School Year: **2022-23**

Cache Creek
HIGH SCHOOL

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cache Creek High School	57727100000000	4.27.21	5.26.22

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 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 participate in the needs assessment process, and develop and approve 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. The pandemic has made it difficult to California School Dashboard data for CCHS students' academic performance, attendance, reclassification rate, and suspension rate because there is very little 20-21 data. However, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

 Student Input

Student input was gathered through a surveys focused on socio-emotional learning, attendance habits, visual arts, credit requirements, plans after graduation, and advisory. Survey responses were ranged between 33%-63% of students responding. Student focus groups were created, with a representation of student groups close to the overall school demographics. (Male: 67.7%, Female: 33.3%, Latinx: 63.6%, White: 24.4%, Other: 6.1%). Overall, 33 students participated in the focus group process. Student focus groups were centered on SPSA feedback, focusing on job readiness curriculum, attendance at TANA, supporting socio-emotional concerns, and the importance of student voice. As a result, student recommendations in regards to attendance, behavior, and academic data were used to update actions for the four WJUSD goals, with TANA remaining a focus to increase engagement with school, and improve attendance. Students also wanted to return to the Mondavi field trips, which are included in this SPSA.

Staff and students reviewed the SPSA on 3.30.22 and 3.31.22, and provided additional feedback. School site council reviewed the plan on 4.28.21, 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 Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.81%	1.01%	2.8%	1	1	3
African American	3.23%	1.01%	3.7%	4	1	4
Asian	3.23%	1.01%	%	4	1	
Filipino	0.81%	0%	%	1	0	
Hispanic/Latino	75%	76.77%	72.2%	93	76	78
Pacific Islander	0.81%	0%	%	1	0	
White	15.32%	18.18%	16.7%	19	18	18
Multiple/No Response	%	2.02%	4.6%		2	5
			Total Enrollment	124	99	108

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	3	2	
Grade 11	51	27	44
Grade 12	70	70	64
Total Enrollment	124	99	108

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 143 with 76.9% Latinx, 17.5% white, 2.8% black, and 2.8% multiple races

2. Compared to WJUSD, at CCHS, Latinx enrollment is 7% higher, African American is 2% lower, and White is the same. The high % of Latinx students makes incorporating ethnic studies into all our classes very important.

3. Enrollment is 66.4% male and 33.6% female. 36.5% of students are 11th grade, 63.5% 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	24	20	13	19.4%	20.2%	12.0%
Fluent English Proficient (FEP)	49	37	36	39.5%	37.4%	33.3%
Reclassified Fluent English Proficient (RFEP)	10	2	0	41.7%	8.3%	0.0%

Conclusions based on this data:

1. 100% of English learners are Long Term English Learners (LTELS), and 29.5% of LTELs are also in Special Education. This suggests a greater focus on English Learner supports for special education students.

2. Reclassified Fluent English Proficient (RFEP) and English Learner (EL) students, account for 33.3% 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	71	92	95	51	67	*	51	67	*	71.8	72.8	
All Grades	71	92	95	51	67	*	51	67	*	71.8	72.8	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2434.	2427.	*	0.00	1.49	*	5.88	2.99	*	15.69	11.94	*	78.43	83.58	*
All Grades	N/A	N/A	N/A	0.00	1.49	*	5.88	2.99	*	15.69	11.94	*	78.43	83.58	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.88	1.49	*	29.41	17.91	*	64.71	80.60	*
All Grades	5.88	1.49	*	29.41	17.91	*	64.71	80.60	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	4.48	*	13.73	13.43	*	86.27	82.09	*
All Grades	0.00	4.48	*	13.73	13.43	*	86.27	82.09	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.88	2.99	*	43.14	35.82	*	50.98	61.19	*
All Grades	5.88	2.99	*	43.14	35.82	*	50.98	61.19	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.49	*	31.37	29.85	*	68.63	68.66	*
All Grades	0.00	1.49	*	31.37	29.85	*	68.63	68.66	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.

3. By the time CCHS students take the CAASPP, the 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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	71	92	95	38	70	*	38	70	*	53.5	76.1	
All Grades	71	92	95	38	70	*	38	70	*	53.5	76.1	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	2400.	2404.	*	0.00	0.00	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*
All Grades	N/A	N/A	N/A	0.00	0.00	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*
All Grades	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	0.00	0.00	*	5.26	13.24	*	94.74	86.76	*
All Grades	0.00	0.00	*	5.26	13.24	*	94.74	86.76	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	0.00	0.00	*	21.05	36.76	*	78.95	63.24	*
All Grades	0.00	0.00	*	21.05	36.76	*	78.95	63.24	*

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	1506.1	*	*	1508.6	*	*	1502.9	*	*	19	10
12	*	*		*	*		*	*		*	*	*
All Grades										26	20	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	0.00	*	*	10.53	*	*	52.63	*	*	36.84	*	*	19	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00	*	*	15.00	*	*	50.00	*	*	35.00	*	26	20	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	0.00	*	*	36.84	*	*	63.16	*	*	19	*
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00	*	50.00	35.00	*	*	65.00	*	26	20	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	57.89	*	*	36.84	*	*	5.26	*	*	19	*
All Grades	61.54	60.00	*	*	35.00	*	*	5.00	*	26	20	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11		0.00	*	*	21.05	*	*	78.95	*	*	19	*
All Grades		0.00	*	*	25.00	*	61.54	75.00	*	26	20	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	5.26	*	*	78.95	*		15.79	*	*	19	*
12	*	*		*	*		*	*		*	*	
All Grades	*	10.00	*	76.92	75.00	*	*	15.00	*	26	20	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

2. Unable to make a usable comparison

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
108	**74.1**	**12.0**	**3.7**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	12.0
Foster Youth	4	3.7
Homeless	4	3.7
Socioeconomically Disadvantaged	80	74.1
Students with Disabilities	22	20.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	3.7
American Indian or Alaska Native	3	2.8
Asian		
Filipino		
Hispanic	78	72.2
Two or More Races	5	4.6
Native Hawaiian or Pacific Islander		
White	18	16.7

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
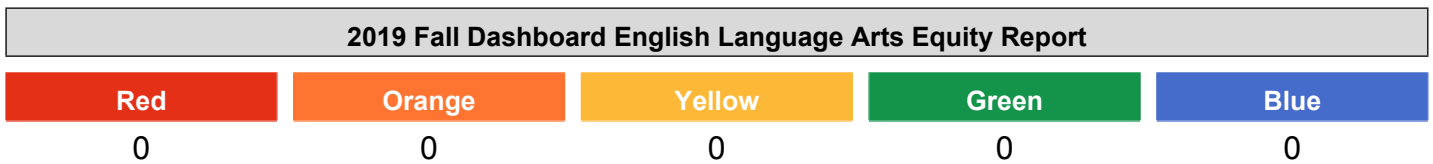
Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
178.8 points below standard	194.8 points below standard	0 Students
Declined Significantly -42.6 points	13	
29		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	188.6 points below standard	Less than 11 Students
	Declined Significantly -56.8 points	
	22	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	Less than 11 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
179.4 points below standard	0 Students	0 Students	Less than 11 Students
Declined Significantly -29.7 points			
26			

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	Less than 11 Students	Less than 11 Students

Conclusions based on this data:

1. 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
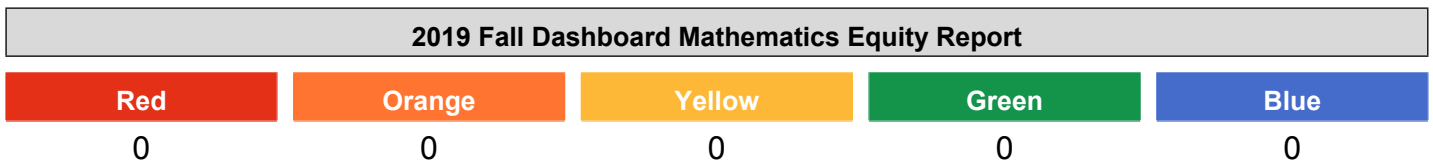
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	
243.7 points below standard	263.3 points below standard	
Declined Significantly -16.6 points	13	
31		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	249.8 points below standard	Less than 11 Students
	Declined Significantly -21.5 points	
	24	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students	No Performance Color Less than 11 Students	
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

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 -	Less than 11 Students	Less than 11 Students

Conclusions based on this data:

1. 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
No Performance Color
21.1 making progress towards English language proficiency
Number of EL Students: 19
Performance Level: Very Low
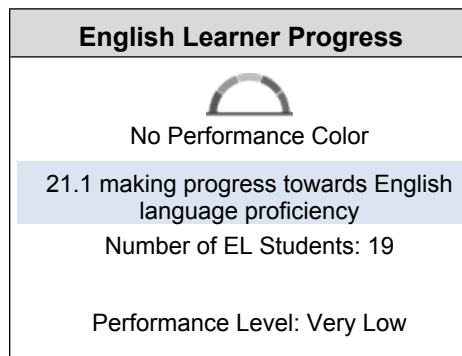
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	104	100
African American	1	1
American Indian or Alaska Native	3	2.9
Asian		
Filipino		
Hispanic	82	78.8
Native Hawaiian or Pacific Islander		
White	15	14.4
Two or More Races	3	2.9
English Learners	11	10.6
Socioeconomically Disadvantaged	82	78.8
Students with Disabilities	17	16.3
Foster Youth	7	6.7
Homeless	5	4.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	9	8.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	9	11
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	2	18.2
Socioeconomically Disadvantaged	7	8.5
Students with Disabilities	1	5.9
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	7	6.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	7.3
Native Hawaiian or Pacific Islander		
White	1	6.7
Two or More Races		
English Learners	2	18.2
Socioeconomically Disadvantaged	6	7.3
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	5	4.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	5	6.1
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	9.1
Socioeconomically Disadvantaged	4	4.9
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.2
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Graduation rate shows a drop in % of students graduating, but a higher number of graduates. The gap between white and Hispanic graduates narrowed by 7%.

2. First full cohort of CTE students and does not include students who graduated before completing the program.

3. A small percentage of the graduation cohort completed college level work, but it is an improvement over previous years.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
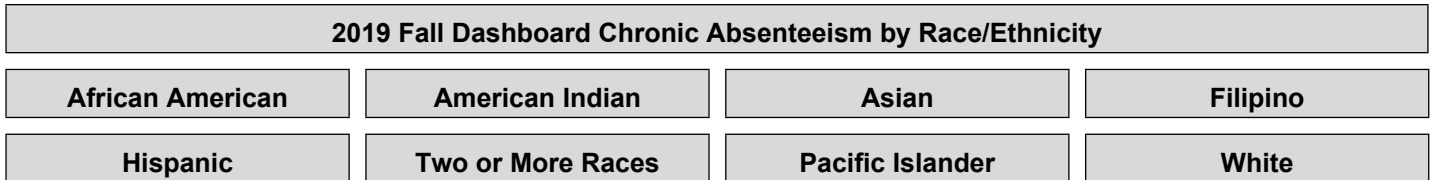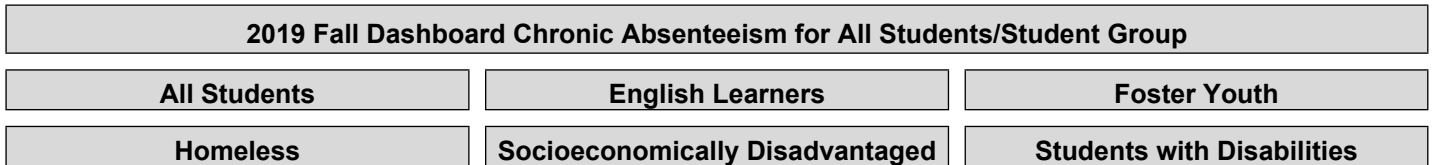
Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Engagement
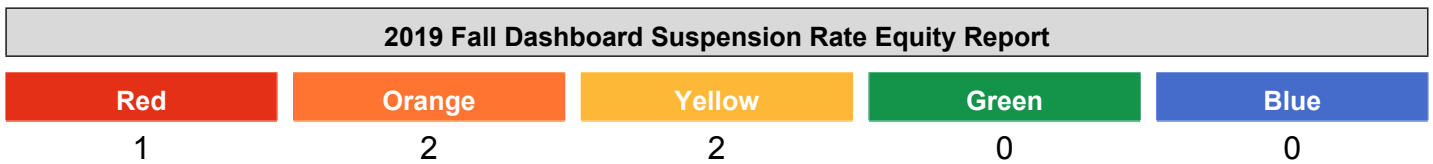## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	104	76	0	73.1
English Learners	11	9	0	81.8
Foster Youth	7		0	
Homeless	5		0	
Socioeconomically Disadvantaged	82	60	0	73.2
Students with Disabilities	17	10	0	58.8
African American	1		0	
American Indian or Alaska Native	3		0	
Asian				
Filipino				
Hispanic	82	58	0	70.7
Native Hawaiian or Pacific Islander				
White	15	12	0	80
Two or More Races	3		0	

Conclusions based on this data:

1. Dataquest shows a 4 year graduation rate of 73.1%

2. English Learners outperformed the all other subgroups

3. Large gap for students with disabilities.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
18.4	22.9	16.7
Declined Significantly -2.2	Increased +16.5	Declined -19
207	35	12
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students	18.7	13.3
	Declined Significantly -4.2	Declined -8.9
	166	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Orange
15.9	Less than 11 Students		17.6
Declined Significantly -2.4			Declined -4
157			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 California Department of Education (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).	7 Students completed at least 1 semester of college credit courses	10 students
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	9 Students	11 Students (20% increase)
Number of students who participate in Visual and Performing Arts.	Taller Arte Del Nuevo Amanecer (TANA) 60 Students (50%)	72 Students (20% Increase)
Northwest Evaluation Association (NWEA) - percent of students who improve on at least one test	68 Students (56.8%)	75 Students (10% Increase)

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 Career Technical Education (CTE) Pathways, Workforce Integration, and community college.
- Program supervision of Advisory, Online learning, Ethnic Studies, Assessment, and Schoolwide Vocabulary
- Classroom Supplies
- Copier lease and clicks
- 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)
9252	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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.

- CTE: There was a lack of recruitment at the end of 20-21. Many students who were part of the 21-22 program exited the program prematurely.
- The focus on socioemotional learning (SEL) curriculum in the first semester limited the amount of time that could be spent on workforce readiness.
- TANA is thoughtful and engaging. Teachers are intentional about getting kids to join. Intentional efforts by staff to ensure students have permission slips signed.
- NWEA: Need to refocus teachers on using the NWEA pathways in Edgenuity.

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

- CTE (culinary arts) has not grown as much as we would like.
- Introduction of a workforce readiness curriculum was delayed
- The introduction of TANA has had a significant impact on the number of kids participating in VAPA activities
- NWEA continues to show the CCHS students underperform compared to nationally normed data.

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.

- A more intentional focus on implementation, with monthly implementation measures. The strategies and metrics will 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, mMajority 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
Student sense of safety and school connectedness	NA	NA
Suspension rate	0.0%	<5%
Parent/family satisfaction on California Healthy Kids Survey (CHKS), on key indicators	50% (n=85)	Improve 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

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
- Extra duty pay for additional student supports

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)
3,000	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)	Source(s)
22,848	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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.

- Advisory provides a deeper adult connection to individual students. With the implementation of a tier 1 check-in, checkout in Advisory, students are more closely connected with their own behaviors. PBIS, and the CCHS tier 1 expectations are clearly delineated in Advisory and during orientations.
- Chronic Absenteeism - Most 20-21 data covers the pandemic time period when students were in distance learning. Instead, we looked at Y-t-D data for the 21-22 school year, from 8.19.21 through 2.1.22. During this time, we continue to observe a low attendance pattern, but much lower attendance than in previous years. Average attendance from 2015 - 2020 was 68.1%, while current Y-t-D data shows 56.2% attendance. Pass survey data highlights "Attitudes toward attendance" as the lowest score for CCHS. Of the 3 questions, responses to "My attendance at school is good" was the likely reason that 44.3% of CCHS's universal screener (PASS) respondents reported low satisfaction with the attitudes toward attendance questions. Survey data from April 2021 indicates that 38% of students say they don't come to school because they are sleeping, another 25% say they aren't motivated. A survey conducted in early February 2022 shows similar findings. Again self reporting, student reasons for absences are sleeping (32.6%) not motivated (28.3%) or taking care of family (28.3%). The chronic absenteeism at Cache Creek is, in the words of our 60.9% of our students, about not being motivated and sleeping. Further, while 91.3% of students indicate they like or like very much going to Cache Creek, only about half the students (47.8%) indicate that graduation is their highest priority. Students also dramatically under report their attendance with 90.5% reporting that they are absent no more than one day a week. Finally, when asked what our staff can do to support better attendance, 47.1% said "I don't know" or "nothing." Only 5.9% said "set an alarm."

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

- Advisory continues to be a stabilizing force for CCHS. Students make connections with teachers, set goals, keep track of credits, reflect on progress, and are exposed to a great deal of content that helps students make meaning of the world around them. Advisory for 1st and 6th and been an integral part of our culture.
- The Tiered Intervention Program continues to examine individual student progress, and adjust students' CCHS experience to match their need. Of special interest is the focus on getting seniors on track to graduate.
- Attendance has long been a problem at CCHS. The school has tried a number of strategies to incentivize students to attend more, with no luck. As noted above, the largest share of attendance issues are self-reported as sleeping and low motivation. To a large extent, these reasons are not within our control. Students overwhelmingly "like" CCHS, and even more so, "like" their teachers... but apparently not enough to improve attendance.

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 strategies in place do not need to change as they are providing resources and support to individual students with their specific concerns. We will continue to provide incentives for improved attendance. We will continue to implement PBIS by modeling behaviors through our orientation, quarterly culture resets, and tier I interventions. The Student Support Center will continue to be a positive space for students who need one-on-one attention, a quiet place, or only need a few credits to graduate. Being able to work through the various "readiness to learn" issues that confront our students is our highest priority, and both MTSS and the Student Support Center specifically address that need.

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)	0% reclassified in 2021, No students are eligible for reclassification in 2022	Increase to 10% of English Learners
English Learner Progress Indicator (ELPI)	No data for 20-21	Maintain 2019 baseline of 21.1%
Number of long term English Learners (middle and high school only) (LTEL)	100%	Decrease by 10%
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Languages and cultures are assets: 4 No single EL profile: 4 School is affirming, inclusive, safe: 4 Strong family and school partnerships: 1 Supporting English Learners with disabilities: 3	Languages and cultures are assets: 4 No single EL profile: 4 School is affirming, inclusive, safe: 4 Strong family and school partnerships: 2 Supporting English Learners with disabilities: 4
NWEA	Language: -17.0 Reading: -12.1 Math: -11.6	Narrow gap for language, reading, and math by 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)

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.

- Supplemental reading material
- 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)   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 if 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.

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: 2021-22

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.

Staff discussion on current and past data affirms the belief that the academic issues that face our English Learners are the same as the larger student population. Our EL students have been in WJUSD schools for most of their lives and by the time they reach CCHS, their academic patterns are those of students who have similar "readiness to learn" issues at school overall. All CCHS students struggle with academic vocabulary, academic discourse, reading and writing. As is common by the time EL students are in high school, the non-academic language skills are such that it is difficult to distinguish an EL student from any other CCHS student. This holds true with the academic performance overall. These results represent the struggles that all CCHS students have with academic success, and, in general, are because of long-term readiness to learn patterns that must be resolved first. Additionally, for cohort graduation rate, EL students have outperformed the school as a whole and the Hispanic/Latino subgroup in 3 of the last 4 years. The results we are getting reflect the staff focusing on listening, speaking, reading and writing skills, drawn from the CA ELD Standards.

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

The return from the pandemic included an increased emphasis on SEL strategies, which dampened the professional learning and implementation of this goal. The goal is appropriate and should be continued.

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.

No changes, but greater intentionality with implementation across the school.

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 (Advisory, Taller Arte Del Nuevo Amanecer (TANA), Career Technical Education (CTE)	4 (Advisory, TANA, CTE, ALMS, Workforce Integration)
Number of extracurricular programs offered	0	0
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	72 (57.6%%)	Increase to 70% of students
Number and percent of students by representative demographic providing input to the SPSA through focus groups	All 72 (57%) Male 50 (69%) Female 22 (31%) Hispanic/Latino 53 (74%) White 12 (17%) Other 7 (10%)	Increase all by 10%
Percentage of students who can name all 4 CCHS goals: Present, Positive, Productive and Reflective on student surveys.	0	75%
Percentage of students who voluntarily lock up their cell phone in at least 1 class.	0	50%

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 22-23 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)
3240	Supplemental/Concentration
272	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

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)

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: 2021-22

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.

- Advisory classes go to TANA Center to produce advocacy oriented artwork.
- Schoolwide reading of Tales from La Vida
- Advisory in-class curriculum on personal/cultural/local issues
- Teaching students to become self-directed learners (present, positive, productive, reflective)

The results are not unexpected. We knew at the start of the year we would not be going to the Mondavi center. The TANA center trips were, as staff and students have reported, very successful. Tales from La Vida was used every week, and students found it to be very interesting.

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

Metrics don't really measure the relative success of the interventions. We have increased the number of surveys given and the demographics of participation are consistent and similar to the school's demographic makeup overall. Mondavi participation was canceled for the year. We expect to return to the Mondavi series next year.

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

We are not making changes to the strategies in this goal. We do plan for an increase in participation, and that is reflected in the metrics above.

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	$23,120
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	$38,612.00

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	$22,848.00
Title I Part A: Parent Involvement	$272.00

Subtotal of additional federal funds included for this school: $23,120.00

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	$15,492.00

Subtotal of state or local funds included for this school: $15,492.00

Total of federal, state, and/or local funds for this school: $38,612.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

0 Parent or Community Members

4 Secondary Students

Name of Members	Role
Will Jarrell	Principal
Jade Owen	Other School Staff
Chris Grote	Classroom Teacher
Lisa Sanchez	Other School Staff
Jose Cardona	Secondary Student
Sergio Ramirez Pina	Secondary Student
Jamie Lantelme	Secondary Student
Jace Lopez	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:
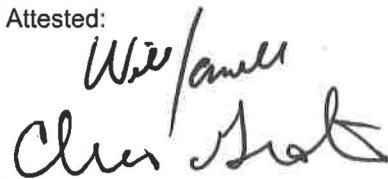
Signature	Committee or Advisory Group Name

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