

Cache Creek



HIGH SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cache Creek High School	57727100000000	4.27.21	May 27, 2021

Purpose and Description

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

Schoolwide Program

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.

The School Wide Plan meets the ESSA (Every Student Succeeds Act) requirements through a comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. Over the last 18 months, CCHS (Cache Creek High School) engaged in a comprehensive needs assessment as part of a WASC (Western Association of Schools and Colleges) Self-Study. The school examined all available data, including student work samples, the NWEA MAP assessment, attendance, behavior, climate, and graduation rate. The WASC self-study and the accompanying action plan included stakeholder input, primarily through surveys and the School Site Council. The WASC action plan was written to align with the district's LCAP (Local Control Accountability Plan) and is incorporated into the SPSA here.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment.

These include:

- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.
- The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
 - a school and family engagement policy
 - a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cache Creek High School's Site Council meets at least 5 times per year, and reviews the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Cache Creek High School including School Site Council, staff, and students. Each meeting included an in-depth review of the most recent California School Dashboard data for CCHS students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student input was gathered through surveys focused on socio-emotional learning, attendance habits, visual arts, credit requirements, plans after graduation, and advisory, of which 57, 61 and 101 (61.6%) students responded. Student focus groups were created, with a balanced representation of student groups (Male: 54.8%, Female: 45.2%, Latinx: 59.5%, White: 35.7%, Other: 4.8%). Overall, 25.6% (n=41) of students participated in the focus group process. Student focus groups were centered on issues identified in student surveys, data on attendance, identified socio-emotional concerns, a desire to incorporate ethnic studies, and the arts. The results of surveys, focus groups, attendance, behavior, and academic data were used to create actions for the four WJUSD goals. Student focus groups were again used for feedback on SPSA actions on April 15, 2021 (Male: 64.6%, Female: 35.4%, Latinx: 63.4%, White: 31.7%, Other: 3.7%). Overall, 46.9% (n=82) of students participated in the focus group process.

Staff and students reviewed the SPSA on April 21st and 26th, 2021, and provided additional feedback. School site council reviewed the plan on April 27, 2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.81%	1.01%		1	1
African American	3.68%	3.23%	1.01%	5	4	1
Asian	1.47%	3.23%	1.01%	2	4	1
Filipino	%	0.81%	0%		1	0
Hispanic/Latino	78.68%	75%	76.77%	107	93	76
Pacific Islander	0.74%	0.81%	0%	1	1	0
White	14.71%	15.32%	18.18%	20	19	18
Multiple/No Response	%	0.81%	2.02%		1	0
Total Enrollment				136	124	99

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	2	3	2
Grade 11	43	51	27
Grade 12	91	70	70
Total Enrollment	136	124	99

Conclusions based on this data:

1. Enrollment numbers declined for external factors unrelated to CCHS (Cache Creek) and WJUSD (Woodland Joint Unified School District) student need. Current enrollment is 170 with a similar breakdown by ethnicity.
2. Compared to WJUSD, at CCHS, Latinx enrollment is 8% higher, African American is 1% lower, and White is 2% lower. The high % of Latinx students makes incorporating ethnic studies into all of our classes very important.
3. Enrollment is 68.5% male and 31.5% female. 51% of students are 11th grade, 49% of students are 12th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	24	24	20	17.6%	19.4%	20.2%
Fluent English Proficient (FEP)	55	49	37	40.4%	39.5%	37.4%
Reclassified Fluent English Proficient (RFEP)	10	10	2	34.5%	41.7%	8.3%

Conclusions based on this data:

1. 96.4% of English learners are Long Term English Learners (LTELs), and 40.7% of LTELs are also in Special Education. This suggests a greater focus on English Learner supports for special education students is needed.
2. Reclassified Fluent English Proficient (RFEP) and English Learner (EL) students account for 49.7% of CCHS enrollment. This supports the need to focus on vocabulary supports across the curriculum.
3. 100% of EL students are socio-economically disadvantaged. There is likely a high incidence of socio-emotional needs in the subgroup.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	89	71	92	75	51	67	74	51	67	84.3	71.8	72.8
All	89	71	92	75	51	67	74	51	67	84.3	71.8	72.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2461.	2434.	2427.	0.00	0.00	1.49	6.76	5.88	2.99	21.62	15.69	11.94	71.62	78.43	83.58
All Grades	N/A	N/A	N/A	0.00	0.00	1.49	6.76	5.88	2.99	21.62	15.69	11.94	71.62	78.43	83.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.05	5.88	1.49	35.14	29.41	17.91	60.81	64.71	80.60
All Grades	4.05	5.88	1.49	35.14	29.41	17.91	60.81	64.71	80.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	4.48	16.22	13.73	13.43	83.78	86.27	82.09
All Grades	0.00	0.00	4.48	16.22	13.73	13.43	83.78	86.27	82.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.05	5.88	2.99	41.89	43.14	35.82	54.05	50.98	61.19
All Grades	4.05	5.88	2.99	41.89	43.14	35.82	54.05	50.98	61.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.35	0.00	1.49	32.43	31.37	29.85	66.22	68.63	68.66
All Grades	1.35	0.00	1.49	32.43	31.37	29.85	66.22	68.63	68.66

Conclusions based on this data:

1. California Assessment of Student Performance and Progress (CAASPP) results confirm Northwest Evaluation Association (NWEA) data, which indicates that students are performing below grade level. More attention must be paid to ensuring students are prepared and focused during the CAASPP.
2. 82% of CCHS CAASPP test takers have not completed 10th grade English. Students have not built sufficient English Language Arts competency by the time they take the test, which impacts results.
3. By the time CCHS students take the CAASPP, they have earned on average 13.8 of 40 required credits in English.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	89	71	92	75	38	70	75	38	70	84.3	53.5	76.1
All	89	71	92	75	38	70	75	38	70	84.3	53.5	76.1

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2396.	2400.	2404.	0.00	0.00	0.00	0.00	0.00	0.00	1.33	0.00	0.00	98.67	100.0	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	1.33	0.00	0.00	98.67	100.0	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	1.33	0.00	0.00	98.67	100.0	100.0
All Grades	0.00	0.00	0.00	1.33	0.00	0.00	98.67	100.0	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	16.00	5.26	13.24	84.00	94.74	86.76
All Grades	0.00	0.00	0.00	16.00	5.26	13.24	84.00	94.74	86.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	30.67	21.05	36.76	69.33	78.95	63.24
All Grades	0.00	0.00	0.00	30.67	21.05	36.76	69.33	78.95	63.24

Conclusions based on this data:

1. California Assessment of Student Performance and Progress (CAASPP) results confirm Northwest Evaluation Association (NWEA) data which indicates that students are performing below grade level. More attention must be paid to ensuring students are prepared and focused during the CAASPP.

2. 1.1% of students have taken and passed the math courses represented in the Math CAASPP. 39% of students have passed 2/3 math courses represented in the Math CAASPP. Students have not built sufficient mathematical competency by the time they take the test, which impacts results.
3. Average number of credits earned in Math by CCHS CAASSP test takers is 10.6.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*		*		*		*	
Grade 11	*	1506.1	*	1508.6	*	1502.9	*	19
Grade 12	*	*	*	*	*	*	*	*
All Grades							26	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	0.00	*	10.53	*	52.63	*	36.84	*	19
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	15.00	*	50.00	*	35.00	26	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	5.26	*	42.11	*	42.11	*	10.53	*	19
12	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	5.00	*	45.00	*	40.00	*	10.00	26	20

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11	*	0.00	*	36.84	*	63.16	*	19	
12	*	*	*	*	*	*	*	*	
All Grades	*	0.00	50.00	35.00	*	65.00	26	20	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	57.89	*	36.84	*	5.26	*	19
All Grades	61.54	60.00	*	35.00	*	5.00	26	20

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		0.00	*	21.05	*	78.95	*	19
All Grades		0.00	*	25.00	61.54	75.00	26	20

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	5.26	*	78.95		15.79	*	19
12	*	*	*	*	*	*	*	*
All Grades	*	10.00	76.92	75.00	*	15.00	26	20

Conclusions based on this data:

1. Listening and Reading domains remained low with 0% of students meeting the well developed indicator. This indicates the need to focus on reading across the curriculum.
2. The speaking domain is a relative strength with 60% of students meeting the well developed indicator.
3. Overall, the majority of CCHS English Learner (EL) students remained in levels 1 and 2. Greater focus on reading comprehension would help all EL students do better on the English Language Proficiency Assessments for California (ELPAC).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
124	79.8	19.4	6.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	19.4
Foster Youth	8	6.5
Homeless	1	0.8
Socioeconomically Disadvantaged	99	79.8
Students with Disabilities	18	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	3.2
American Indian	1	0.8
Asian	4	3.2
Filipino	1	0.8
Hispanic	93	75.0
Pacific Islander	1	0.8
White	19	15.3






Conclusions based on this data:

1. Socioeconomically Disadvantaged students, students who are English Learners, and students with disabilities account for nearly 100% of the student population. Increasing socio-emotional learning (SEL) will continue to be an important aspect of our school.
2. Homeless and Foster Youth students are increasing. While we never know in advance how many students will fall into this category, this will continue to be an important component for how we support our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Variability in 1 year cohort data leads to swings in graduation rate. Improvement in this year's data reflects the success of our Response to Intervention (RtI) program, and a larger number of students entering their senior year needing fewer credits to graduate. We must continue our intervention program.
2. The implementation of our culinary program will continue to improve the College and Career Indicator (CCI).
3. Implementation of a workforce readiness curriculum will improve the CCI.

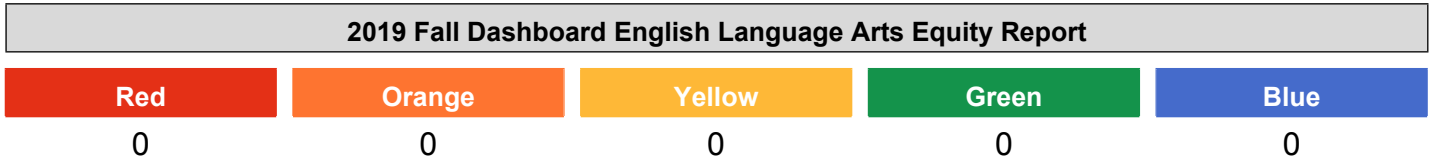
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>178.8 points below standard</p> <p>Declined Significantly -42.6 points</p> <p>29</p>	<p>English Learners</p> <p>No Performance Color</p> <p>194.8 points below standard</p> <p>13</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>188.6 points below standard</p> <p>Declined Significantly -56.8 points</p> <p>22</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 179.4 points below standard Declined Significantly -29.7 points 26	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

- Students are performing significantly below the standard in all aspects of the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP). Students are tested in their 11th grade year on competency with standards they have not learned or even been exposed to. Additionally, since there is not a test in 12th grade, there is no way to determine if any changes had an impact on student performance. Finally, this snapshot of student competency documents why they are now attending CCHS. The conclusion is that this data is never a surprise. CCHS teachers will continue to fill gaps in student academic competency for credit recovery.

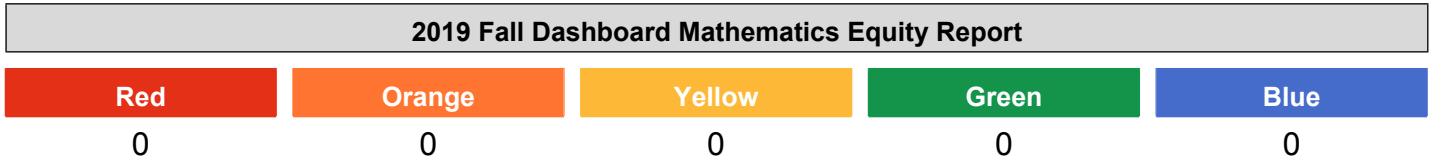
School and Student Performance Data

Academic Performance Mathematics






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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>243.7 points below standard</p> <p>Declined Significantly -16.6 points</p> <p>31</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>263.3 points below standard</p> <p>13</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>249.8 points below standard</p> <p>Declined Significantly -21.5 points</p> <p>24</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 239.9 points below standard Declined -9.6 points 27			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

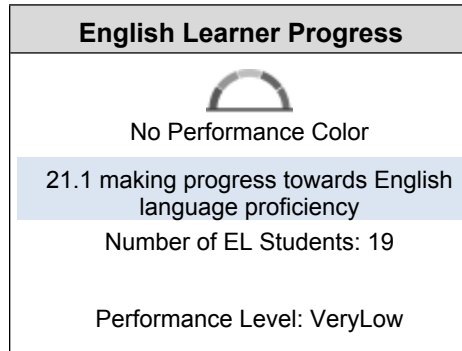
- Students are performing well below the standard on all aspects of the math California Assessment of Student Performance and Progress (CAASPP). Students are tested in their 11th grade year on competency with standards they have not learned or even been exposed to. Additionally, since there is not a test in 12th grade, there is no way to determine if any changes had an impact on student performance. Finally, this snapshot of student competency documents why they are now attending CCHS. The conclusion is that this data is never a surprise. CCHS teachers will continue to fill gaps in student academic competency for credit recovery.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
57.8	21.0		21.0

Conclusions based on this data:

1. CCHS students are underperforming significantly on the English Language Proficiency Assessments for California (ELPAC).
2. Only 21.1 % of students are making progress. Improvement with this indicator will require a continued focus on the reading and writing skills being assessed on the ELPAC.

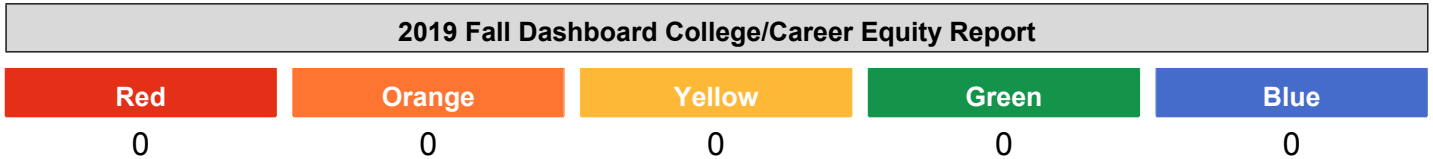
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>1.3</p> <p>Maintained +0.1</p> <p>75</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	1.2 Prepared	1.3 Prepared
0 Approaching Prepared	0 Approaching Prepared	0 Approaching Prepared
100 Not Prepared	98.8 Not Prepared	98.7 Not Prepared

Conclusions based on this data:

1. The number of students prepared improved slightly, and will continue to improve through the implementation of our culinary program and implement a better system for tracking student participation.
2. Need to implement a workforce readiness course to increase number of students meeting College and Career Indicator (CCI).

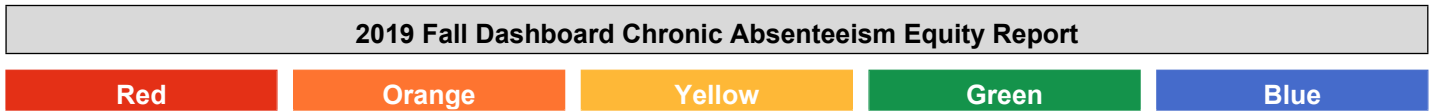
School and Student Performance Data

Academic Engagement Chronic Absenteeism

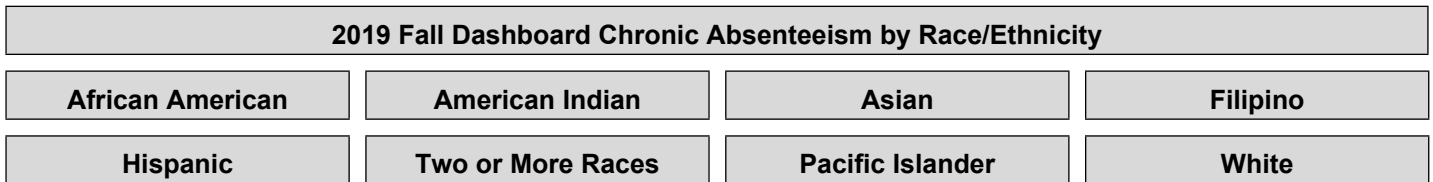
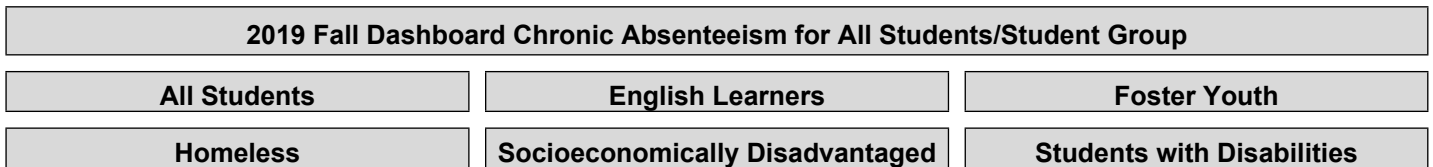
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. NA

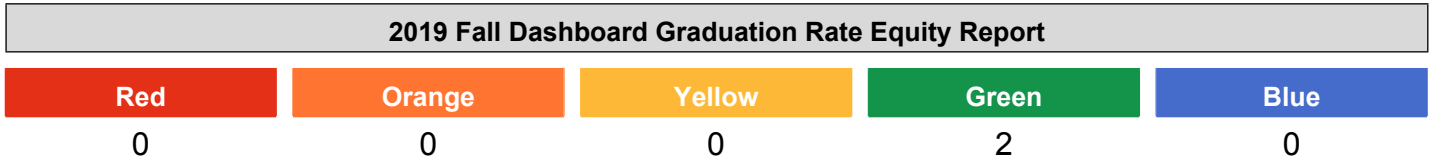
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>81.3</p> <p>Increased +11.9</p> <p>75</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>83.6</p> <p>Increased +16.5</p> <p>61</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 83.3 Increased +16.2 54	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 71.4 Declined -15.2 14

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
69.4	81.3

Conclusions based on this data:

1. Dataquest shows a 4 year graduation rate of 78.5%
2. Graduation rate remains stable and suggest that CCHS should continue the senior intervention efforts made by the Response to Intervention (RtI) teacher.
3. Improvements are largely the result of a tighter focus on senior credits and Advisory teachers will continue that effort.

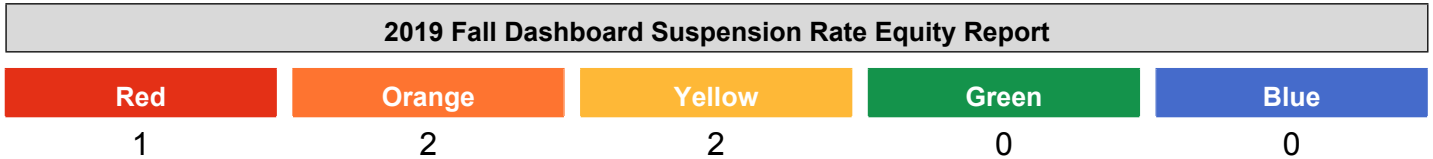
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 18.4 Declined Significantly -2.2 207	<p>English Learners</p>  Red 22.9 Increased +16.5 35	<p>Foster Youth</p>  No Performance Color 16.7 Declined -19 12
<p>Homeless</p>  No Performance Color Less than 11 Students - Data not displayed for student privacy	<p>Socioeconomically Disadvantaged</p>  Yellow 18.7 Declined Significantly -4.2 166	<p>Students with Disabilities</p>  Orange 13.3 Declined -8.9 30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data not displayed for student privacy	 No Performance Color Less than 11 Students - Data not displayed for student privacy	 No Performance Color Less than 11 Students -Data not displayed for student privacy	 No Performance Color Less than 11 Students -Data not displayed for student privacy
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">15.9</div> Declined Significantly -2.4 157	 No Performance Color Data not displayed for student privacy	<div style="background-color: #e6f2ff; padding: 5px; text-align: center;">17.6</div> Declined -4 34	

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	20.5	18.4

Conclusions based on this data:

1. Overall, the suspension numbers dropped significantly in 2015 and 2016, and have remained low since then. CCHS will continue with Multi-Tiered Systems of Support (MTSS) emphasizing Positive Behavior Interventions (PBIS).
2. Single year variability of suspension by subgroup makes establishing long term subgroup trends difficult.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Most recent CDE reporting shows growth in the number of students who met the College and Career Indicator (CCI) for prepared with 1.3%. CCHS is measured using the Dashboard Alternative School Status (DASS) for measuring the six indicators. The DASS will put a higher emphasis on workforce readiness for the CCI indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only).	0	0
Percentage of students completing UC/CSU a-g course requirements (high school only).	NA	NA
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	9 (8.5%)	20%
Number of students who participate in Visual and Performing Arts.	Art Program - 11.7% (n=13) (19/20) Mondavi - 30% (n=34) (19/20) Music - 4.2% (n=5) (19/20) TANA - 0% (n=0) (Baseline)	Mondavi - 30% Music - 6% TANA - 50%
Number of State Seals of Biliteracy awarded to students (high school only).	NA	NA
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	NA	NA

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1 Increase college and career readiness and improve access to CTE Pathways, Workforce Integration, and community college.

- Program supervision of Advisory, Online learning, Ethnic Studies, Assessment, and Schoolwide Vocabulary
- Classroom Supplies and copies
- Implement the Northwest Education Association (NWEA) assessment and use data to create online pathway interventions
- Expand parent communication to include workforce integration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

11830

Supplemental/Concentration

332

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

ANALYSIS

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

Much of this goal was interrupted by the Covid-19 pandemic. Work in culinary arts continued, with students creating home video of recipes they made. Strategies from 1.2 are now incorporated into 1.1. Ethnic studies and socio-emotional learning continued to be implemented in the Advisory program through the use of culturally appropriate readings, the school connect curriculum, and the use of word generation.

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

Major differences include spending much less on physical supplies.

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 major change is the combining of strategies 1.1 and 1.2. Metrics, outcomes, and strategies remain the same.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Students are below grade level and need fundamental literacy and numeracy skills to graduate on time. Additionally, majority of English Learner (EL) students are Long Term English Learners (LTELs), and need help improving on fundamental literacy and numeracy skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	ELA: 178.8 points below standard (2019) Math: 243.7 points below standard (2019)	10% improvement 10% improvement
Performance level on English Learner Progress Indicator	21.1 % Making progress towards English Language proficiency (2019)	10% improvement
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) .	1.49% of students meet the standards on SBAC (2019)	10% improvement
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	0.0% of students meet the standards on SBAC (2019)	10% improvement
Number of students who are chronically absent	152 students are chronically absent (3.25.21)	10% improvement
Student sense of safety and school connectedness	Connectedness: 53% Safety: 60%	Connectedness: 60% Safety: 70%
Suspension rate	18.4% (2019)	5% improvement

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/family satisfaction on California Healthy Kids Survey (CHKS), on key indicators	No data is available	50% (n=85)
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	NA	NA

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Improve students "readiness to learn" through continued implementation of tiered interventions, using the research on Multi-tiered Systems of Support (MTSS), Positive Behavior Interventions and Support (PBIS) and Response to Intervention (RtI), to improve student learning outcomes. A tiered system of interventions is one that uses various mechanisms to identify students who need additional supports, either academically or socio-emotionally. In most cases, students will respond to tier 1 interventions in the classroom and not need additional supports. However, approximately 15% of the school's population may require supports like flexible scheduling, tutoring, closer monitoring by Advisory teacher and/or RtI specialist, a quiet place to work, and staff modeling. The research on tiered interventions, most heavily documented in PBIS research, demonstrates that a tiered system that includes incentives works best.

- Student incentives
- Classroom supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Provide continuous, ongoing, individualized academic and behavioral support through the Student Support Center (SSC) intervention. The SSC was developed to provide immediate, short term, or long term academic and socio-emotional supports for students. Mostly, the SSC is a place where students have chosen to, or have been offered the opportunity to do school work in the SSC, with coordination from the classroom teacher. Examples of students who utilize the SSC include students who struggle with classroom environment, often because of anxiety, seniors who need on one or two classes and want to tightly focus on earning those credits, students who have specific learning needs that need 1-on-1 support for a specific class, or, rarely, a student who has a temporary struggle with engaging in classroom activities, and can complete an assignment individually in the SSC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11435

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected



Annual Review

SPSA Year Reviewed: 2020-21

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.

ANALYSIS

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

Similar to goal 1, the Covid-19 pandemic interrupted the execution of goal 2 to some degree. While the school did continue with a the school-wide reading program, efforts to implement the target vocabulary program were not school-wide, but rather individually by teacher. All of the Danielson templates for vocabulary and writing were used by individual teachers, but primarily as part of Advisory. Administration of the NWEA (Northwest Education Association) assessment continued, but without the fall baseline. Rtl (Response to Intervention) continued to be a strength during the pandemic. Many students struggled with the online environment, and our intervention focused on seniors who did not have success in the online learning model. Advisory as a whole was hugely important to our school culture, and advisors continued to be at the center of students connections to school. The Student Support Center was not opened during the 20-21 school year as students were not here. The intervention coordinator worked with the Rtl (Response to Intervention) specialist with student interventions.

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

Major differences were a loss in collective efficacy in the implementation of Danielson strategies. Without having teacher (and students) on campus, and with movement to the online platforms, programs like nearpod took a larger share of the curriculum and instruction footprint. Canvas and Google classroom also saw dramatic usage. Funding for some programs were reallocated or unspent.

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.

There really aren't any changes to the overall goal. Strategies were combined for a tighter focus, but were largely unchanged. This goal will focus our attention on tiered interventions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

English Learner (EL) students, primarily Long Term English Learners (LTELs), need supports with fundamental literacy skills in order to increase the reclassification rates. The English Learner Progress Indicator (ELPI) is low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	8.3%	15%
English Learner Progress Indicator (ELPI)	21.1%	25%
Number of long term English Learners (middle and high school only) (LTEL)	94.5%	80%
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Languages and cultures are assets: 3 No single EL Profile: 3 School climate is affirming, inclusive, safe: 4 Strong family and school partnerships: 1 Supporting English Learners with Disabilities: 3	4 4 4 2 4

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3.1 Improve upon the target vocabulary program to include graphic novels for expanding engagement with academic discourse. The use of graphic novels for struggling readers, including English Learner (EL) students, is well documented (Bitz, 2004; Gavigan, 2012; Schwarz, 2002). In response, a growing set of graphic novel titles focuses on immigration narratives is being integrated into Advisory. The content and format of these works provide an ideal platform for considering the unique experiences of immigrants. Additionally, the art and illustrations in graphic novels help struggling readers understand the story, downplaying the students' difficulty with reading in English. The immigration narratives themselves illustrate the very human issues at play as individuals, families, and communities wrestle with issues of cultural assimilation and retention of native traditions.

- Purchase books, supplies, and other materials to support progress in reading and writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--	--

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Principal will provide professional learning on strategies to support English Learners. Using the Hanover Research (Effective Interventions for Long-Term English Learners - July, 2017), this will include explicit academic language usage and literacy instruction. Using graphic novels, teacher will help students discuss literature using academic language, providing scaffolds to explicitly support student speaking and writing. As in previous years, the Danielson research on academic vocabulary acquisition is foundational. The use of sentence starters, sentence frames, and vocabulary graphic organizers that include visual representations will be used. Incentives are provided for students to use the new vocabulary in "tickets-out-the-door," "Jamboard," and "stop-and-jot" activities. Classroom walkthroughs will be used to determine implementation.

Amount(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

ANALYSIS

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

The implementation of goal 3 in 20-21 was impacted by the pandemic. Although the Danielson strategies have and continue to be implemented, there has been very little student interaction over Zoom. The temporary suspension of Odysseyware made the creation of pathways impossible until late in the 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.

Very little funding was needed for this goal. Money to support this goal was part of goal 1 and 2 expenditures. Major expenditures, as planned were for books and other reading materials.

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.

More graphic novels will be purchased as part as changes to this goal. Additionally, principal will be more intentional with providing training on Long Term English Learner strategies throughout the year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Student survey and focus groups indicate students want the school to provide opportunities that will help them become successful after they graduate from school. Also increased interest in more visual arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	3 (Mondavi, TANA, CTE)	4 (Mondavi, TANA, CTE x2)
Number of extracurricular programs offered	0	0
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	101 (59%)	70%
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Survey (2/2021) 61.6% (n=101) Focus Group 1 (3/2021) 25.6% (n=41) Male: 54.8%, Female: 45.2%, Latinx: 59.5%, White: 35.7%, Other: 4.8% Focus Group 2 (4/2021) 46.9% (n=82) Male: 64.6%, Female: 35.4%, Latinx: 63.4%, White: 31.7, Other: 3.7%	Latinx 70% White 20% Other 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.1 Increase student advocacy and leadership with personal/cultural/local/regional/national/global issues and help them construct meaningful art to represent those issues through TANA workshops. First, students will read various sections of Tales from La Vida, A Latinx Comics Anthology (Aldama) and discuss meaning and relevance to their current circumstances. Next, teachers will initiate discussions on possible ideas for individual advocacy on current regional, national, global issues from a cultural perspective and or advocacy. Examples could be a story to tell, life events, or anti-drug/smoking/abuse etc. Advisory curriculum will include readings, discussions, and writing prompts on various topics with an emphasis on ethnic studies, socio-emotional learning, and becoming self directed using the CCHS goals of present, positive, productive, and reflective. TANA staff will then join individual Advisory classes the week prior to their visit to the TANA center. Each advisory class over the 21-22 school year will have one week to work on an advocacy project of some kind. This culminates in a Spring art show: "Tales from La Vida: Cache Creek" (funded through discretionary funds)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2 A major emphasis of the CCHS culture is for students becoming self-directed learners: "A successful student at CCHS learns to be a self-directed, confident advocate for themselves. They are present, positive, and productive, and reflective, and have a plan for their future... tomorrow, next week, next month, and beyond graduation." Advisory curriculum will continue to address personal responsibility and self-advocacy through the intentional implementation of CCHS's 4 goals of present, positive, productive, and reflective. Through content that emphasizes socio-emotional learning, ethnic studies, and regional, national, and global issues, students will use the four rubrics for becoming self directed learners that have been part of the Advisory curriculum for 4 years. (funded through discretionary funds)

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).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$11,767.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,597

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$11,435.00
Title I Part A: Parent Involvement	\$332.00

Subtotal of additional federal funds included for this school: \$11,767.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$14,830.00

Subtotal of state or local funds included for this school: \$26,597

Total of federal, state, and/or local funds for this school: \$26,597

School Site Council Membership

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

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

Name of Members	Role
Will Jarrell	Principal
Lynn Mikalatos	Classroom Teacher
Chris Grote	Classroom Teacher
Lisa Sanchez	Other School Staff
Cameron Giberson	Secondary Student
Alyssa Riddle	Secondary Student
Nevaeh Bean	Secondary Student
Angel Gaytan	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature unavailable

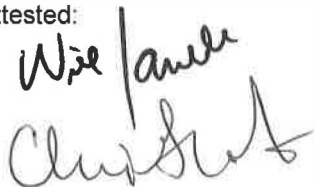
ELAC Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, William Jarrell on 4.27.21

SSC Chairperson, Chris Grote on 4.27.21