEF 0001-0999: Unrestricted: Locally Defined Attend California Continuation Educators Association Conference.</p> <p>4EEF 1000-1999: Certificated Personnel Salaries Actively engage with the district committee review of core literature and approved novels.</p>
--	--	--	--

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The last graduation rate reported by the state from 2023 indicates a four year adjusted cohort graduation rate of 81.4%, an decrease of 5 percentage points from 2022. Our locally determined graduation rate determined by the percentage of graduates from our total number of seniors enrolled was 94% in 2022, 91% in 2023, and 93% in 2024. Graduation rates among targeted populations are statistically consistent with the overall graduation rate. Our Hispanic student population, shows a graduation rate that is higher than the overall graduation rate. Subsequently, there is a 0.2% decrease from the previous year. Our least restrictive environment rate improved by 5 percentage points over the previous year.

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

Four faculty members attended the CCEA conference as planned. This was possible due to additional funding provided by the school district.

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 goal for 2024-25 is consistent with 2022-23. No significant changes have been made as the School Site Council feels the goal is still relevant.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## 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	\$156,374.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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

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 (\$)
0860	\$240.00
0P28 - Proposition 28	\$30,631.00
0TRM	\$8,586.00
4EEF	\$600.00
Donations	\$20,125.00
Local Categorical	\$64,560.00
Other	\$31,632.00

Subtotal of state or local funds included for this school: \$156,374.00

Total of federal, state, and/or local funds for this school: \$156,374.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0860	240.00	0.00
0TRM	8586.00	0.00
4EEF	600.00	0.00
Local Categorical	64560.00	0.00
Donations	20125.00	0.00
Other	31632.00	0.00
0P28 - Proposition 28	30631.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
0860	240.00
0P28 - Proposition 28	30,631.00
0TRM	8,586.00
4EEF	600.00
Donations	20,125.00
Local Categorical	64,560.00
Other	31,632.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	6,000.00
0001-0999: Unrestricted: Locally Defined	68,625.00
1000-1999: Certificated Personnel Salaries	51,559.00
2000-2999: Classified Personnel Salaries	7,072.00
4000-4999: Books And Supplies	20,218.00

5000-5999: Services And Other Operating Expenditures

2,900.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	0860	240.00
0000: Unrestricted	0P28 - Proposition 28	6,000.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	17,559.00
2000-2999: Classified Personnel Salaries	0P28 - Proposition 28	7,072.00
0001-0999: Unrestricted: Locally Defined	OTRM	1,600.00
1000-1999: Certificated Personnel Salaries	OTRM	500.00
4000-4999: Books And Supplies	OTRM	5,586.00
5000-5999: Services And Other Operating Expenditures	OTRM	900.00
0001-0999: Unrestricted: Locally Defined	4EEF	600.00
0001-0999: Unrestricted: Locally Defined	Donations	20,125.00
0001-0999: Unrestricted: Locally Defined	Local Categorical	37,560.00
1000-1999: Certificated Personnel Salaries	Local Categorical	25,000.00
5000-5999: Services And Other Operating Expenditures	Local Categorical	2,000.00
0001-0999: Unrestricted: Locally Defined	Other	8,500.00
1000-1999: Certificated Personnel Salaries	Other	8,500.00
4000-4999: Books And Supplies	Other	14,632.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,371.00
Goal 2	104,063.00
Goal 3	1,650.00

Goal 4

2,550.00

Goal 5

6,740.00

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students







Name of Members	Role
Brian Mercer	Principal
Sean MacDonald	Other School Staff
Catherine Kanney	Other School Staff
Michelle Taranto	Classroom Teacher
Roland Macasieb	Classroom Teacher
Krista Pettersson	Parent or Community Member
Jay Dodwell	Parent or Community Member
Heidi Hibbard	Parent or Community Member
Julia Samaniego	Parent or Community Member
Randall Briley	Parent or Community Member
Jocelyn Jimenez	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.



# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Additional SSC members provided electronic signatures by email approving the SPSA. Emails can be provided upon request.

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 August 28, 2024.

Attested:

	Principal, Brian Mercer on 8/28/2024
	SSC Chairperson, Krista Petterson on 8/28/2024

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

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

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

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

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023