

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Conejo Valley High School	56737595630108	08/16/2023	

2. Purpose and Description

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

N/A

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

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 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 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.

3. Table of Contents

- 1. SPSA Title Page 1
- 2. Purpose and Description 1
- 3. Table of Contents 2
- 4. Comprehensive Needs Assessment Components 4
 - 1. Data Analysis 4
 - 2. Surveys 4
 - 3. Classroom Observations 4
 - 4. Analysis of Current Instructional Program 5
- 5. Educational Partner Involvement 13
- 6. Resource Inequities 14
- 7. School and Student Performance Data 15
 - 1. Student Enrollment 15
 - CAASPP Results** 17
 - 2. ELPAC Results 21
 - 3. Student Population 23
 - 4. Overall Performance 25
 - 5. Academic Performance 27
 - 6. Academic Engagement 36
 - 7. Conditions & Climate 41
- 8. Goals, Strategies, & Proposed Expenditures 44
 - 2. Goal 1 44
 - 3. Goal 2 54
 - 4. Goal 3 61
 - 5. Goal 4 67
 - 6. Goal 5 72
- 9. Budget Summary 79
 - 1. Budget Summary 79
 - 2. Other Federal, State, and Local Funds 79
- 10. Budgeted Funds and Expenditures in this Plan 80
 - 1. Funds Budgeted to the School by Funding Source 80
 - 2. Expenditures by Funding Source 80
 - 3. Expenditures by Budget Reference 80
 - 4. Expenditures by Budget Reference and Funding Source 81
 - 5. Expenditures by Goal 81
- 11. School Site Council Membership and Assurances 83
- 12. Advisory Council Recommendations 84

13.	Instructions	85
1.	Instructions: Linked Table of Contents	85
2.	Purpose and Description	86
3.	Educational Partner Involvement	86
4.	Resource Inequities.....	86
14.	Goals, Strategies, Expenditures, & Annual Review.....	87
2.	Annual Review	88
3.	Budget Summary.....	89
4.	Appendix A: Plan Requirements	91
5.	Appendix B:	94
6.	Appendix C: Select State and Federal Programs.....	96

4. Comprehensive Needs Assessment Components

1. Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

2. Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

The LCAP survey led to the adoption of district-wide goals as stated within this document. Conejo Valley High School students and staff also participate in the California Healthy Kids Survey on a bi-annual basis. Overall, the surveys reveal that the overwhelming majority of students, staff and parents feel that CVHS is a safe and secure school and feel they are treated fairly by teachers and staff. However the surveys also reveal that student academic motivation is low, truancy is relatively high and that many of our students are using alcohol or other drugs.

3. Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected on and off schedule teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

4. Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

1. Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CVUSD is utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

2. Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessments, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

3. Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress. In 2022-2023, CVUSD adopted new instructional materials for secondary Science and grades 9-12 History/Social Science; these materials had not been updated respectively since the 2007 and 2006 school year.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access. Finally, high schools successfully piloted an optional elective Ethnic Studies course that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will continue to be implemented as an elective course, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a permanent course for the 2023-2024 school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

Note that Conejo Valley High School exceeds the required CDE minutes for a continuation high school.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided an additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country districtwide.

The CVHS master schedule is built around our students to meet their credit recovery and academic intervention needs. The district has supported this process by staffing the site at a 22-1 student to teacher ratio.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level materials when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, general education and special education teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants and Imagine Learning designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

4. Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for “overall” student performance and also by the achievement of all student groups. Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD’s LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

Appropriate interventions are available to all CVHS students. The faculty holds ACTIVE meetings twice per month to discuss struggling students and to identify appropriate interventions that will help the students meet academic standards. The school counselor and administration regularly intervene with assistance and communication with families. Student Study Team Meetings are called regularly when a more formal and concentrated intervention is needed. Students are also referred to the district's Breakthrough Assistance Program when the family or school personnel recognizes behaviors or circumstances that put the student severely at risk.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC’s, Designated and Integrated ELD, differentiated instruction, Webb’s Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, Science of Reading and cooperative learning.

5. Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Conejo Valley High School conducts personalized enrollment meetings for each individual student and their guardian(s). These enrollment meetings allow us to work closely with the parent and outline the academic and emotional supports that are available to students including our wellness counselor, support groups, Breakthrough, and CRPD Teen Outreach. These enrollment meetings often also reveal additional issues impacting the student and their families including homelessness, emotional concerns, drug involvement, trauma, and financial concerns that inform the school in providing targeted supports. Once enrolled the school practices daily phone calls home to inform the parent of student absence, if the parent has not notified the school. Parents with students who have chronic absenteeism receive home visits from school personnel. parents also participate in Student Study Team meetings and School Attendance Review Team meeting to try to resolve academic, behavioral, and/or attendance concerns.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Conejo Valley High School has an active School Site Council (SSC). This leadership body help set the goals of the school and actively work to increase parent involvement on campus. SSC oversees the creation, implementation, and evaluation of Conejo Valley High School's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC) and with Parent Education classes facilitated by our Outreach Assistant and community partnerships. Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Conejo Valley High School's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to the SSC, enriching our district-site level communication.

In addition to the feedback CVHS receives from the SSC, input from the Student Senate, the faculty, and school leadership is valued in creating school goals and allocation of fiscal resources tied to ConApp Programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title III/EIA funds are used to provide additional support and technology in the classroom. Title II/EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of Title III and Title II. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.”

5. Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Progress toward SPSA 2022-23 goals, relevant student data, LCAP alignment and goals for 2023-24 were reviewed and discussed with the School Site Council on March 15, April 19, and May 17, 2023. Goals for 23-24 were reviewed and the initial draft of the SPSA was presented, discussed

and approved at the SSC on August 16, 2023. 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 2022 also dedicated time for the same purpose.

6. Resource Inequities

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

N/A

7. School and Student Performance Data

1. Student Enrollment 1. Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	2.1%	1.33%	2.52%	2	1	3
Asian	2.1%	%	2.52%	2	0	3
Filipino	2.1%	%	0%	2	0	0
Hispanic/Latino	66.7%	68.00%	67.23%	64	51	80
Pacific Islander	1.0%	1.33%	0%	1	1	0
White	25.0%	26.67%	26.89%	24	20	32
Multiple/No Response	1.0%	2.67%	0.84%	1	2	1
	Total Enrollment			96	75	119

Student Enrollment 2. Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	2	8	
Grade 10	17	27	1
Grade 11	53	24	48
Grade 12	24	16	70
Total Enrollment	96	75	119

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 previous two years and the 2022-23 school 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.

School and Student Performance Data

Student Enrollment 3. English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	4	6	12	4.2%	8.0%	10.1%
Fluent English Proficient (FEP)	47	35	54	49.0%	46.7%	45.4%
Reclassified Fluent English Proficient (RFEP)	2			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.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	49	50	48	21	43	65	20	43	65	42.9	86.0	
All Grades	49	50	48	21	43	65	20	43	65	42.9	86.0	

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		
	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
Grade 11	2534.	2496.	2429.	5.00	2.33	1.5	20.00	13.95	6.2	50.00	30.23	12.3	25.00	53.49	80.0
All Grades	N/A	N/A	N/A	5.00	2.33	1.5	20.00	13.95	6.2	50.00	30.23	12.3	25.00	53.49	80.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	13.95		*	53.49		*	32.56	
All Grades	*	13.95		*	53.49		*	32.56	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2.33		*	37.21		*	60.47	
All Grades	*	2.33		*	37.21		*	60.47	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	4.65		*	81.40		*	13.95	
All Grades	*	4.65		*	81.40		*	13.95	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	4.65		*	74.42		*	20.93	
All Grades	*	4.65		*	74.42		*	20.93	

Conclusions based on this data:

1. Our percentage of students tested increased by 10 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.
3. The Average Scale Score dropped by 67 points compared to 2021-22..

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	49	50	48	16	43	65	16	43	65	32.7	86.0	
All Grades	49	50	48	16	43	65	16	43	65	32.7	86.0	

* 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 Met Nearly Met			% Standard Not Met		
	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
Grade 11	2485.	2435.	2399.	0.00	0.00	0.0	6.25	0.00	0.0	18.75	13.95	7.7	75.00	86.05	92.3
All Grades	N/A	N/A	N/A	0.00	0.00	0.0	6.25	0.00	0.0	18.75	13.95	7.7	75.00	86.05	92.3

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	13.95		*	86.05	
All Grades	*	0.00		*	13.95		*	86.05	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	48.84		*	51.16	
All Grades	*	0.00		*	48.84		*	51.16	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	51.16		*	48.84	
All Grades	*	0.00		*	51.16		*	48.84	

Conclusions based on this data:

1. The percentage of students tested 2022-23 increased by 10 percentage points from the previous year.

2. No students tested in 2022-23 met the standard in mathematics.
3. The number of students tested in 2022-23 increased by over 30% from the previous year.

School and Student Performance Data

2. 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		*	*		*	*		*	*		*	*		*	7
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	*	*	8.3	*	*	33.3	*	*	41.7	*	*	16.7	*	*	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	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

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

3. Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
75	62.7	8.0	Students whose well being is the responsibility of a court.
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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	8.0
Foster Youth		
Homeless	5	6.7
Socioeconomically Disadvantaged	47	62.7
Students with Disabilities	15	20.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.3
American Indian		
Asian		
Filipino		
Hispanic	51	68.0
Two or More Races	2	2.7
Pacific Islander	1	1.3
White	20	26.7

Conclusions based on this data:

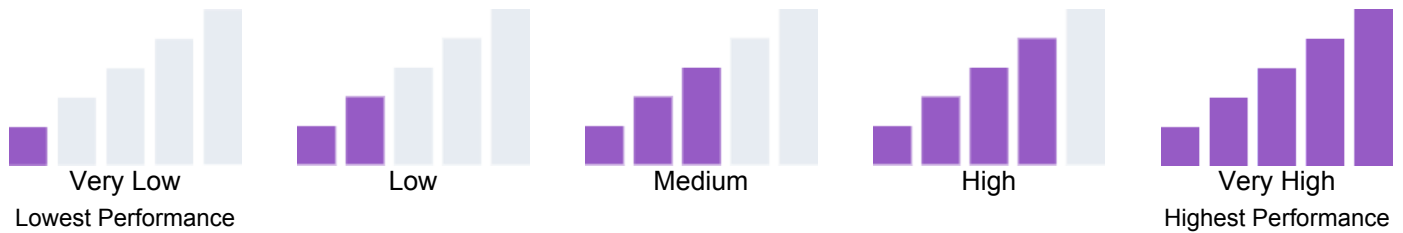
1. The CVHS enrollment for socioeconomically disadvantaged students reported in 2021-22 remains disproportionate to the overall CVUSD enrollment percentage of socioeconomically disadvantaged students.
2. In 2021-22 Students with disabilities represented 20% of our student population.
3. Our Hispanic population remains our majority enrollment by ethnicity.

School and Student Performance Data

4. Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate Medium	Suspension Rate High
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

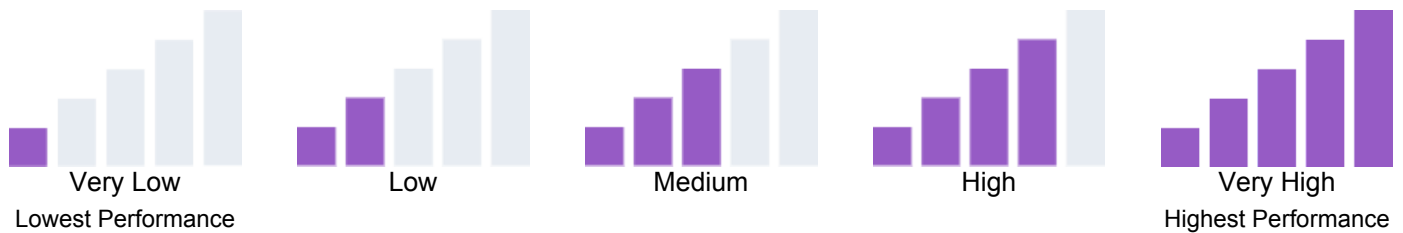
1. 2022 Chronic Absenteeism remained "Very High" increasing by 1.2% to 45.52%.
2. The Dashboard reports our graduation rate to be 97.37% which qualifies as "Very High."
3. The 2022 suspension rate increased to 6.3%. 2021 data reflects a 0% suspension rate. 2022 was the year we returned to full in-person learning.

School and Student Performance Data

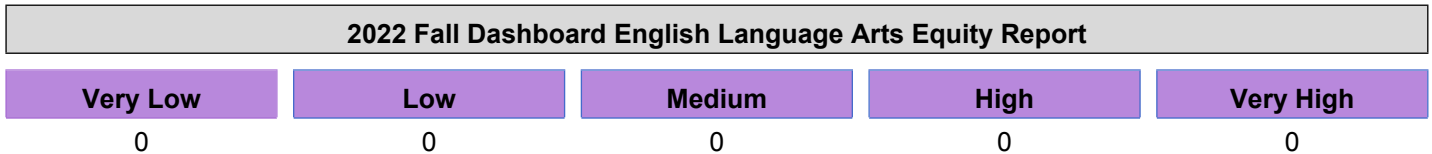
5. Academic Performance 1. English Language Arts

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

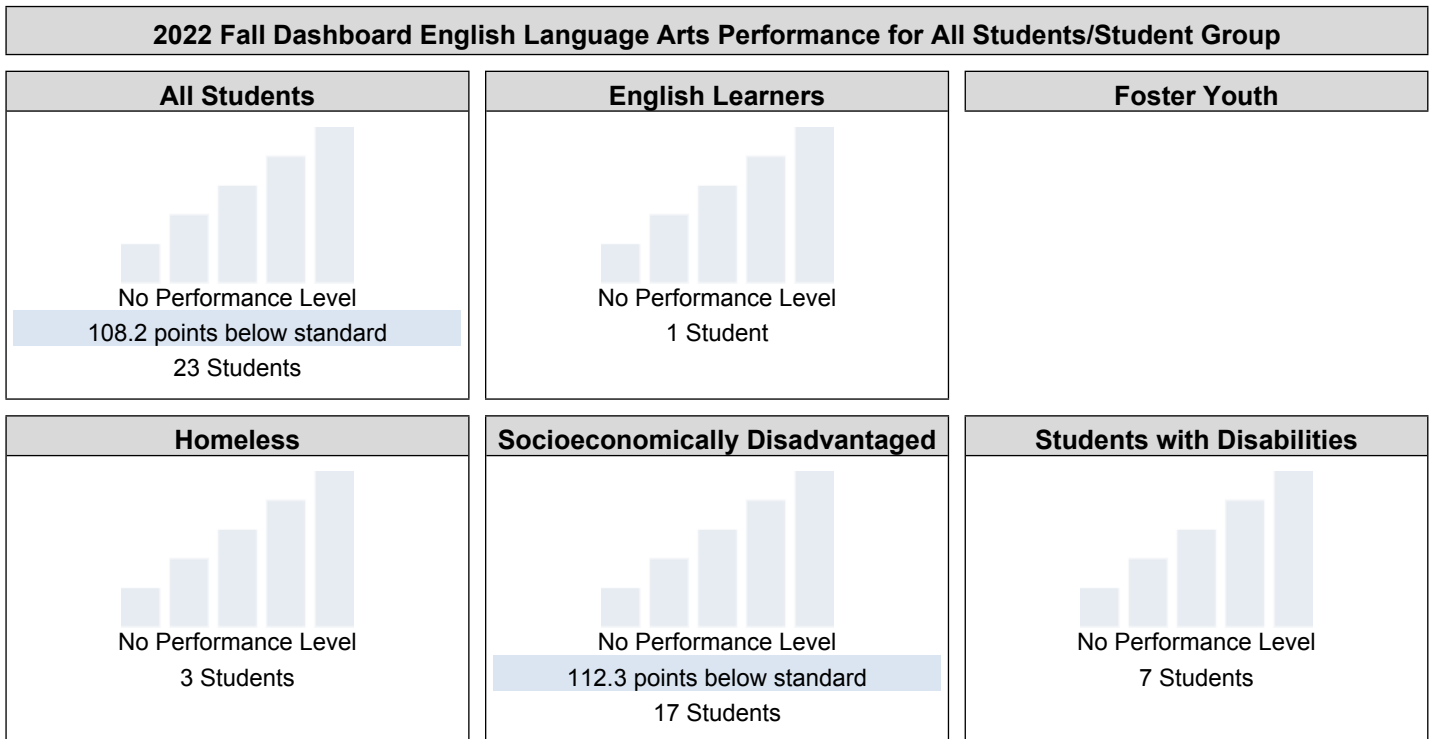
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



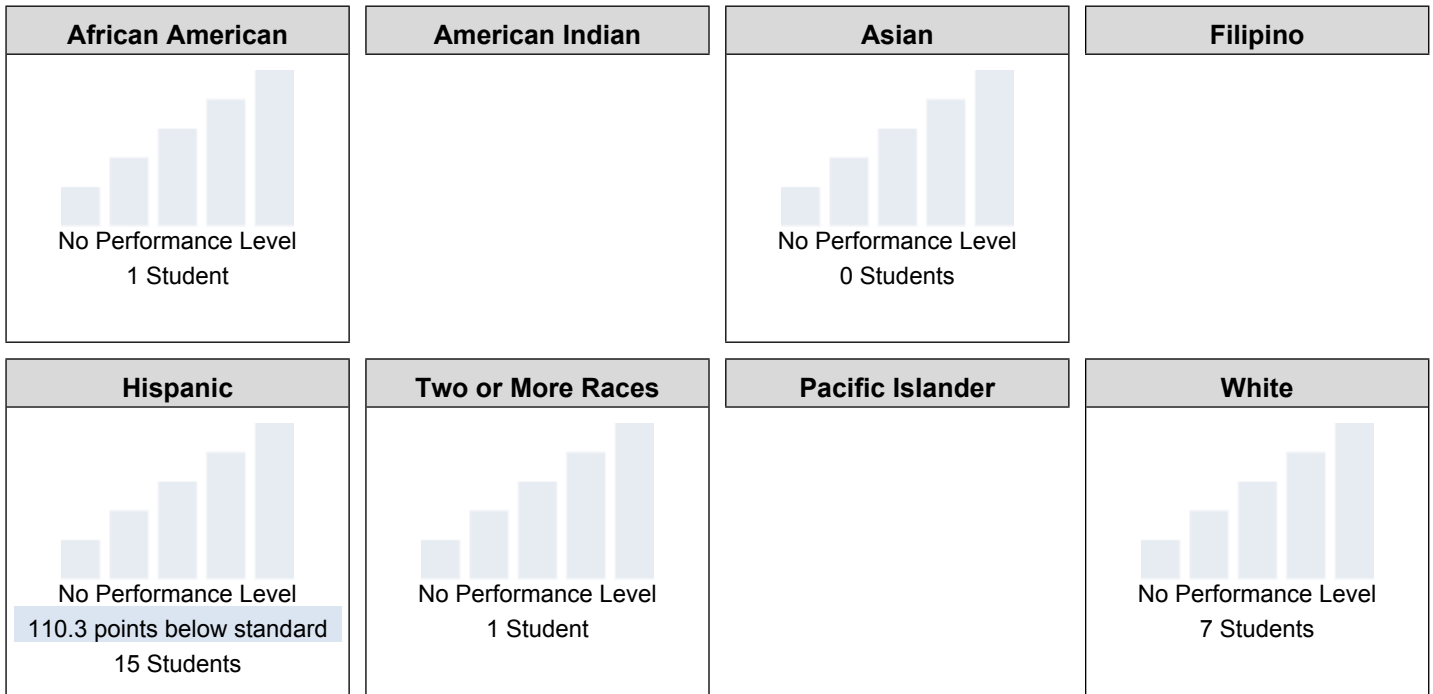
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	1 Student	10 Students

Conclusions based on this data:

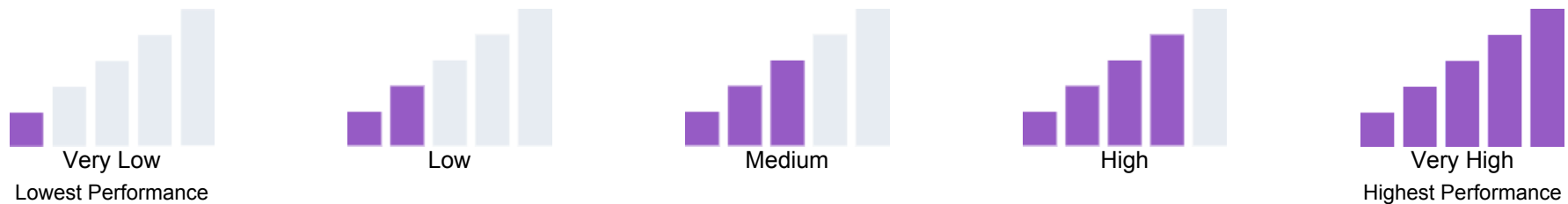
- Dashboard ELA Performance levels were not reported. However, in the 3 demographics that provide performance against the standard there is a consistent but substandard performance level.

School and Student Performance Data

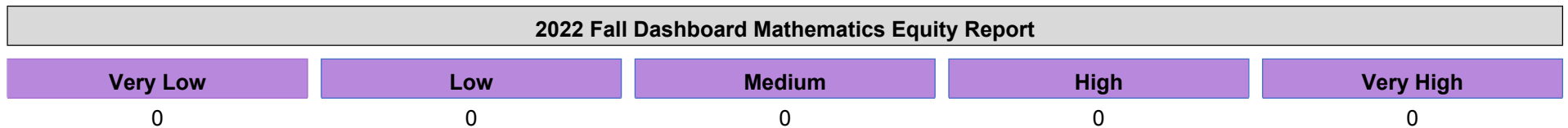
Academic Performance 2. Mathematics

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

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



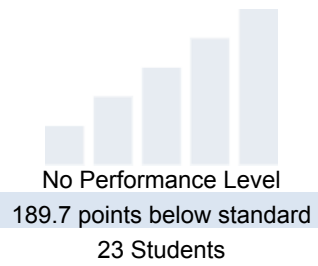
This section provides number of student groups in each level.



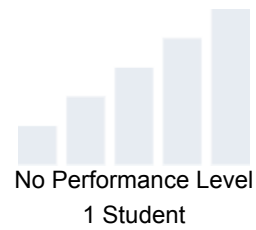
This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

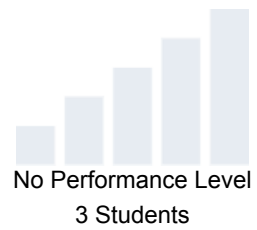


English Learners

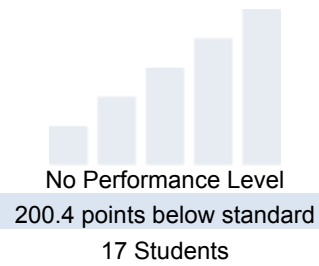


Foster Youth

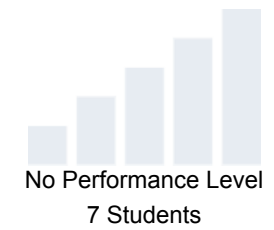
Homeless

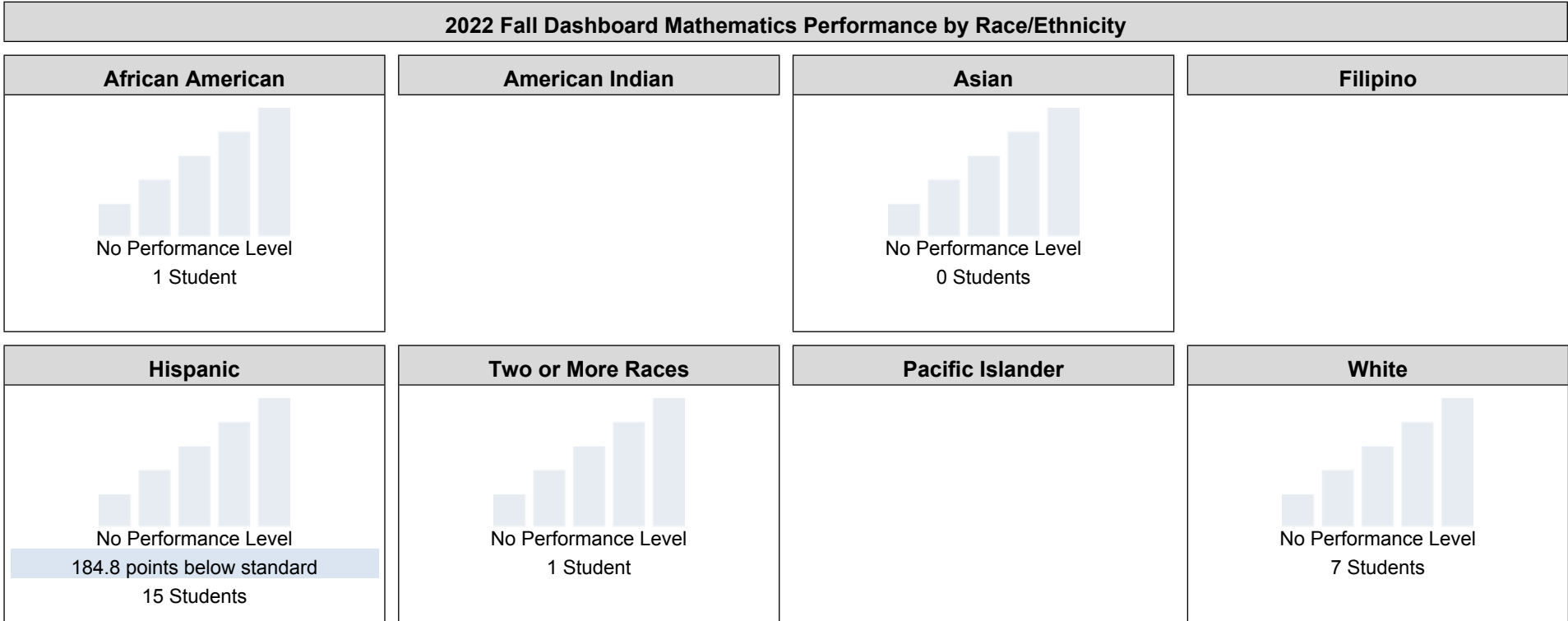


Socioeconomically Disadvantaged

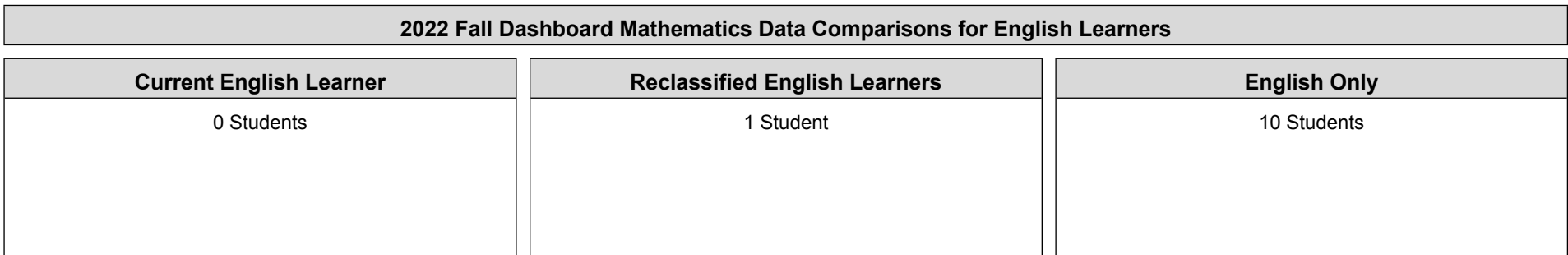


Students with Disabilities





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



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 constant 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

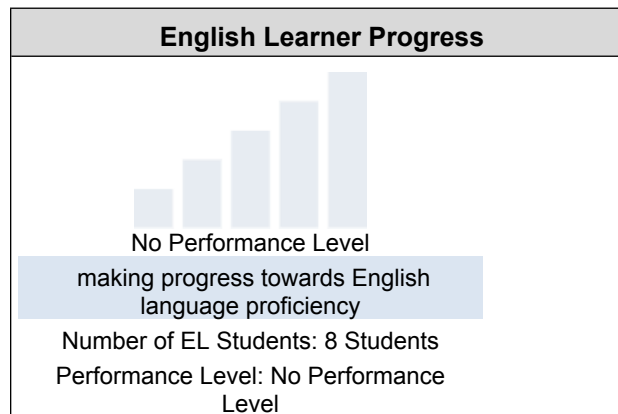
Academic Performance

3. English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

- CVHS English Learner academic performance levels were not provided by the state for 2022.

School and Student Performance Data

Academic Performance

4. College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. College/Career data was not reported in 2022.

School and Student Performance Data

6. Academic Engagement 1. Chronic Absenteeism

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

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

Very High High Medium Low Very Low
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

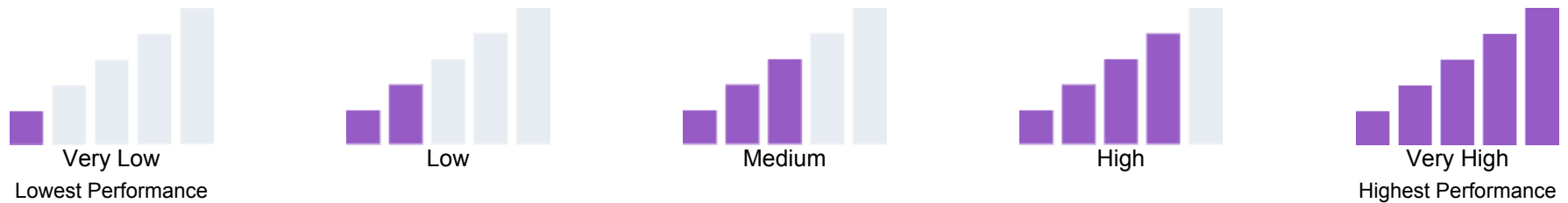
Conclusions based on this data:

- Chronic Absenteeism data was not provided with the dashboard results.

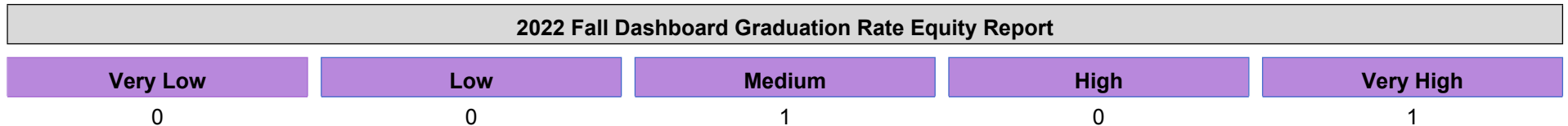
School and Student Performance Data

Academic Engagement 2. Graduation Rate

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



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.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students



Medium

89.8% graduated

49 Students

English Learners



No Performance Level

Less than 11 Students

5 Students

Foster Youth

Homeless



No Performance Level

Less than 11 Students

6 Students

Socioeconomically Disadvantaged



Medium

89.2% graduated

37 Students

Students with Disabilities



No Performance Level

91.7% graduated

12 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

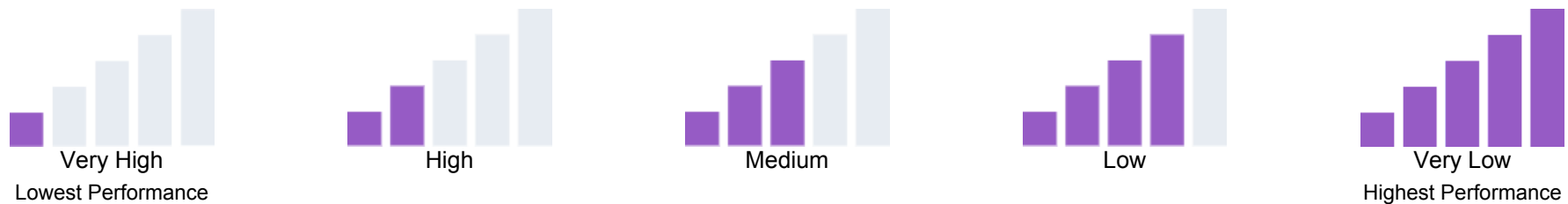
- CVHS 2022 Dashboard Graduation Rate data was available for "All Students," "Socioeconomically Disadvantaged," and "Hispanic."
- Our Hispanic graduation rate was significantly higher than our overall graduation rate.

School and Student Performance Data

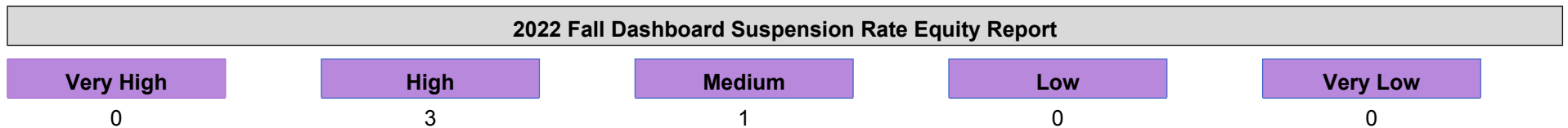
7. Conditions & Climate 1. Suspension Rate

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

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

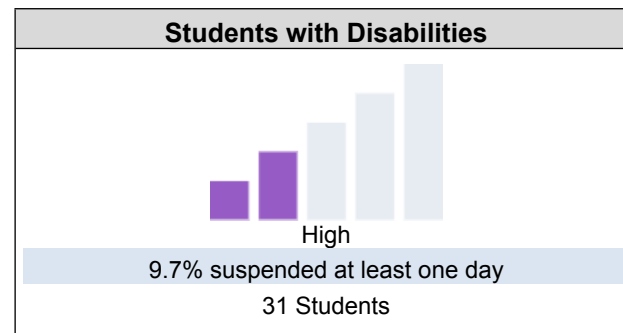
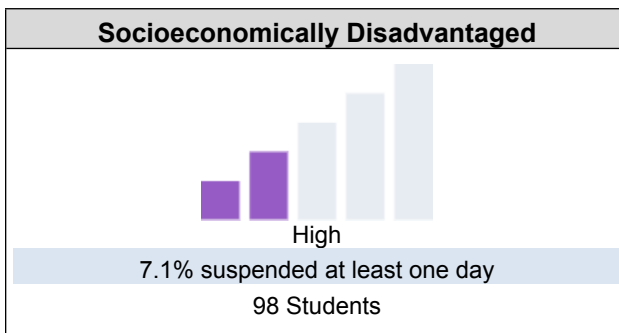
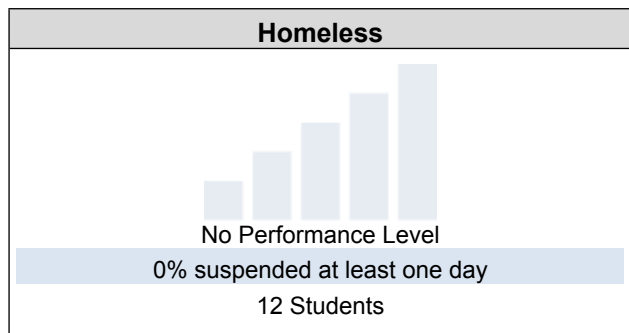
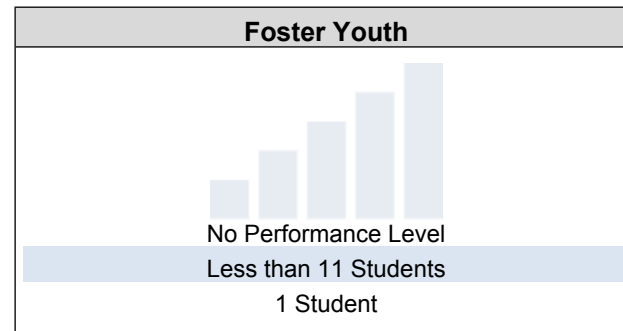
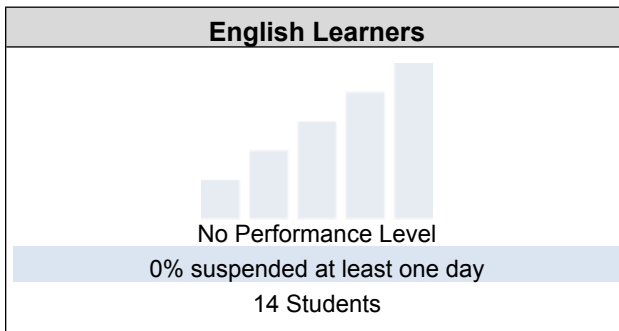
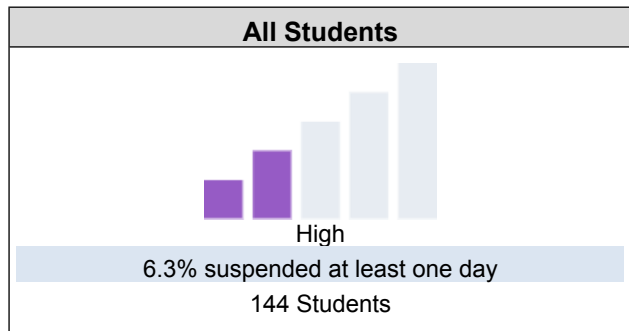


This section provides number of student groups in each level.

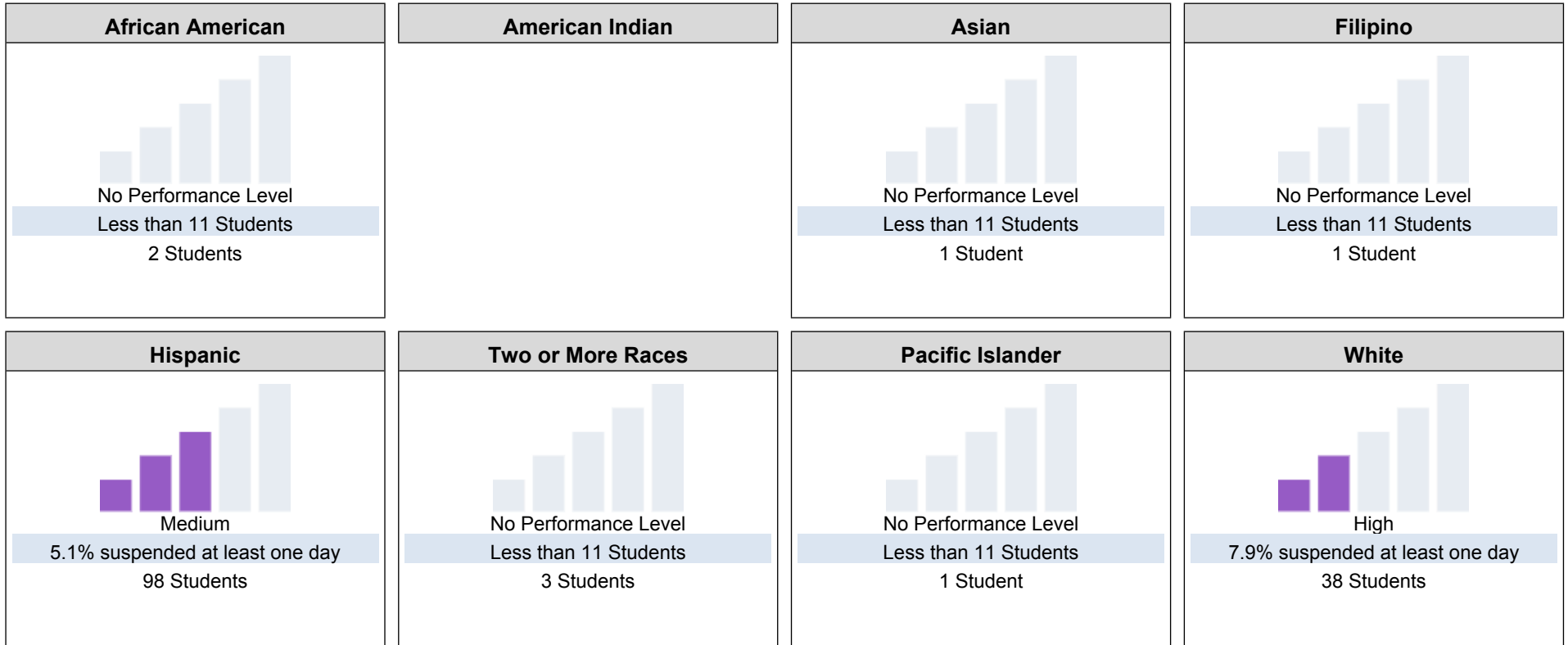


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- CVHS 2022 suspension rate data indicates a "High" level for all reported demographics.
- The data ranges from a low of 5.1% for Hispanics to a high of 9.7% for students with disabilities.
- No performance level was reported for English learners or homeless. However, it is noted that no students were suspended within these demographics.

8. Goals, Strategies, & Proposed Expenditures

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

1. Goal Subject

Student Engagement

2. LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

2. Goal 1

Conejo Valley High School will address learning loss 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 50% of students meeting their MAP growth targets in reading and math, maintaining a graduation rate of 92% or better, and an increase of 2% in overall attendance and credit recovery rates.

1. Identified Need

CVUSD students' access to learning was severely impacted by the Covid 19 pandemic. The ultimate impact on student learning is unknown. However, it is anticipated that students will have learning gaps and deficiencies. Many of these students will need academic interventions and credit recovery offered at CVHS. 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.

2. Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Chronic Absenteeism/Average Daily Attendance

CVHS' chronic absenteeism was 50.3% in 2022-23. Our overall daily attendance rate in 22-23 was 89.3%.

In 2023/24 chronic absenteeism will be 40% or lower and our daily attendance rate will increase to 90% or greater.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average number of credits earned per quarter	The average number of credits earned per quarter in 2021-2022 it was 21.2. In 2022-23 it was 23.5.	The average number of credits earned per quarter will increase by 2%.
MAP data	In 2022-23 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 targets.
CAASPP data	2021-22 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 last graduation rate reported by the state from 2022 indicates a four year adjusted cohort graduation rate of 89.8%, an increase of more than 20 percentage points over 2021. Our locally determined graduation rate determined by the percentage of graduates from our total number of seniors enrolled 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.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Highly Qualified Teachers	July 2023	Principal District Administration	Provide highly qualified, properly assigned teachers.	1000-1999: Certificated Personnel Salaries	District Funded
Staffing Ratios	August 2023	Principal Human Resources	Do not exceed the C.D.E. recommended student/teacher ratio for continuation education.	1000-1999: Certificated Personnel Salaries	District Funded
Data Evaluation	Beginning August 2023 and then ongoing through June 2024	Principal Assistant Principal Counselor Teachers	Evaluate relevant data sets during common planning time, Leadership Team meetings, Faculty Meetings and Department Meetings to assess progress, drive instruction and guide intervention.	1000-1999: Certificated Personnel Salaries	District Funded
	Beginning August 2023 and then monthly at SSC meetings	Principal SSC Members			
	Beginning August 2023	Office Manager Registrar Principal	Evaluate relevant data sets at SSC to assess progress, set goals and develop the SPSA.	None Specified	None Specified
	Beginning September 2023	Principal MAP Coordinator Teachers	Producing local data charts and graphs for review.	2000-2999: Classified Personnel Salaries	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Use of MAP testing as a tool for academic intervention, measuring individual student academic progress and the school's overall academic program.	4000-4999: Books And Supplies	ESSER III - Learning Loss	1560.00
Student Recognition	December 2023	Assistant Principal	Implement additional student recognition/rewards for outstanding/improved performance.	4000-4999: Books And Supplies	Donations	700.00
	October 2023 and then by quarter through June 2024	Principal Office Manager Faculty	Celebrate Students of the Month at a quarterly morning ceremony, awarding of certificates, Student of the Month lunch and on the Wall of Fame.	0001-0999: Unrestricted: Locally Defined	Donations	800.00
	June 2024	Principal Counselor Scholarship Committee				
	November 2023, January 2024, April 2023	Principal Assistant Principal Counselor Office Manager Leadership Class	School-Based Scholarships awarded at graduation ceremony.	0001-0999: Unrestricted: Locally Defined	Donations	20,400.00
	October 2023-June 2024	Principal Assistance Principal Attendance Liason				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Renaissance Recognition Program for credit recovery, attendance and positive behavior. Recognize individual positive achievements and schoolwide attendance goals	4000-4999: Books And Supplies	0TRM	2950.00
Intervention	August 2023-June 2024	Administration Counselor Student Support Services	Provide opportunities outside of the regular school day to support learning loss and for students who need accelerated credit recovery.	0000: Unrestricted	ESSER III - Learning Loss	6000.00
	August 2023-ongoing	Principal Assistant Principal				
	August 2023-ongoing	Counselor Apex Teachers	Ensure that students have access to technology by providing Chromebooks to all students. Ensure instruction is accessible to all students by integrating UDL concepts and resources.	1000-1999: Certificated Personnel Salaries	None Specified	
	August 2023-ongoing	Counselor Apex Teachers				
	September 2023-ongoing	Principal Assistant Principal Attendance Clerk	1000-1999: Certificated Personnel Salaries	District Funded		
	September 2023-ongoing	Assistant Principal				
September 2023-	Assistant Principal					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	ongoing	Assistant Principal	Use of Apex to accelerate credit recovery for motivated students.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023-ongoing	Counselor				
	Beginning August 2023	Student Support Services Counselor Administration	Maintain practice of daily attendance phone calls for unverified absences.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023-June 2024	Administration Campus Security	Identify chronically absent students early to break pattern of poor attendance. Make home visits as needed.	1000-1999: Certificated Personnel Salaries	District Funded	
			Effectively use SART and SARB processes to reconnect students with their education.	1000-1999: Certificated Personnel Salaries	District Funded	
			Identify students eligible for minimum graduation requirements provided in AB167 and AB216.	1000-1999: Certificated Personnel Salaries	District Funded	
			Help to remove barriers to school attendance by providing transportation and bicycles to students in need of consistent transportation.	1000-1999: Certificated Personnel Salaries	District Funded	
			Add campus security hours above allocation to provide supervision and security during the extended school hours.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Collaboration	August 2023-ongoing	Principal Assistant Principal Counselor Teachers	Use of Common Planning Time and Department Chair Meetings to focus on UDL practices and to share and create consistent credit recovery opportunities for students.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023 and then twice per month	Principal Assistant Principal Counselor Teachers				
	August 2023 & January 2024	Principal Apex Teachers	ACTIVE meetings to identify students with chronic absenteeism, behavior issues and credit recovery concerns and formulate targeted interventions.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023-ongoing	Principal Assistant Principal Counselor Teachers	Apex collaboration to establish and maintain consistent practices.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023ongoing	Teachers Administration Counselor	Collaboration to share and design additional credit opportunities that allow for student choice and expression of learning.	1000-1999: Certificated Personnel Salaries	District Funded	
			Collaborate in the development of student portfolios.	1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Wellness and Community Building	August 2023-ongoing	Student Support Services Principal Assistant Principal Counselor	Maintain Wellness Room with Wellness Counselor.	0001-0999: Unrestricted: Locally Defined	District Funded	
	August 2023-June 2024	Principal Teacher (SEL Coordinator)	Provide weekly, schoolwide, socio-emotional lessons during period 2.	1000-1999: Certificated Personnel Salaries	OTRM	500.00
	August 2023-ongoing	Teacher (Lunchtime Activity Coordinator) Assistant Principal	Weekly lunchtime activity to establish and build community.	0001-0999: Unrestricted: Locally Defined	Donations	575.00
Students with Disabilities	August 2023 and Ongoing	Principal Assistant Principal Counselor Teachers	Provide additional instruction and academic support through extended learning day opportunities.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023 and Ongoing	Principal Assistant Principal Special Education Teacher	Scheduled monthly meetings with Special Education Team. Meetings will include review of IEPs, including student progress toward goals, LRE, engagement, attendance and interventions needed.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023 and Ongoing	Special Education Teacher General Education teachers				
	August 2023 and Ongoing	Principal Assistant				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	August 2023 and Ongoing	Principal Special Education Teacher	Ongoing collaboration with general education teachers to monitor progress of students with IEPs and provide additional interventions as needed to address learning loss.	1000-1999: Certificated Personnel Salaries	District Funded	
		Principal Special Education Teacher General Education teacher	Monitor and Review Data of the number of students meeting IEP goals.	1000-1999: Certificated Personnel Salaries	District Funded	
			Offer Algebra 1 class co-taught by a general education math teacher and our special education teacher.	1000-1999: Certificated Personnel Salaries	District Funded	

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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 deleted.

3. ANALYSIS

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

The focus of this goal is to address learning loss and improve academic engagement. We feel that that the strategies and activities outlined in our action plan were effective as our credit recovery rates increased significantly and our local graduation rate remained strong even though students came to us severely behind in credits.

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

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.

Average individual quarterly student credit recovery rate increased by 2.3 credits in 22-23 when compared to the previous year. We attribute much of this increase to all students being back on campus on reconnecting with the faculty and staff. While we expect to reach the credit recovery goal in 23-24, a similar increase is unlikely. We have also added development of student portfolios to the action plan. We feel that the elements to be included in these portfolios will be valuable to our students in reaching academic goals and in preparing for their future. When established and monitored correctly the portfolios, which we will align with our student learning outcomes, would also be a valuable tool in helping us measure our success as a school. Chronic absenteeism increased by 5% in 2022-23. CVHS will focus on individual and schoolwide positive recognition/rewards as a strategy to improve attendance.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

College and Career Readiness

4. LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

3. Goal 2

Conejo Valley High School students will be 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.

1. Identified Need

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.

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DASS Dashboard for College and Career Readiness.	The DASS Dashboard showed that 0.0 % of CVHS students completed a career pathway in 2018-19.	3 or more students will complete a career pathway in 2023-24.
Percentage of graduates meeting A-G requirements.	2% of graduates of the class of 2022 met A-G requirements.	6% of graduates of the class of 24 will meet A-G requirements.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Development of student portfolios which include "Student Roadmaps".	Portfolios with "Student Roadmaps" have not been established at CVHS.	Implementation of portfolios for graduating seniors with "Student Roadmaps."
Dual enrollment in community college.	No CVHS students were dually enrolled in community college course in 22-23.	5 or more students will enroll in a community college course in 23-24.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Dual Enrollment	August 2023 and ongoing	Administration Counselor Teachers	Bridge connection to community college for all students by encouraging dual credit courses through Moorpark College.	1000-1999: Certificated Personnel Salaries	District Funded	
Student CTE Participation	August 2023 August 2023 and ongoing June 2024	Counselor CTE Teachers Principal Assistant Principal Counselor CTE Teachers Special Education Teacher EL Teacher Principal Counselor CTE Teachers Scholarship Committee	Increase overall student participation and completion of on campus CTE classes and ROP courses through the CEC. Encourage participation of SWD, EL, and SED in CTE/ROP classes and Career Pathways.	0001-0999: Unrestricted: Locally Defined 1000-1999: Certificated Personnel Salaries	Local Categorical District Funded	8240.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Recognize achievement in CVHS career pathways through CTE school-based scholarships.	0001-0999: Unrestricted: Locally Defined	Local Categorical	3900.00
Master Schedule	August 2023	Administration	Provide for two auxiliary periods using school funds from the Career Technical Education Incentive Grant.	1000-1999: Certificated Personnel Salaries	Local Categorical	25,000.00
	July 2023 and ongoing	Administration Counselor CTE Teachers				
	December 2023	Administration Counselor CTE Teachers CEC Administration	Work cooperatively with CTE Articulation and Department of Secondary Education to build CTE courses and pathways at CVHS.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023	Administration Counselor				
				Ensure that our current CTE Pathway classes are titled and coded correctly to reflect pathway completion in DASS.	1000-1999: Certificated Personnel Salaries	District Funded
			Enroll all students in CP courses unless standard level is requested by parent/guardian.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Professional Learning	August 2023-June 2024	Principal Counselor CTE Teachers	Participate in CEC and CVUSD provided professional development and CTE Meetings.	0001-0999: Unrestricted: Locally Defined	Local Categorical	3,500.00	
	August 2023 and ongoing	Principal CTE Teachers					
	August 2023 and ongoing	Principal CTE Teachers Principal	Remain current with CTE trends in secondary education.	0001-0999: Unrestricted: Locally Defined	Local Categorical	3,150.00	
	September 2023-June 2024			Encourage the acquisition of CTE credentialing for CVHS teachers.	1000-1999: Certificated Personnel Salaries	None Specified	
				Participate in CTE Articulation and community based career trends meetings.	1000-1999: Certificated Personnel Salaries	District Funded	
Classroom Instruction	August 2023 and ongoing	Principal Assitant Principal Counselor Teachers	Promote the integration of CTE into the curriculum.	1000-1999: Certificated Personnel Salaries	District Funded		
	August 2023-June 2024	CTE Teachers College and Career Coordinator	Continue to provide relevant CTE speakers and field trips.	0001-0999: Unrestricted: Locally Defined	Local Categorical	2500.00	
	August 2023 and ongoing	Principal Counselor Math Teachers Principal	Support the growth of financial math course.	0001-0999: Unrestricted: Locally Defined	Local Categorical	1500.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	January 2024	Teachers School site Council	Support the growth of financial math course.	4000-4999: Books And Supplies	OTRM	3700.00
			Ensure that site technology (Measure I) expenditures allow for technology upgrades that support classroom instruction	4000-4999: Books And Supplies	Other	6000.00
Access to College and Post Secondary Trade School	August 2023 and ongoing	Principal Counselor College and Career Technician	Provide career focused guest speakers and field trips.	5000-5999: Services And Other Operating Expenditures	Local Categorical	1000.00
		College and Career Technician	Assist students with the college application process.	2000-2999: Classified Personnel Salaries	District Funded	
		College and Career Technician	Provide group seminars and individual support for FAFSA	2000-2999: Classified Personnel Salaries	District Funded	
		College and Career Technician Counselor	Promote and assist with scholarship Opportunities	2000-2999: Classified Personnel Salaries	District Funded	
CTE funding	August 2023 and ongoing	Principal CTE Teacher	Participate with the development of CTE grant proposals to ensure continued funding of the CTE program.	1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Senior Portfolios	August 2023 and ongoing	Principal Faculty	Faculty collaboration to determine required elements, facilitation, and monitoring	2000-2999: Classified Personnel Salaries	None Specified	
	August 2023	Principal Faculty	Identify a minimum of initial 3 elements required in portfolio	1000-1999: Certificated Personnel Salaries	None Specified	
	August 2023	Principal English 12 Teacher	Expand portfolio requirement to all English 12 classes.	1000-1999: Certificated Personnel Salaries	None Specified	
Exit Interviews	August 2023 and ongoing	Principal Faculty	Faculty collaboration to determine structure, facilitation, and scheduling	1000-1999: Certificated Personnel Salaries	None Specified	
	August 2023 and ongoing	Principal VCOE Alternative Principals' Network	Articulation with continuation schools who have exit interviews in place	5800: Professional/Consulting Services And Operating Expenditures	4EEF	300.00
	May 2024	Principal Assistant Principal English 12 Teacher	Pilot exit interviews with a cohort of student volunteers within an English 12 class	1000-1999: Certificated Personnel Salaries	None Specified	

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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 deleted.

3. ANALYSIS

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

In 2022-23 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.

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

The DASS Dashboard has not been updated to reflect 2022-23 so we do not have that data as of this time. Funding for 2 of our 2022-23 CTE sections was provided through the CTEIG grant. Moving forward our ability to provide these CTE sections at CVHs is in jeopardy unless another source of funding is determined or funding can continue through CTE grants.

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 has been updated from 2022-23. In 22-23 the emphasis was in growing participation rates in CTE related courses and pathways. In reviewing the CTE data it was determined that our participation rates were very strong. However, pathway completion and college and career readiness data was not reflecting the overall program success we expect. A-G completion rates have also been added. to the 2023-24 SPSA. Pilot programs for Senior Portfolios and Exit interviews have been added to our action plan in this goal of college and career readiness.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Parent Engagement

4. LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

4. Goal 3

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.

1. Identified Need

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

2. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-Wide Parent Communication	Quarterly Parent Newsletter.	Quarterly Parent Newsletter
School Site Council Meetings	Parent/Community attendance at SSC meetings averaged 3 in attendance in 2022/23.	We will average 4 or more parent and community members at each SSC meeting in 2022/23.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Representation	In 2022-23 CVHS was represented consistently at our school site council, DAC, ELAC, and SEDAC. Our AADAC irep attended meetings infrequently. CVHS was not represented on the LGBTQ+ council in 2022-23.	CVHS will be represented on all district advisory councils in 2023-24 and those representatives will report to the SSC.
Student/Parent conferences	CVHS has not offered regularly scheduled student/parent conferences for continuing students in the past.	CVHS will pilot student/parent conferences for continuing students.
Back to School Nights	CVHS held fall and spring semester back to school nights in 2022-23.	15 or more parents will participate in our fall Back to School Night. 20 or more parents will attend in the spring.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Communication	August 2023, October 2023, January 2024, April 2024	Principal Office Manager	Produce a quarterly parent newsletter.	2000-2999: Classified Personnel Salaries	District Funded	
	August 2023/ongoing	Principal Office Manager	Assuring the school website is current and contains pertinent information.	2000-2999: Classified Personnel Salaries	District Funded	
	August 2023/ongoing	Assistant Principal Attendance Clerk	Daily attendance calls regarding unexcused absences.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023/ongoing	Teachers Counselor Principal Assistant Principal				
	August 2023/ongoing	Principal Office Manager				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	August 2023/ongoing October 2023, January 2024, March 2024. June 2024	Principal Office Manager	Emphasis on Faculty communication with parents regarding student successes and concerns. Provide communications to parents in both English and Spanish Include parents in quarterly recognition programs for Students of the Quarter	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded	
Parent Participation and Representation	July 2023/Ongoing August 2023 July 2023	Principal Office Manager Principal Assistant Principal Principal Office Manager	Increase parent, student and community School Site Council participation through improved notification and principal outreach. Ensure that CVHS is represented on DAC, SEDAC, ELAC, AAPAC, LGBTQ+AC, SDAC and that the representatives are included on the Site Council. Identify Site Council interest and hold election for Site Council Representation.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Outreach	August 2023/ongoing	Principal Faculty Representative	Social media posts promoting school events, activities and celebrations.	0001-0999: Unrestricted: Locally Defined	OTRM	100.00
	August 2023/ongoing	Principal Assistant Principal Counselor	Maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023-June 24, monthly	Principal Counselor				
			Principal's parent social	0001-0999: Unrestricted: Locally Defined	OTRM	500.00
Back to School Nights	September 2023	Principal Faculty	Fall Back to School Night	0001-0999: Unrestricted: Locally Defined	OTRM	300.00
	February 2024	Principal Faculty	Second Semester Back To School Night/Social	0001-0999: Unrestricted: Locally Defined	OTRM	300.00
Parent/Student Conferences	August 2023	Administration Counselor Teachers	Collaboration and planning for parent/student conferences	1000-1999: Certificated Personnel Salaries	None Specified	
	August 2023	Administration Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	August-September 2023	Teachers Administration Counselor	Determine dates and school schedule for conferences	1000-1999: Certificated Personnel Salaries	None Specified	
	October 2023	Administration Counselor Teachers	Promote sign-ups for parent/student conferences	4000-4999: Books And Supplies	OTRM	200.00
			Pilot parent/student conferences	1000-1999: Certificated Personnel Salaries	None Specified	

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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 deleted.

3. ANALYSIS

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

Conejo Valley High School successfully produced a quarterly newsletter using the SMORE application. Our office manager not only ensured that the newsletter was published, she also monitored the website daily and made sure it was updated regularly.

Briefly 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 still had limited participation at those meetings. We anticipate that the establishment of a second semester Back to School Night will be important for families with students who have enrolled since the fall and will help to build our school community.

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 2023-24 has been updated to include parent/student conferences.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Student Support

4. LEA/LCAP Goal

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

5. Goal 4

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.

1. Identified Need

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.

2. Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Suspension Rate

The overall suspension rate on the 2022 DASS was 6.3%. (2022 was latest update)
 SWD = 9.7%
 SED = 7.1%
 Homeless = 0%
 EL = 0%
 Hispanic = 5.1%

The overall suspension rate will be less than 5%, with the targeted populations suspension rate consistent with the overall rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Foster Youth = 0%	
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.	20% 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 monthly in 2022-23.	ACTIVE meetings will be held twice per month.
	.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support	August 2023.	Administration Counselor Wellness Counselor	Provide a Wellness Room and Counselor to support students socio-emotional needs.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023 and ongoing	Principal Assistant Principal		1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023 and ongoing	Principal Assistant Principal Counselor	Identify and provide education and interventions as an alternative to suspension.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	August 2023 and ongoing	Principal Assistant Principal Counselor Teachers	Coordinate with CRPD Teen Outreach for referrals for counseling and emotional support.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023 and ongoing	Administration Counselor Special Education	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.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023- June 2024	Administration Lunchtime Activity Coordinator Leadership Class	Provide school-based Counseling services through CVUSD Special Education Department's Mental Health Clinicians.	1000-1999: Certificated Personnel Salaries	District Funded	
	September 2023- June 2024	Administration Counselor	Weekly lunchtime activity to re-establish and build community.	0001-0999: Unrestricted: Locally Defined	Donations	650.00
			Provide weekly lunch time art therapy	0001-0999: Unrestricted: Locally Defined	Local Categorical	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Collaboration	August 2023 and ongoing	Administration Counselor Teachers	All faculty student intervention meetings (ACTIVE) held twice a month.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023	Administration Counselor SEL Teacher Coordinator Teachers	Continue to develop intervention program that supports Social-Emotional Learning	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023 and ongoing	Administration Counselor SEL Teacher Coordinator Teachers	Provide weekly Social-Emotional classroom activities	1000-1999: Certificated Personnel Salaries	District Funded	

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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 deleted.

3. ANALYSIS

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

The state provided an overall suspension rate of 6.2% in 2022. This represents a significant decrease from the previously released suspension of 14.3% in 2019. The suspension rate was relatively consistent among targeted populations.

Briefly 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 hoped. 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. VCBH counseling, however, is not included in this plan as VCBH has not committed to providing a counselor for 2023-24.

Goals, Strategies, & Proposed Expenditures

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

3. Goal Subject

Inclusion

4. LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

6. Goal 5

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 subgroups.

1. Identified Need

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.

2. Annual Measurable Outcomes

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 2024, 80% of students with IEPs will be in the general education setting for at least 80% of their school day.
CAASPP	2022-23 ELA: CVHS Mean Scale Score: 2429 Met standard: 8% 2022-23 Mathematics:	The overall ELA and Math average scores will increase by at least 25 points, with the targeted populations' scores consistent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CVHS Mean Scale Score: 2400 Met standard: 0.00% Detailed results by group or population are not currently available.	with the overall rate. (Dependent on CAASPP Assessment)
Graduation Rates	The last graduation rate reported by the state from 2022 indicates a four year adjusted cohort graduation rate of 89.8%, an increase of more than 20 percentage points over 2021. Our locally determined graduation rate determined by the percentage of graduates from our total number of seniors enrolled was 90% in 2021, 94% in 2022, and 91% in 2023 Graduation rates among targeted populations are statistically consistent with the overall population with the Hispanic graduation being the higherr than are overall graduation rate.	The overall graduation rate will increase by 2% with the targeted populations' graduation rate consistent with the overall rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with Disabilities/Least Restrictive Environment	August 2023-ongoing August 2023-ongoing	Special Education Teacher Administration Principal Assistant Principal	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.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	August 2023-ongoing	Special Education Teacher	Monthly meetings with Special Education Team. Meetings will include review of IEPs of CVHS students pertaining to LRE.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023-ongoing	Special Education Teacher Administration GE Teacher Parent Student Principal Assistant Principal Human Resources	Discuss and Evaluate LRE at all initial transition, 30 day, annual and tri-annual IEP meetings.	1000-1999: Certificated Personnel Salaries	District Funded	
			Ensure that Special Education staffing allows for LRE and meets the academic and social/emotional needs of CVHS SWD.	1000-1999: Certificated Personnel Salaries	District Funded	
Emphasize Inclusion for All Students	September 2023	Administration Staff Student Leadership	Participate in Inclusion Week, Anti-Bullying Week and Cultural Awareness by promoting inclusive activities through the Student Senate, Leadership class, and Wellness Activities.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023-June 2024	Administration Counselor Leadership Students Student Senate	Promote inclusive student lunchtime activities through the Student Senate and Leadership class.	5000-5999: Services And Other Operating Expenditures	OTRM	1200.00
	August 2023	Administration Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	August 2023 Ongoing	Leadership Students Student Senate Administration Teachers	Promote active participation of CVHS students on Student DAC, SSC, the Youth Advisory Council and as the School Board Rep. Review of curriculum through a diversity lens and to help our student population make connections to the learning.	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	OTRM District Funded	942.00
English Learners	September 2023- June 2024	Principal Assistant Principal Teachers EI Facilitator	Provide ELA support for English Learners throughout all academic classes.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023 - Ongoing	Apex Teachers Counselor	Encourage use of translation tool in Apex for English Learners struggling with the curriculum	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023 - Ongoing	Assistant Principal ELA Intervention Teacher	Provide additional academic support/intervention for EL students in reading using Achieve 3000	0001-0999: Unrestricted: Locally Defined	None Specified	
	August 2023 - Ongoing	EI Facilitator Principal Assistant Principal	Monitor individual EL student language acquisition using Elevation and state assessments.	1000-1999: Certificated Personnel Salaries	None Specified	
	January 2024 & May 2024	EI Facilitator Principal Assistant Principal Teachers parents/student				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Twice annual ceremony to recognize EL students who have been reclassified.	0001-0999: Unrestricted: Locally Defined	0860	240.00
Homeless and Foster Youth	August 2023-Ongoing	Principal Assistant Principal Counselor	Identify all students who are eligible for reduced graduation requirements.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023-Ongoing	Principal Assistant Principal Student Support Services	Ensure all homeless youth are identified and provided the necessary supports giving them an equal opportunity to succeed. (McKinney-Vento).	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development	August 2023-Ongoing	Principal Assistant Principal Special Education Teacher Teachers	Participate in CVUSD and VCOE Professional Learning opportunities to support SWD.	1000-1999: Certificated Personnel Salaries	District Funded	
	August 2023-Ongoing	Principal Assistant Principal Counselor Teachers	Participate in CVUSD and VCOE Professional Learning opportunities to support EL students.	0001-0999: Unrestricted: Locally Defined	4EEF	100.00
	August 2023-Ongoing	Principal Assistant Principal Counselor	EL Coordinator will share information from district EL meetings and PD with staff at faculty meetings.			
	August 2023-Ongoing	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	May 2043	Assistant Principal Counselor Teachers	Participate in CVUSD and VCOE Professional Learning opportunities to support Homeless and Foster Youth.	0001-0999: Unrestricted: Locally Defined	Local Categorical	2500.00
	August 2023- Ongoing	Principal English Department Chair	Participate in CVUSD and school based UDL, DEI and SEL professional development and collaboration.	0001-0999: Unrestricted: Locally Defined	District Funded	
			Attend California Continuation Educators Association Conference.	0001-0999: Unrestricted: Locally Defined	4EEF	200.00
			Actively engage with the district committee review of core literature and approved novels.	1000-1999: Certificated Personnel Salaries	District Funded	

1. Annual Review

2. SPSA Year Reviewed: 2022-23

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 deleted.

3. ANALYSIS

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

The latest graduation rate provided by DASS for 2021-22 is *89.8%. This is a 0.2% decrease from the previous year.. Our least restrictive environment rate improved by 5 percentage points over the previous year.

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

Due to budget constraints CVHS did not attend the CCEA conference as planned.

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

9. Budget Summary

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

1. Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,507.00

2. Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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
OTRM	\$10,692.00
4EEF	\$600.00
Donations	\$23,125.00
ESSER III - Learning Loss	\$7,560.00
ESSER III - Other Allowable Uses	\$3,000.00
Local Categorical	\$52,290.00
Other	\$6,000.00

Subtotal of state or local funds included for this school: \$103,507.00

Total of federal, state, and/or local funds for this school: \$103,507.00

10. 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.

1. Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0860	240.00	0.00
OTRM	10,692.00	0.00
4EEF	600.00	0.00
Local Categorical	52,290.00	0.00
Donations	23,125.00	0.00
ESSER III - Learning Loss	7,560.00	0.00
ESSER III - Other Allowable Uses	3000.00	0.00
Other	6000.00	0.00

2. Expenditures by Funding Source

Funding Source	Amount
0860	240.00
OTRM	10,692.00
4EEF	600.00
Donations	23,125.00
ESSER III - Learning Loss	7,560.00
ESSER III - Other Allowable Uses	3,000.00
Local Categorical	52,290.00
Other	6,000.00

3. Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	6,000.00
0001-0999: Unrestricted: Locally Defined	50,455.00
1000-1999: Certificated Personnel Salaries	25,500.00
2000-2999: Classified Personnel Salaries	3,000.00

4000-4999: Books And Supplies	15,110.00
5000-5999: Services And Other Operating Expenditures	3,142.00
5800: Professional/Consulting Services And Operating Expenditures	300.00

4. Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	0860	240.00
0001-0999: Unrestricted: Locally Defined	OTRM	1,200.00
1000-1999: Certificated Personnel Salaries	OTRM	500.00
4000-4999: Books And Supplies	OTRM	6,850.00
5000-5999: Services And Other Operating Expenditures	OTRM	2,142.00
0001-0999: Unrestricted: Locally Defined	4EEF	300.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	300.00
0001-0999: Unrestricted: Locally Defined	Donations	22,425.00
4000-4999: Books And Supplies	Donations	700.00
0000: Unrestricted	ESSER III - Learning Loss	6,000.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	1,560.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	3,000.00
0001-0999: Unrestricted: Locally Defined	Local Categorical	26,290.00
1000-1999: Certificated Personnel Salaries	Local Categorical	25,000.00
5000-5999: Services And Other Operating Expenditures	Local Categorical	1,000.00
4000-4999: Books And Supplies	Other	6,000.00

5. Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,485.00

Goal 2	58,790.00
Goal 3	1,400.00
Goal 4	1,650.00
Goal 5	5,182.00

11. School Site Council Membership and Assurances

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

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

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

The 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
Martin Manzer	Principal
Sean MacDonald	Other School Staff
Catherine Kanney	Other School Staff
Michelle Taranto	Classroom Teacher
Krista Pettersson	Parent or Community Member
Mary Guibord	Parent or Community Member
Cynthia Spady	Parent or Community Member
Joe Riccio	Parent or Community Member
Roselyn Gonzalez	Secondary Student
Dawn Stines	Other School Staff

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.

12. 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
	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 16, 2023.

Attested:

	Principal, Martin Manzer on August 25, 2023
	SSC Chairperson, Krista Petterson on August 31, 2023

13. Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, 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:

1. Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

2. Purpose and Description

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

1. Purpose

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

2. Description

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

3. Educational Partner Involvement

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

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

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

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

4. Resource Inequities

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

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

14. Goals, Strategies, Expenditures, & Annual Review

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

1. Goal

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

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

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

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

2. Identified Need

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

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

3. Annual Measurable Outcomes

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

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

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

4. Strategies/Activities

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

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

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

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

5. Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

6. Proposed Expenditures for this Strategy/Activity

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

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

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

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

2. Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from

the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

1. Analysis

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

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

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

3. Budget Summary

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

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

1. Budget Summary

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

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

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

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

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

4. Appendix A: Plan Requirements

1. Schoolwide Program Requirements

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

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

1. Requirements for Development of the Plan

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

2. Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

5. Appendix B:

1. Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

2. Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

3. Targeted Support and Improvement

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

The TSI plan shall:

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

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

4. Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

5. Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 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.

6. Appendix C: Select State and Federal Programs

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

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

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

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

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