

2018-19 School Plan for Student Achievement

School: Cache Creek High School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Will Jarrell
Revision Date: 9.20.18

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Will Jarrell
Position: Principal
Phone Number: 530.662.4331
Address: 14320 Second St./P.O. Box 388
Yolo, CA 95697-0298
E-mail Address: william.jarrell@wjusd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Cache Creek High School's Vision and Mission Statements

Mission: To provide a safe, supportive environment that fosters positive behavior, personal responsibility and academic growth while addressing individual student needs.

Vision: Cache Creek High School is a positive, empowering educational environment that supports all student with both improved academic performance and constructive behavior, promoting a student's progression from an under-performing student to a confident, productive member of our community. Courses are standards aligned and are designed to address the immediate academic and social needs of our unique population. Our instruction integrates problem-solving and critical thinking within an atmosphere that nurtures a sense of belonging and encourages self-expression and responsibility. Proper conduct is emphasized and supported through a system of shared values and clear and consistent behavioral expectations.

Cache Creek Students are:

Present
Positive
Productive
Balanced
Reflective
Open minded

Community and School Profile

Cache Creek High School is located just outside the city of Woodland, CA, in the unincorporated town of Yolo. The community has a rich heritage of community spirit and neighborly charm. Woodland, with a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two traditional senior high schools, a continuation high school, and an adult school, and served over 10,000 students in the 2017-2018 school year.

Cache Creek High School is a continuation high school that serves students who may not be meeting graduation requirements in the traditional high school setting. The school operates on a traditional calendar, and during the 2017-18 school year, enrollment ranged from the 140s to nearly 180 students. With the high mobility of our site, enrollment fluctuates throughout the school year and the school serves approximately 260 students a year. The school is designed to work with 11th and 12th grade students, but will accept a few 10th graders based on district needs. Student body demographics are illustrated below.

Student demographics:

Hispanic (Latino) 76.5%
White 15.7%
African American (Black) ~1%
Other 2.5%

Comprehensive Needs Assessment Components

Data Analysis

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

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).

Surveys were conducted to determine post high school interests, climate, safety, and overall program.

Classroom Observations

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

The principal does regular classroom visitation with informal feedback. The principal formally observes teachers that are on the evaluation cycle. All teachers develop goals for the year and evaluate their progress at the end of the year.

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

N/A The school is not measuring the implementation of EPCs.

Standards, Assessment, and Accountability

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

State assessments are only minimally used formatively. The school uses NWEA - MAP to guide proper placement and instructional practice.

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

The EL Specialist, RTI Specialist, Counselor, and Principal provide reports to assist teachers in identifying school wide areas of strength and weakness. Data is disaggregated using all available demographic breakdowns to identify trends and adjust instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Cache Creek High School is a small continuation high school. All teachers are CLAD certified. In order to meet the needs of our students we need the flexibility of teachers to instruct in multiple subjects. Teaching experience ranges from 3 to 22 years. CCHS uses the credentialing guidelines from California Commission on Teacher Credentialing for alternative education schools.

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

Teachers are hired based on the district's requirements for credentialed teachers. The district also provides access to ongoing professional learning and induction using the Teacher Induction program, formerly known as Beginning Teacher Support and Assessment (BTSA).

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

Staff participation in staff development activities and opportunities is directly tied to the WASC Action Plans developed to increase student achievement and the District Initiatives. Various teachers at Cache Creek High have participated in staff development with the "Studio Model", English Learner Institute, QTEL, Odysseyware, and secondary counselor training. For the 2018-2019 school year, teachers will receive training structures for student interaction to support reading, writing and academic discourse. The EL Specialist and the Special Education teacher attend regular monthly meetings at the District Office. The counselor meets with parents and students to review assessment data, develop comprehensive plans to meet graduation requirements and set post secondary goals.

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

Support currently provided by district in Reading and Writing ("studio model), and the school continues to do training with Odysseyware.

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

As a continuation high school, our school maintains an enrollment that ranges from 140 to 180, with 9 classroom teachers. Several departments consist of one individual. The school meets as a whole staff and consistently reviews data around the schools 2 goals: present, positive, productive. Teachers discuss subject matter in these monthly collaboration meetings. Teachers analyze a variety of data including attendance, behavior, and mid-point and quarterly progress reports.

Teaching and Learning

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

CCHS teachers use California State Standards in ELA, math, science, and social science. Odysseyware, an online learning program, makes up a large share of the CCHS curriculum.

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

All students are enrolled in at least one period of English in their school day. Students are placed in math classes based on previous course completion, and the NWEA. Students are placed in appropriate ELA and math classes by the counselor based on assessments, primarily NWEA. The EL Specialist assists with placement of English Learner students in appropriate classes. All classes at CCHS are 50 minutes long.

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

Cache Creek High School is a continuation school, and therefore an intervention for both Woodland and Pioneer High Schools students who are behind in meeting graduation requirements. The great majority of students are in the 11th and 12th grade, with a very small number of 10th grade students. The master schedule is evaluated quarterly by the teachers and counselor to address student needs to meet graduation requirements. Students are flexibly scheduled throughout the quarter based on need.

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

The district provides board adopted instructional materials for all students and the school uses Odysseyware curriculum for CA standards.

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

The district provides board adopted instructional materials for all students.

Opportunity and Equal Educational Access

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

All CCHS students have some level of academic competency concerns that are addressed through individual student need.

14. Research-based educational practices to raise student achievement

In the 2018-2019 school year, CCHS will continue to use an MTSS model. In addition, the school will use close reading strategies, QTEL strategies, structured writing strategies, and balanced math strategies.

Parental Involvement

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

Cache Creek High provides a small student/teacher ratio which is supported by the Central Office. With the implementation of MTSS, services are provided based on individual student need, including bilingual staff who are readily available to assist the growing EL population and their families. All teachers are CLAD certified. On-campus support agencies include a Communicare social worker who provides socio-emotional and drug and alcohol counseling, Teen Clinic, ALMS, and outside nutritional supports. The office coordinator assists program administrators with coordination of services for students. Students also have access to a full-time academic counselor. In addition, annual scholarships for graduates are provided by: Concilio of Yolo County, WJUSD Student Services, Heald College, CCHS Staff, Jose and Delia Nevarez Scholarship, as well as others based on availability and qualification criteria.

16. 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)

CCHS has a School Site Council and ELAC parent committee. School staff are committed to increasing parent involvement in the collaboration process to improve instruction for all students. ELAC parents serve in an advisory role in the development of the Single Plan for Student Achievement and SSC provides input and approves the School Plan for Student Achievement (SPSA).

Funding

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

All services are provided through district implementation of LCAP and the sites use of supplemental and concentration funds.

18. Fiscal support (EPC)

CCHS receives LCFF funding in support of the 8 state priorities.

IV. Description of Barriers and Related School Goals

CCHS has three goals: Students are expected to be present, positive, and productive. For CCHS, the primary barriers to student success are socio-emotional or, "readiness to learn" issues, and attendance. Students that transfer to CCHS from traditional high schools or other alternative schools generally exhibit difficulty with basic academic skills, credit completion, attendance and behavior. Students are also mostly unaware of career opportunities beyond high school. The long standing "readiness to learn" issues are the primary barriers to student success, and earning students' trust and helping them to overcome external struggles that prevent them from being successful in the classroom are the rationale for building competency with being present, positive, and productive. Student academic achievement data indicates a focus on reading comprehension and writing to improve literacy, and fundamental math skills to improve numeracy is required.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	94	89	71	79	75	51	76	74	51	84	84.3	71.8
All Grades	94	89	71	79	75	51	76	74	51	84	84.3	71.8

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2456.8	2461.3	2434.8	0	0.00	0.00	4	6.76	5.88	21	21.62	15.69	75	71.62	78.43
All Grades	N/A	N/A	N/A	0	0.00	0.00	4	6.76	5.88	21	21.62	15.69	75	71.62	78.43

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	3	4.05	5.88	42	35.14	29.41	55	60.81	64.71	
All Grades	3	4.05	5.88	42	35.14	29.41	55	60.81	64.71	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	14	16.22	13.73	86	83.78	86.27
All Grades	0	0.00	0.00	14	16.22	13.73	86	83.78	86.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	4.05	5.88	50	41.89	43.14	46	54.05	50.98
All Grades	4	4.05	5.88	50	41.89	43.14	46	54.05	50.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.35	0.00	51	32.43	31.37	49	66.22	68.63
All Grades	0	1.35	0.00	51	32.43	31.37	49	66.22	68.63

Conclusions based on this data:

1.

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	93	89	71	79	75	38	76	75	38	84.9	84.3	53.5
All Grades	93	89	71	79	75	38	76	75	38	84.9	84.3	53.5

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2416.0	2396.0	2400.6	0	0.00	0.00	0	0.00	0.00	4	1.33	0.00	96	98.67	100.0
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	4	1.33	0.00	96	98.67	100.0

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	0	0.00	0.00	3	1.33	0.00	97	98.67	100.0	
All Grades	0	0.00	0.00	3	1.33	0.00	97	98.67	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	26	16.00	5.26	74	84.00	94.74
All Grades	0	0.00	0.00	26	16.00	5.26	74	84.00	94.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	29	30.67	21.05	71	69.33	78.95
All Grades	0	0.00	0.00	29	30.67	21.05	71	69.33	78.95

Conclusions based on this data:

1. CCHS students need greater support with fundamental reading and writing skills.
2. CCHS students need greater support with fundamental math skills

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10	0			36.4			***	***		18.2			9.1		
11	8	13		31	44		54	44		8			0		
12	5	16		41	47		45	37		5			5		
Total	6	14		36	44		50	42		6			3		

Conclusions based on this data by levels:

1. CCHS students are mostly either Intermediate and Early Advanced. Reading comprehension continues to be the greatest area of need and the site will focus on development of these skills through academic vocabulary development, the use of close reading strategies, and reciprocal teaching skill builders.
2. Most of the EL students at CCHS are Long-Term English Learners who continue to struggle in the same areas. The EL specialist will continue to focus on individual needs and work with teachers to ensure each student has the appropriate interventions.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10							***	***							
11	8	13		31	44		54	44		8					
12	5	16		41	47		45	37		5			5		
Total	6	14		36	44		50	42		6			3		

Conclusions based on this data by levels:

1. No Additional Information... Only the annual CELDT test was administered as our students are all LTELs.

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will be proficient in literacy, numeracy, and 21st Century skills through high quality, effective teaching and learning practices.
Improve ALL students' academic performance by building foundation skills in reading, writing, and numeracy as measured through CAASPP, ELPAC, NWEA, and graduation rates.
Data Used to Form this Goal:
Literacy: NWEA <ul style="list-style-type: none">• 2017/2018 Winter NWEA MAP Data for READING average score of 201.1, a drop of ~5% from fall testing and indicates that on average, CCHS students are reading at a 4th grade level.• 44.2% of students improved their NWEA score between the fall and winter administrations.• 2017/2018 Winter NWEA MAP Data for LANGUAGE average score of 207.6, a slight drop from fall testing and indicates that on average, CCHS students have language skills that are comparable to the 6th grade level.• 56.9% of students improved their NWEA score between the fall and winter administrations.• 2017/2018 Winter NWEA MAP Data for MATH average score of 210.71, a slight increase from fall testing and indicates that on average, CCHS students have math skills comparable to the 5th grade level.• 48.2% of students improved their NWEA score between the fall and winter administrations. CAASPP <ul style="list-style-type: none">• 2016/2017 CAASPP Literacy data indicates that 14% of students met or exceeded the standard, and 18% nearly met the standard.• - Sub group data (% of student meeting or exceeding standard) - Economically Disadvantaged: 3%, EL: 7%, F/H: 0 students tested, Hispanic: 4%, White: only 6 students tested.• - ELA/Literacy Claim 1: 6% (+3%)• - ELA/Literacy Claim 2: 4% (+4%)• - ELA/Literacy Claim 3: 4% (NC)• - ELA/Literacy Claim 4: 4% (+4%)• 2014/2015 CAASPP ELA data indicates that 6% of CCHS students met or exceeded the standard, 25% nearly met the standard, and 70% did not meet the standard. CELDT <ul style="list-style-type: none">• 2016/2017 CELDT data indicates that 70% (21) met AMAO 1 growth requirements.• 2016/2017 CELDT data indicates that 0% (2) of ELs and 45% (13) of LTELs met AMAO 2 proficiency requirements.• 2015/2016 CELDT data indicates that 55.6% (35) met AMAO 1 growth requirements.• 2015/2016 CELDT data indicates that 35.7% (5) of ELs and 50% (25) of LTELs met AMAO 2 proficiency requirements.• 2014/2015 CELDT data indicates that 8.5% (4) of English Learners were redesignated.

Credits Per Quarter: Q1:2.36; Q2: 2.92, Q3: 2.69

% of students 2.5+: 58.7% (Q3)

Numeracy:

NWEA

- 2017/2018 Winter NWEA MAP Data for math average score of 211, a slight increase from fall testing, and indicates that on average, CCHS have math skills that are comparable to the 5th grade level.
- 48.2% of students improved their NWEA score between the fall and winter administrations.

CAASPP

- 2016/2017 CAASPP math data indicates that 0% of students met or exceeded the standard.
- - Sub group data (% of student meeting or exceeding standard) - Economically Disadvantaged: 0%, EL: 0%, F/H: 0%, Hispanic: 0%, White: 0%.
- - Math Claim 1: 0% (0%)
- - Math Claim 2: 0% (0%)
- - Math Claim 3: 0% (0%)
- 2014/2015 CAASPP Math data indicates that 2% of CCHS students nearly met the standard, and 98% did not meet the standard.

Credits Per Quarter: Q1: 3.27; Q2: 2.44, Q3: 2.19

% of students 2.5+: 37.4% (Q3)

Findings from the Analysis of this Data:

The data reveals that our students are struggling with literacy and numeracy. In ELA, students are not fluent readers, have limited academic language, struggle with processing written information, and are limited in ability to write. In math, students struggle with basic concepts in numeracy. The analysis of this data also reveals that the majority of CCHS students, even those that have satisfied the district math graduation requirement, are not able to demonstrate proficiency. The lack of foundation skills and confidence in math are the two major issues. CCHS teachers, using available assessments, meet students with where they are and scaffold up to grade level standards.

How the School will Evaluate the Progress of this Goal:

CCHS will evaluate the progress of this goal using the following measures:

- NWEA average score in reading, language, and math
- % of students who demonstrate improvement with NWEA between administrations.
- % of 11th grade students who demonstrate proficiency in ELA and math on CAASPP
- Average number of credits earned each quarter in ELA and math.
- % of students who earn 2.5+ credit each quarter in ELA and math.
- % Meeting AMAO 1 Growth Target
- % Meeting AMAO 2 Growth Target
- % of student who are redesignated.

First Interim Analysis:

Conducted in November 2018

Second Interim Analysis:

Conducted in March 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1 Increase student achievement in literacy through the school-wide reading and writing program.</p> <ul style="list-style-type: none"> library, classroom supplies, books and materials, online programs and e-readers. Advisory reading/writing program release time for planning, conferences, and professional learning on campus. Advisory course supervision Quarterly release time for all teachers to plan for advisory reading/writing program. Student Incentives for the school-wide reading program 	2018-2019	Administrator Counselor ELD Teacher EL Specialist ELA Teachers Math Teacher RTI Specialist	Supplies related to reading/writing program Advisory Supervision Costs Teacher Release Time Student Incentives	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Site Discretionary	1000 2000 1000 2000
<p>1.2 Increase student achievement in literacy and numeracy through the purchase technology, software, materials and supplies, and provide PD to support CCSS, Science, Social Science, PE, Art, Music, for classrooms, library and the Student Support Center.</p> <ul style="list-style-type: none"> Increase student achievement in literacy and numeracy through the purchase technology, including building a virtual reality lab, supplemental reading materials, materials and supplies to support the effective implementation 	2018-2019	Principal All Teachers	Cost of materials and supplies Cost of materials and supplies	Supplemental/Concentration Site Discretionary	2000 4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
of CCSS, science and social science, PE, music and art for classrooms, library and the Student Support Center.					
<p>1.3 Increase student achievement in literacy and numeracy with the implementation of Odysseyware learning paths.</p> <ul style="list-style-type: none"> • Chromebook Cart and laptops • OW supplies (mice, earbuds, laptop maintenance) • OW professional learning • OW course supervision • OW Conferences/workshops • release time to create additional OW Classes 	2018-2019	Principal Teachers RTI Specialist EL Specialist	Chromebooks OW Supplies Odysseyware Supervision Costs	None Specified Supplemental/Concentration Supplemental/Concentration	 1000 2000
1.4 Increase student achievement in literacy and numeracy through the use of UC Davis Tutors. Tutors to be paid through CRBG (\$16,484).	2018-2019		Cost of Tutors (CCBG Funds)		
<p>1.5 Increase student achievement in literacy and numeracy by using the results of assessments (CAASPP, ELPAC, NWEA, Odysseyware).</p> <ul style="list-style-type: none"> • Use all available data to appropriately place students • Use all available data to differentiate instruction • Plan and execute NWEA testing 3 times per year • Ensure staff have sufficient assessment data to make decisions about curriculum. 			Testing Supervision	Supplemental/Concentration	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<ul style="list-style-type: none"> Testing Program Supervision 					

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will graduate high school and be competitively college and career ready through personalized learning.
All students will take Career Technical Education course, participate in the WCC dual enrollment program and graduate on time.
Data Used to Form this Goal:
Number of CTE courses: 2 (Administration of Justice (21), Construction Technology (4))
Percent of students enrolled in a CTE course: 13.8%, up from 9.6%
Percent of students enrolled in a WCC course: 3.6% (2)
Attendance at WCC Presentation: 37
Attendance at FASFA Workshop: 25
Graduation Data
Since the class of 2008, the average number of graduates at CCHS is 57.4 students, with a low of 44 in 2008 and a high of 80 in 2017. The average attendance rate for 2017 graduate was 73.5%. The average attendance for 2017 non-graduates was 56.4%.
Data collected as of March 22, 2018. Approximate number of remaining quarters for 10th grade = 9, 11th grade = 5, 12th grade* <1 for students enrolled on this date.
Average number of credits need to graduate by grade level <ul style="list-style-type: none">• All students (140) 86.5 credits needed to graduate• 10th grade (19) 151.3 credits needed to graduate• 11th grade (62) 86.5.4 credits needed to graduate• 12th grade (65) 40.8 credits* needed to graduate
*42 Seniors had already graduated by March 22, 2018. Data does not include seniors who have already graduated during the 2017-2018 school year.
Percent of students who are "on-track," "Borderline," and "off-track" for graduation at the end of their senior year. On-track status is based on a student's individual need, but in general, a student needs to earn approximately 20 credits per quarter to be on track. On Track - student needs 20 credits or less per quarter to graduate, borderline - student needs between 20 and 25 credits per quarter to graduate, off track - student needs more than 25 credits per quarter to graduate. Note: Graduation rate rather than on track status is tracked at end of year for 12th grade students.

10th Grade

- On Track: 100%%
- Borderline: 0%
- Off Track: 0%
- Average: 16.8 Credits/Qtr needed to graduate

11th Grade

- On Track: 67.7%
- Borderline: 20.9%
- Off Track: 11.3%
- Average 17.3 Credits/Qtr need to graduate

12th Grade

2016-2017 Graduation Data:

12th graders enrolled over the course of the year: 113

Graduates: 76 (67.3%) Attendance %: 80.3%

Drops: 25 (22.1%) Attendance %: 60%

Non-Grads: 12 (10.6%) (Note: Five non-grads returned for 5th year and subsequently graduated.) Attendance %: 61.4%

Grads to Date: 42

Percent of current students who earn more than 20 credits per quarter at end of Q3.

10th Grade: 21.1%

11th Grade: 29.0%

12th Grade: 31.3%

Percent of current students who earn less than 10 credits per quarter.

10th Grade: 36.1%

11th Grade: 21.0%

12th Grade: 23.4%

Attendance Data (Note: This is not ADA. This data is the average of individual student attendance percentages.)

Average Attendance (by all students): 74.6%

Average Attendance (by 10th grade students): 76.4%

Average Attendance (by 11th grade students): 76.4%

Average Attendance (by 12th grade students): 69.1%

Attendance v. Credits

<10 Credits/Qtr: 56.0%

10-20 Credits/Qtr: 72.0%

20+ Credits/Qtr: 76.8%

Findings from the Analysis of this Data:

The data indicates there are improvements in the % of students who are on track. This data supports the high % of students who graduated in 2017 compared with previous years. For CCHS, the data also shows that improvements in attendance continue to be a huge factor in students on-track status. As in past years, the average attendance at CCHS is approximately 75%. However, for students who earned more than 20 credits per quarter, attendance was 76.8%, and for students who earned less than 10 credits, attendance averaged 56.0%. Additionally, the data indicates that we need to improve both the number of CTE offerings and increase the number of student taking WCC courses.

How the School will Evaluate the Progress of this Goal:

- Graduation data: % of students who are on track to graduate on time
- # and % of students enrolled in a CTE course
- # and % of students enrolled in a WCC course
- Avg # credits earned by quarter
- Student plans survey
- Number of meetings counselor has with seniors
- % attendance
- Attendance v. Credits

First Interim Analysis:

As of November, 2018

Second Interim Analysis:

March 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1 - Increase graduation rate through increased attendance</p> <ul style="list-style-type: none"> Attendance Specialist to track attendance daily, make phone calls home, schedule attendance intervention meetings, liaison with district attendance personnel, manage SARB process, and provide data to admin and staff. Administration will purchase attendance incentives to support increases in student attendance (as approved by WJUSD Budget Department: caps, earbuds, transportation for field trips, promotional items etc.) 	2018-2019	Principal Counselor School Staff RTI Specialist EL Specialist	<p>Attendance Specialist</p> <p>Cost related to Attendance incentives</p>	<p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>12000</p> <p>2553</p>
<p>2.2 Improve career readiness through increased and improved access to CTE and career oriented programs.</p> <ul style="list-style-type: none"> Release time to plan for Forensics class as part of the Administration of Justice Program Materials and Supplies for Forensics Program Release time to plan for World History through Music class as part of the Arts Program Equipment and materials for music class (eg. computer for production, instruments, speakers) 	2018-2019	Principal Counselor All Staff	<p>Release time (Forensics)</p> <p>Equipment and materials (Forensics)</p> <p>Release time (Music)</p> <p>Equipment and materials (Music)</p> <p>Materials for Student Newspaper</p> <p>Field Trips</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p> <p>None Specified</p>	<p>500</p> <p>1000</p> <p>500</p> <p>1000</p> <p>1000</p> <p></p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<ul style="list-style-type: none"> • Equipment and materials for Student Newspaper (eg. computer, printer, paper) • Increase enrollment in Odysseyware Career Exploration classes. • Field trips to career oriented technical institutions and colleges. 					
<p>2.3 Improve access to WCC classes through increased opportunities and access.</p> <ul style="list-style-type: none"> • Increase enrollment in WCC courses such as: <ul style="list-style-type: none"> • - Intro to Correctional Counseling • - Correctional Treatment Programs • - College Success • - Art Appreciation • - Health and Lifestyles • Provide release time for counselor to coordinate WCC dual enrollment courses. Create multiple opportunities for students to meet with WCC counselors, attend FASFA workshops. • Provide opportunity for students to visit WCC. 	2018-2019	Principal Counselor RTI Specialist Intervention Coordinator	<p>Cost related for release time or extra duty</p> <p>Transportation cost to WCC</p>	<p>None Specified</p> <p>None Specified</p>	

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will be successful through the development of targeted and coherent systems of support.
Improve students's readiness to learn and academic success through the use of Multi-tiered Systems of Support.
Data Used to Form this Goal:
<p>*Attendance Data (Note: This is not ADA. This data is the average of individual student attendance percentages.)</p> <p>* As of March 26, 2018</p> <p>Average Attendance (by all students): 74.6% Average Attendance (by 10th grade students): 76.4% Average Attendance (by 11th grade students): 76.4% Average Attendance (by 12th grade students): 69.1%</p> <p>Enrollment (avg/month): 141.6 Enrollment (High) March: 165 Enrollment (Low) December: 127</p> <p>Mobility (# of new entries + # of exits): 132 Mobility (percentage of highest enrollment month): 80% Mobility (monthly average): 12 Mobility (average exit): -6.4 Mobility (average entry): 12.1</p> <p>Behavior Data (Suspensions): 120 (16/17: 126) Days</p> <p>Suspensions by Ethnic Group (percent of population; percent suspension)</p> <p>African American (3.6%; 14.3%) Hispanic or Latino (75.9%; 42.9%)</p>

White (15.7%; 38.1%)

Behavior Data (Referrals): 872 (646 are tardies (74.1%) of all referrals and are excluded from data below)

Disruptions: 34 (15%, 16-17: 35.4%)

Out of class/off campus: 126 (55.7%, 16-17: 20.9%)

Non-Compliance 20.4%

Electronic Device: 2.2%

Production:14 (6.2%, 16-17: 10.7%)

Counseling Data (Academic)

Student Study Team Meetings: 12

504 Meetings: 9

Academic Meetings: 644

Special Education Data

Tri: 7

Annual: 13

Placement: 13

Exit: 10

Manifestation: 0

30 Day: 0

Amendment: 5

Initial: 0

Moved out of district with no placement meeting: 3

Total: 48

Foster Youth: 5

Findings from the Analysis of this Data:

Students are enrolled at CCHS because of a variety of issues that have made success at a comprehensive high school difficult to obtain. While there are academic concerns, many of the issues that our students struggle with lead them to be less than "ready to learn". Whether it is attendance, mal-adaptive behavior, nutrition, or some other socio-emotional struggle, these struggles impede the academic progress of students as they are not "ready to learn." There are a variety of data points that suggest this is a significant growth area for CCHS. Attendance is chronically low, non-violent mal-adaptive behaviors are present, and student performance is at times, secondary to common trauma-based student issues. Sixteen students account for 42% of all referrals at CCHS, The total number of referrals has remained consistent, with total referrals (Q1-Q3) at 243 for 16-17, and 233 for 17-18. Both years are dramatically lower than the 976 referrals (Q1-Q3) in 15-16 . In some cases, identifying students with behavior concerns through the referral

process at least highlights an individual student's need. In many cases however, the need is silent. The school is heavily invested in MTSS and uses PBIS as the primary tiered intervention support system. The reduction in referrals and suspensions over the last 3 years represents the successful implementation of a tiered intervention program. The school's RTI specialist is the focal point of tiered interventions, and is the single greatest factor in the success of MTSS. Students who come to CCHS generally present some type of "readiness to learn" issue, and identifying these issues, and appropriately implementing a differentiated tiered intervention is at the core of the school's success.

How the School will Evaluate the Progress of this Goal:

The implementation of MTSS. The largest issue that can be directly related to student success is attendance. As noted under goal 2, the 20% difference in attendance between students who earn 20 or more credits in a quarter and those who earn less than 10% accounts for the majority of continued credit deficiency. The secondary issue, which is under the surface for most of our students, is the "readiness to learn" issues that relate to socio-emotional struggles. Through the implementation of MTSS we will identify individual student needs and address through tier supports. Evaluation of the implementation and impact of MTSS will be through the following:

- Improvement with the Tiered Fidelity Inventory
- % improvement in attendance
- % reduction of truancy
- Avg # of credits earned per quarter
- Improvement in the avg # of credits earned per quarter
- # of referrals during a quarter, semester, and year
- # of suspension during a quarter, semester, and year
- % improvement in referrals and suspension quarter over quarter.
- # of students with CommuniCare referrals
- Student climate survey
- Student plans survey
- Parent/family satisfaction from CHKS

First Interim Analysis:

November 2018

Second Interim Analysis:

March 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1 Improve students' "Readiness to Learn" through the implementation of MTSS and CCHS's 3 behavior goals of being present, positive, and productive.</p> <ul style="list-style-type: none"> CCHS will continue the implementation of Positive Behavior Interventions and Supports (PBIS) as part of MTSS. Incentives will be provided to students who exemplify the goals of being present, positive and productive. Administration will purchase incentives (as approved by WJUSD Budget Department: caps, earbuds, transportation for field trips, promotional items etc.). Purchase the Check and Connect SEL program for use with Tier 2 Students Monthly PBIS meetings will be held to review Readiness to Learn issues. Staff will identify students of concern and develop a tiered intervention plan to address each student's specific needs. Staff will also identify and commend students making improvements. Staff will further develop, implement, and measure 	2018-2019	Principal Counselor Teachers All Staff EL Specialist RTI Specialist	<p>Cost related to PBIS incentives</p> <p>Cost related to attend conferences on MTSS/PBIS/SEL</p> <p>Cost related to Check and Connect Program</p> <p>Cost of Tiered Intervention Consultancy</p>	<p>Site Discretionary</p> <p>None Specified</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>5000</p> <p>1000</p> <p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>expectations for student with regard to the 3 CCHS goals of being present, positive and productive.</p> <ul style="list-style-type: none"> Staff will receive further training on the identification of socio-emotional concerns and investigate a Socio-Emotional Learning (SEL) program. Consultancy for Tiered Intervention support if funds available. 					
<p>3.2 Improve students "Readiness to Learn" through the implementation of a daily Advisory period.</p> <ul style="list-style-type: none"> Staff will collaboratively plan and implement an all school 2nd period advisory. This period will be used for School Connect lessons, Word Gen lessons, and Strategies for Success. Materials and supplies necessary to implement the Advisory period such as journals, pens, storage containers, wall graphics, books and lesson planning materials, poster paper, and technology support items such as ear buds, mice, etc. 	2018-2019	Principal Counselor Teachers All Staff EL Specialist RTI Specialist	<p>Cost related to teacher release and planning time.</p> <p>Cost related to materials and supplies.</p> <p>Cost related to Management of Advisory Program</p>	<p>Supplemental/Concentration</p> <p>None Specified</p> <p>Supplemental/Concentration</p>	<p>1000</p> <p></p> <p>2000</p>
<p>3.3 Improve students' "Readiness to Learn" through the support of external providers (ALMS, My Strength, Empower Yolo, etc.)</p>	2018-2019	Principal Counselor RTI Specialist	Quarterly Release Time	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<ul style="list-style-type: none"> Materials and supplies to support student groups. 					
3.4 Improve students' "Readiness to Learn" through socio-emotional counseling provided by CommuniCare.	2018-2019	Principal, counselor	CommuniCare Contract		
3.5 Intervention Coordinator will work with small groups and individual students in the area of academic support and behavior modification. This individual will be responsible for communicating with teachers to obtain appropriate work for students and feedback on needs and progress. The Intervention Coordinator will work closely with the Principal, Counselor and Response to Intervention Specialist.	2018-2019	Principal Counselor Teachers All Staff EL Specialist RTI Specialist	Cost related to hiring an Intervention Coordinator Cost related to hiring an Intervention Coordinator	Title I Part A: Basic Grants Low-Income and Neglected Supplemental/Concentration	25079 8362
3.6 Improve student attendance and achievement through quarterly recognition such as Honor Roll and Principal's honor roll.	2018-2019	Principal, counselor	Cost related to the purchase of certificates, plaques, trophies, etc.	Supplemental/Concentration	500

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Improve the English proficiency and academic achievement of English Learners

Improve the reading and writing scores of Long Term English Learners.

Data Used to Form this Goal:

In 2018-2018, CCHS did not have a full time EL Specialist for the entire year, and the number of students who were reclassified changed from 13 to XX students. 40.2% of CCHS students who have not been reclassified are Long-term English Learners. CELDT data was highlighted previously in this plan, so this section will summarize the data on current students.

English Learners: 97

Reclassified: 67

LTEL: 27

2016-2017 CELDT data with 2017-2018 Students

Overall indicates the following proficiency levels:

All Students (42)

CELDT LEVEL 5: 4.8%

CELDT LEVEL 4: 31.0%

CELDT LEVEL 3: 47.6%

CELDT LEVEL 2: 9.5%

CELDT LEVEL 1: 7.1%

LTEL Students (27)

CELDT LEVEL 5: 7.4%

CELDT LEVEL 4: 37.0%

CELDT LEVEL 3: 51.9%

CELDT LEVEL 2: 3.7%

CELDT LEVEL 1: 0.0%

AMAO for 17-18 not available.

AMAO 1: 63.0% (No - Target = 63.5%)

AMAO 2 (<5): 38.0% (Yes - Target = 26.7%)

AMAO 2 (>5): 50.0% (No - Target = 54.7%)

Findings from the Analysis of this Data:

The data reflected shows continued weakness in reading comprehension and writing. The majority of the students at Cache Creek are Long Term English Learners. Specific strategies, in addition to school-wide strategies must be implemented to specifically support EL students.

How the School will Evaluate the Progress of this Goal:

CCHS will review progress on this goal through:

- NWEA scores
- CAASP scores
- Reclassification
- Credits completed per quarter in ELA
- % Meeting AMAO 1 Growth Target
- % Meeting AMAO 2 Growth Target
- % of student who are redesignated.

First Interim Analysis:

November 2018

Second Interim Analysis:

March 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.1 Improve academic achievement of students who are English Learners through increased use of school-wide reading comprehension skill builders and structured writing assignments.</p> <ul style="list-style-type: none"> • EL Specialist will use Advisory assignments to evaluate progress in ELA. • EL Specialist will work with teachers to provide additional target vocabulary, paragraph and essay frames. • EL Specialist will monitor progress and advise teachers on gradual release from writing frames. • EL Specialist will order books, supplies, and other materials to support progress in reading and writing. 	2018-2019	Principal EL Specialist RTI Specialist Staff	Additional Reading and Writing Materials	Supplemental/Concentration	1000
<p>4.2 Improve academic achievement of students who are English Learners through comprehensive monitoring and reporting by the EL Specialist.</p> <ul style="list-style-type: none"> • In addition to regular monitoring as prescribed by the WJUSD EL master plan, using additional release time, the EL Specialist will work with the principal to provide the staff with regular, ongoing and relevant data on individual students who are ELs. 	2018-2019	Principal EL Specialist	Release time to support action 4.2	Supplemental/Concentration	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.3 The EL Specialist, at the request of, and in conjunction with the principal, will provide training on academic vocabulary and weekly school-wide academic vocabulary worksheets to support advisory.</p> <ul style="list-style-type: none"> • create vocabulary posters as required. 	2018-2019	Principal EL Specialist ELA Teacher	Materials to support school-wide vocabulary.	Supplemental/Concentration	317

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Stakeholder Engagement, Excellence for all students is supported through meaningful stakeholder engagement
Increase parents'/guardians' engagement with their children's education
Data Used to Form this Goal:
Baseline data will be collected in 2018-2019
Findings from the Analysis of this Data:
NA
How the School will Evaluate the Progress of this Goal:
School Sponsored Event Participation Parent survey results Number of times parents meet in person with counselor, attendance technician, principal, and teachers
First Interim Analysis:
November 2018
Second Interim Analysis:
March 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
5.1 Increase participation in school sponsored events <ul style="list-style-type: none"> BTSN and Back to School Night principal meetings every other month 	2018-2019	Principal Counselor RTI Specialist Office Coordinator	Light Snacks for parent meetings	Title I Part A: Parent Involvement	302
			Light Snacks for parent meetings	Site Discretionary	500
5.2 Conduct Parent Survey <ul style="list-style-type: none"> Teacher release time to create and monitor parent surveys 	2018-2019	Principal Teacher X	Cost of release time	None Specified	

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	41,179.00	0.00
Site Discretionary	15,053.00	0.00
Title I Part A: Basic Grants Low-Income	29,079.00	0.00
Title I Part A: Parent Involvement	302.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Site Discretionary	15,053.00
Supplemental/Concentration	41,179.00
Title I Part A: Basic Grants Low-Income and Neglected	29,079.00
Title I Part A: Parent Involvement	302.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	17,000.00
Goal 2: All students will graduate high school and be	18,553.00
Goal 3: All students will be successful through the	44,941.00
Goal 4: Improve the English proficiency and academic	4,317.00
Goal 5: Goal 5: Excellence for All students is supported	802.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Students will agree to be present (90%+ attendance), positive (strong relationships with staff and students), and productive (earn 20+ credits per quarter)

Parents Pledge:

Parents will support their students in being present (90%+ attendance), positive (strong relationships with staff and students), and productive (earn 20+ credits per quarter)

Staff Pledge:

Staff will intentionally guide students to be present (90%+ attendance), positive (strong relationships with staff and students), and productive (earn 20+ credits per quarter) through the implementation of daily advisory.

X. School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Will Jarrell	(530) 662-4331	6/2019	X				
Mariah Morgan	(530) 662-4331	6/2019		X			
Elaine Cummings	(916) 837-1993	6/2019		X			
Lisa Sanchez	(916) 286-9455	6/2019			X		
Jose Garcia	(530) 661-3001	6/2017				X	
Enrique Flores	(530) 661-3001	6/2017				X	
Angel Garcia	(530) 661-3001	6/2017					X
Alena Roberts	(530) 867-0698	6/2017					X
Numbers of members of each category:			1	2	1	2	2

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/9/18.

Attested:

Will Jarrell

Typed Name of School Principal

Signature of School Principal

Date

Lisa Sanchez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee


Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

 Signature
 Signature
 Signature
 Signature
 Signature
 Signature

4. 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.
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6. This SPSA was adopted by the SSC at a public meeting on 5/9/18.

Attested:

Will Jarrell

 Typed Name of School Principal



 Signature of School Principal

5.9.18

 Date

Lisa Sanchez

 Typed Name of SSC Chairperson



 Signature of SSC Chairperson

5.14.18

 Date