

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	4.20.23	5/25/23

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
Comprehensive Support and Improvement

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.

ESSA requirements are being met through this CSI (Comprehensive Support and Improvement) plan. The LEA (Local Education Agency) partnered with educational partners (including the principal and other school leaders, teachers, students, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI.

The CSI plan is informed by all state indicators, including student performance against state-determined long-term goals.

The CSI plan includes evidence-based interventions.

The CSI plan is based on a school-level needs assessment.

The school and LEA have identified resource inequities, which included a review of LEA- and school-level budgeting and are addressed through the implementation of the CSI plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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. As a DASS (Dashboard Alternative School Status) school, CCHS cannot rely solely on the limited information on the California School Dashboard. Additional data for CCHS students' academic performance, attendance, reclassification rate, suspension rate, and graduation rate are gathered through Aeries queries and the WJUSD Dashboard. These data are also included in our needs assessment, which are reviewed frequently through the School Site Council, Student Advisory Council, and staff meetings.

Student input was gathered through numerous surveys focused on socio-emotional learning, school safety, cell phone usage, attendance habits, visual arts, credit requirements, plans after graduation, and advisory. To date (3.13.23), survey participation includes 113 (70.1%), 28 (17.5%), 74 (46.2%), and 69 (43.1%). Student focus groups were created, with a representation of student groups close to the overall school demographics. (Male: 52.1%, Female: 43.8%, Latinx: 76.7%, White: 11%, Other: 12.4%). Student focus groups were centered on SPSA feedback, focusing on job readiness curriculum, attendance at Taller Arte Del Nuevo Amanecer (TANA), supporting socio-emotional concerns, and the implementation of Brown Issues. The results of surveys, focus groups, attendance, behavior, and academic data were used to update actions for the four WJUSD goals.

The school conducted an SPSA Focus group on 3.29.23 with 44 students participating. Respondents data: 34.1% 12th grade, 65.9% 11th grade, 50% male, 50% female, 79.5 Hispanic or Latino, 2.3% African American, 4.5% multi-ethnic, 9.1% white, 4.5% other and closely resembles the school's demographic. School site council reviewed the plan on 4.20.23, 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.

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. WJUSD and CCHS staff reviewed resources available at CCHS and have the following information to share: CCHS is a very old school and has numerous areas that are in need of upgrade. Additionally, there is lack of access to CTE programs, compared to comprehensive high schools due to size, location of school, and facilities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.8%	1.60%	0.65%	3	2	1
African American	3.7%	2.40%	0.65%	4	3	1
Asian	%	0.80%	0%		1	0
Filipino	%	%	0%			0
Hispanic/Latino	72.2%	70.40%	85.06%	78	88	131
Pacific Islander	%	%	0%			0
White	16.7%	20.80%	13.64%	18	26	21
Multiple/No Response	4.6%	4.00%	0%	5	5	0
Total Enrollment				108	125	154

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	44	27	62
Grade 12	64	98	92
Total Enrollment	108	125	154

Conclusions based on this data:

1. Enrollment numbers have climbed dramatically at CCHS as more students were in need of credit recovery after the pandemic. Current enrollment is 146 with 84.8% Latinx, 17.5% white, 22.4% black, and 2.0% African American.
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 56.5% male and 43.5% female. 21.4% of students are English Learners (EL) and 100% of the EL subgroup is LTEL (Long Term English Learner), with more than 10 years in US schools. 13.1% of students are students with special needs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	13	14	33	12.00%	11.2%	21.4%
Fluent English Proficient (FEP)	36	38	61	33.30%	30.4%	39.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. 100% of English learners are Long Term English Learners (LTELs), and 16.1% of LTELs are also in Special Education. This suggests a need for a greater focus on English Learner supports for special education students.
2. Reclassified Fluent English Proficient (RFEP) and English Learner (EL) students, account for 63.0% of CCHS enrollment. This supports the need to focus on vocabulary supports across the curriculum.
3. 81.1% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	95	70		*	63		*	63			90.0	
All Grades	95	70		*	63		*	63			90.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2449.		*	0.00		*	6.35		*	22.22		*	71.43	
All Grades	N/A	N/A	N/A	*	0.00		*	6.35		*	22.22		*	71.43	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.17		*	46.03		*	50.79	
All Grades	*	3.17		*	46.03		*	50.79	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	26.98		*	73.02	
All Grades	*	0.00		*	26.98		*	73.02	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	60.32		*	39.68	
All Grades	*	0.00		*	60.32		*	39.68	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	3.17		*	52.38		*	44.44	
All Grades	*	3.17		*	52.38		*	44.44	

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 focused to do their best during the CAASPP.
2. Students enroll at CCHS with credit deficiency in Language Arts. By the time students take the CAASPP, only 22% have passed the courses tested on the CAASPP.
3. By the time CCHS students take the CAASPP, they have earned on average 20.1 of 40 required credits in English, indicating a need for intensive support for accelerating student growth.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	95	70		*	56		*	55			80.0	
All Grades	95	70		*	56		*	55			80.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2423.		*	0.00		*	0.00		*	5.45		*	94.55	
All Grades	N/A	N/A	N/A	*	0.00		*	0.00		*	5.45		*	94.55	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	9.09		*	90.91	
All Grades	*	0.00		*	9.09		*	90.91	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	47.27		*	52.73	
All Grades	*	0.00		*	47.27		*	52.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	38.18		*	61.82	
All Grades	*	0.00		*	38.18		*	61.82	

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 focused on doing their best during the CAASPP.

2. 2.2 % of 11th graders (1 student) has more than 20 credits in math. The average number of credits for 11th graders is 7.5, or less than 1 year of Math 1. CAASPP testing includes Math 1, 2 and 3.
3. The majority of students arrive at CCHS as 11th graders with less than 10 credits in Math I, indicating a need for intensive support for accelerating student growth.

School and Student Performance Data

English Learner Performance Assessment for California (ELPAC) Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		10	4	
All Grades										12	16	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	15.38		*	69.23		*	15.38		*	13	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	61.54		*	30.77		*	7.69		*	13	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	53.85		*	46.15		*	13	

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	38.46		*	61.54		*	13	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	66.67		*	33.33		*	12	

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
3. 100% of EL students are Long Term EL's and are not making progress on the ELPAC, indicating a need to focus on integrated English Language Development to provide scaffolds to improve student learning.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
125	81.6	11.2	0.8
Total Number of Students enrolled in Cache Creek High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	11.2
Foster Youth	1	0.8
Homeless	4	3.2
Socioeconomically Disadvantaged	102	81.6
Students with Disabilities	25	20.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.4
American Indian	2	1.6
Asian	1	0.8
Filipino		
Hispanic	88	70.4
Two or More Races	5	4.0
Pacific Islander		
White	26	20.8

Conclusions based on this data:

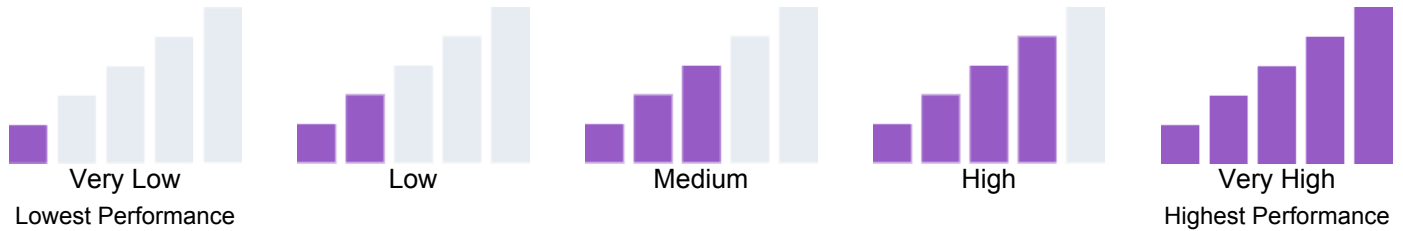
1. Socio-economically Disadvantaged students, students who are English Learners, and students with disabilities account for nearly 100% of the student population. Increasing socio-emotional learning (SEL) will continue to be an important aspect of our school.
2. Homeless and Foster Youth students are 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.
3. 100% of English Learners are Long Term English Learners (LTEL's).

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The current Dashboard shows a 5 year cohort graduation rate of 74.3%. The current senior class entered CCHS needing more credits than past classes, due to the pandemic. We will continue our intervention program, focusing on seniors and graduation.
2. There is not a College/Career Indicator this year, however our data shows improvement for 2022.
3. The suspension rate is very high, but doesn't accurately reflect the overall school culture. According to the WJUSD dashboards, suspensions for fighting have been cut in half, and most of those incidents have occurred at other schools.

School and Student Performance Data

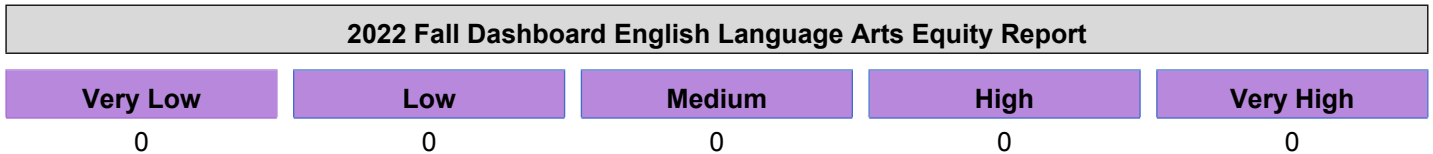
Academic Performance English Language Arts

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

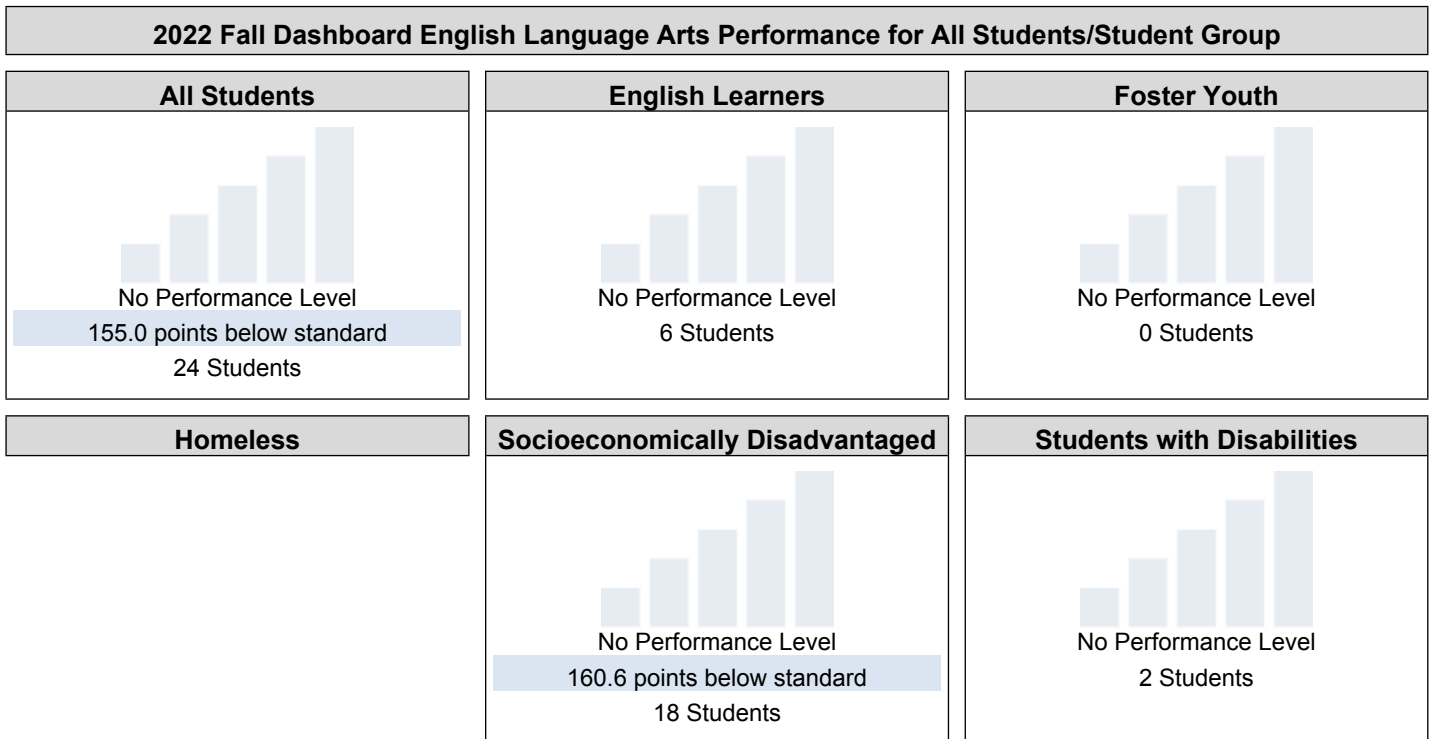
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



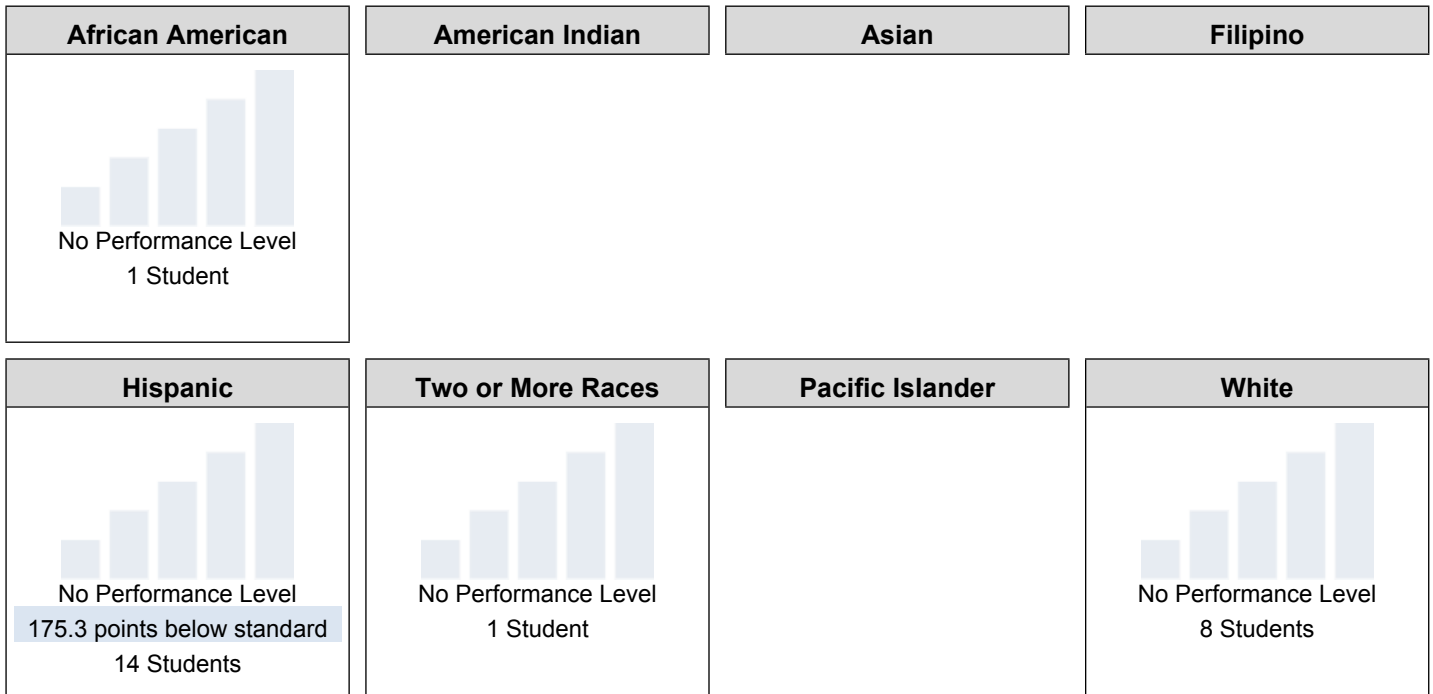
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	2 Students	149.6 points below standard 16 Students

Conclusions based on this data:

- While there isn't a performance level for CCHS, as noted before, 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

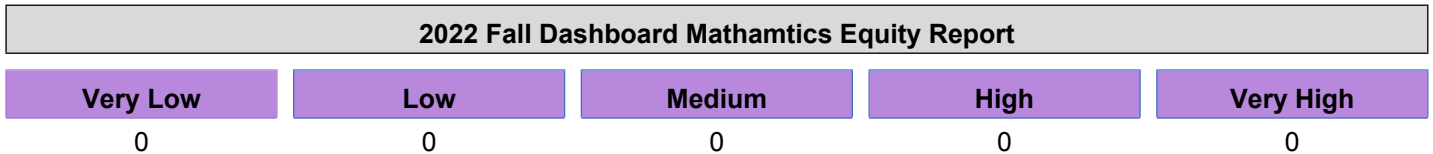
Academic Performance Mathematics

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

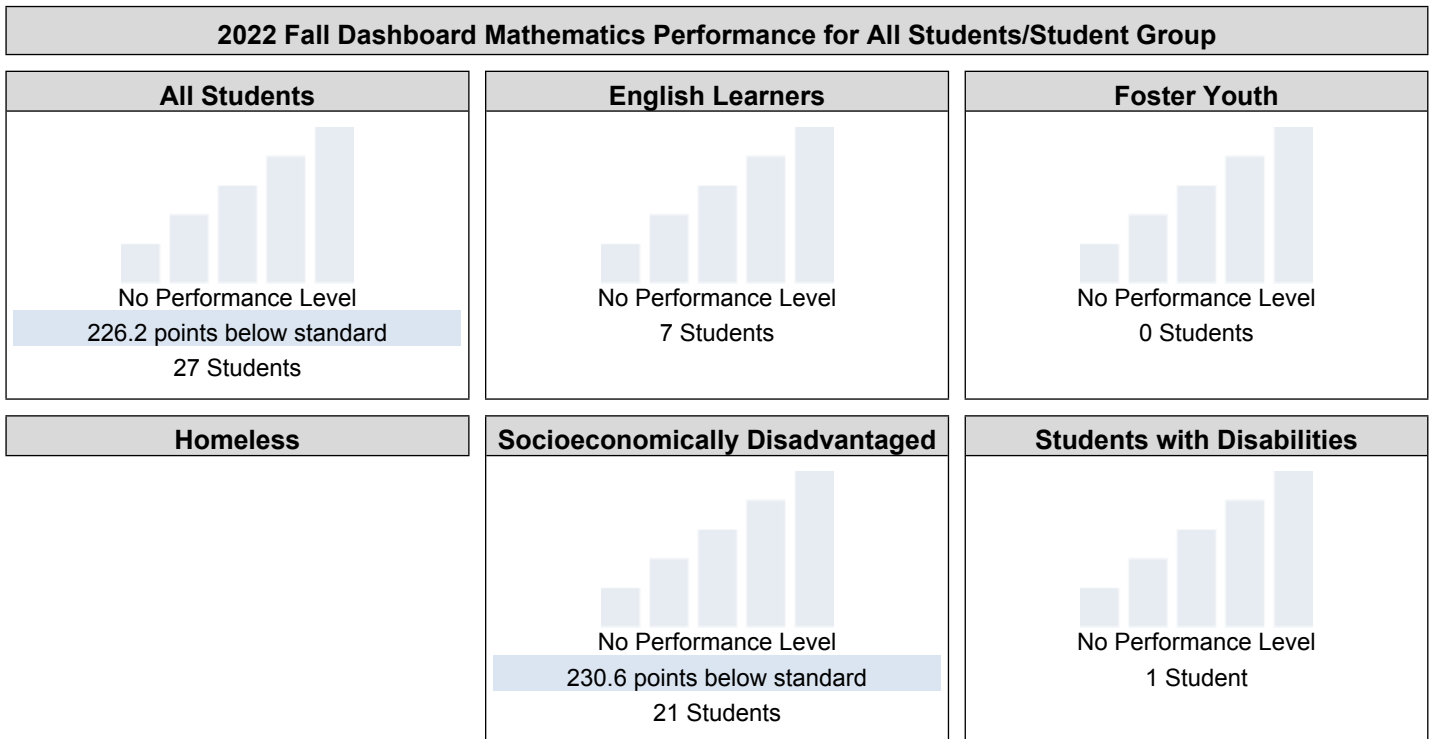
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



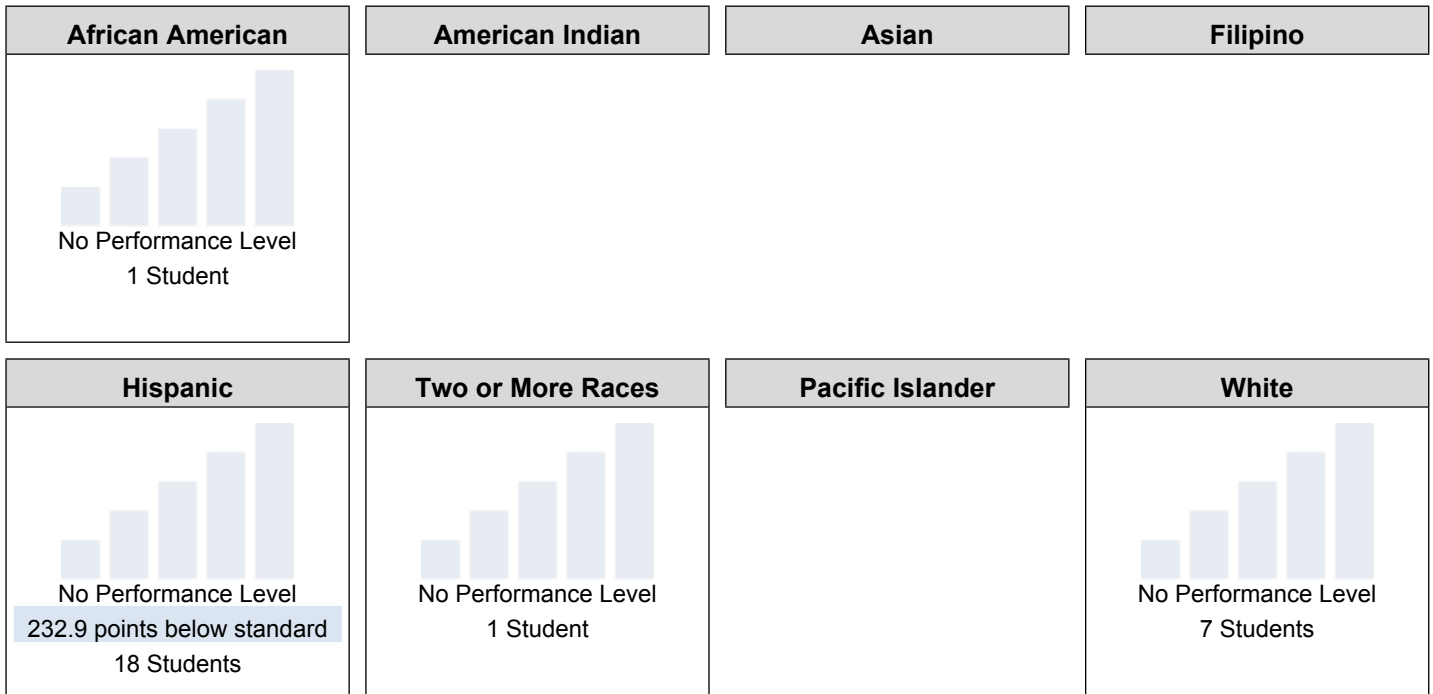
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	2 Students	225.2 points below standard 15 Students

Conclusions based on this data:

- While there is no performance level provided for CCHS, 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.

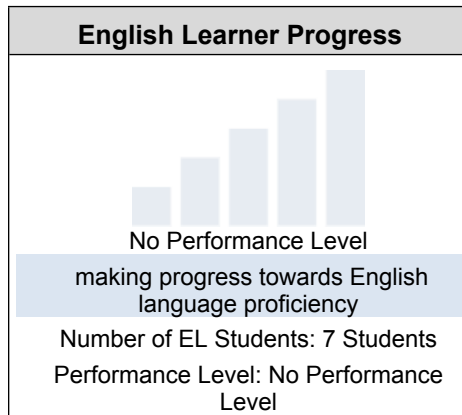
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. As is the case with many LTEL students, CCHS EL students are under performing significantly on the English Language Proficiency Assessments for California (ELPAC).
2. There was no performance level ascribed to CCHS, yet the data through multiple measures shows that our EL students are not making sufficient progress on the ELPAC.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

1. CDE data shows the graduation rate at 74.3%. Low socio-economic, Hispanic and English learners all outperformed white students.
2. Culinary program produced more completers than the previous year.
3. Currently, two students are enrolled in WCC, but there is no data on their completion.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

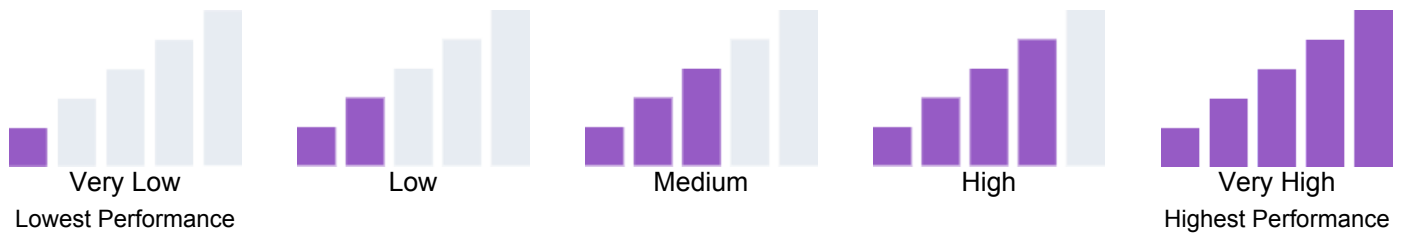
Conclusions based on this data:

1. Chronic absenteeism is not measured on the Dashboard for high schools
2. Local measures indicated 81% of CCHS students are chronically absentee.
3. CCHS intends to implement Brown Issues and the Legacy Youth project to more deeply engage students through activities as school and improve student connectedness.

School and Student Performance Data

Academic Engagement Graduation Rate

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



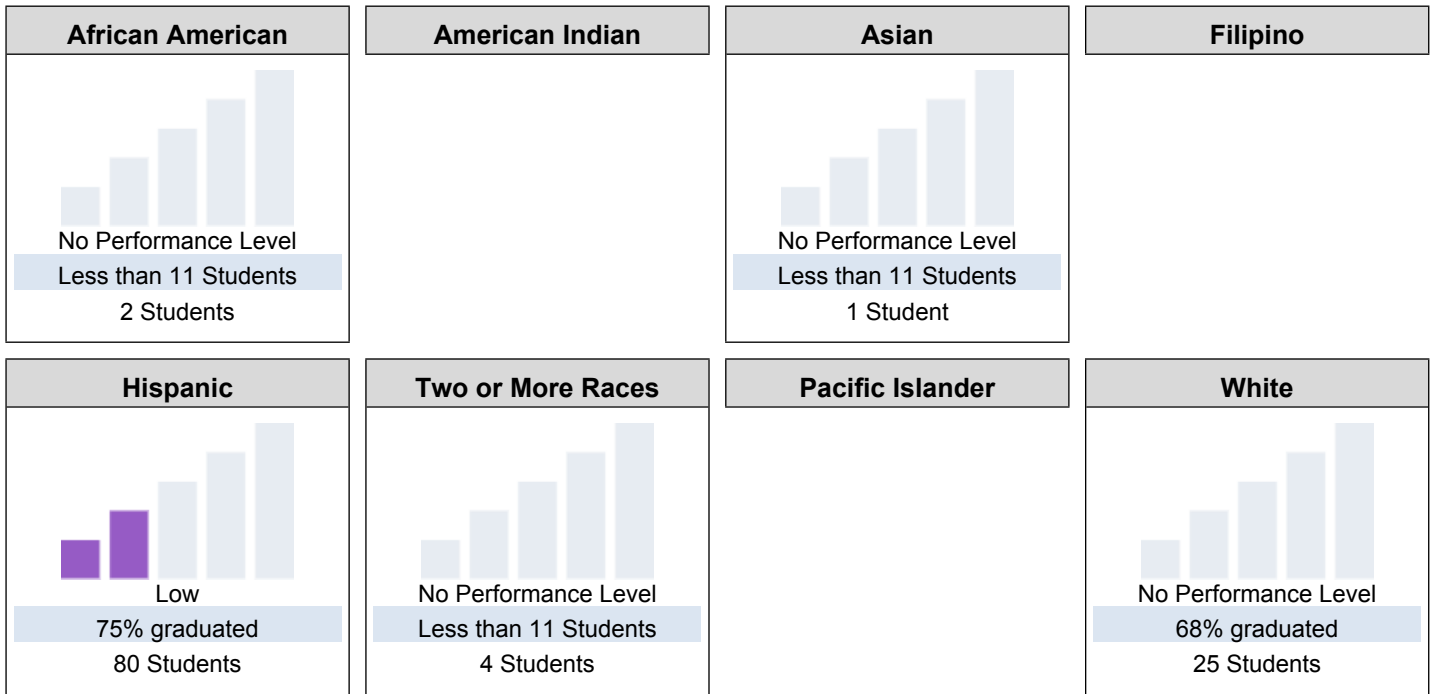
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Low 74.3% graduated 113 Students	 No Performance Level 70.6% graduated 17 Students	 No Performance Level Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Level 61.5% graduated 13 Students	 Low 73.6% graduated 106 Students	 No Performance Level 57.1% graduated 21 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Dataquest shows a 5 year graduation rate of 74.3%, a 1.2% increase from the previous year.
2. There is a direct relationship between attendance and graduation.
3. Large gap exists for students with disabilities and long term English learners with low attendance, indicating a need to focus interventions on these student groups.

School and Student Performance Data

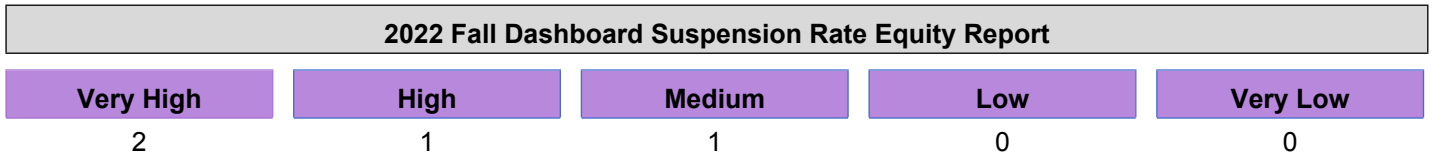
Conditions & Climate Suspension Rate

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

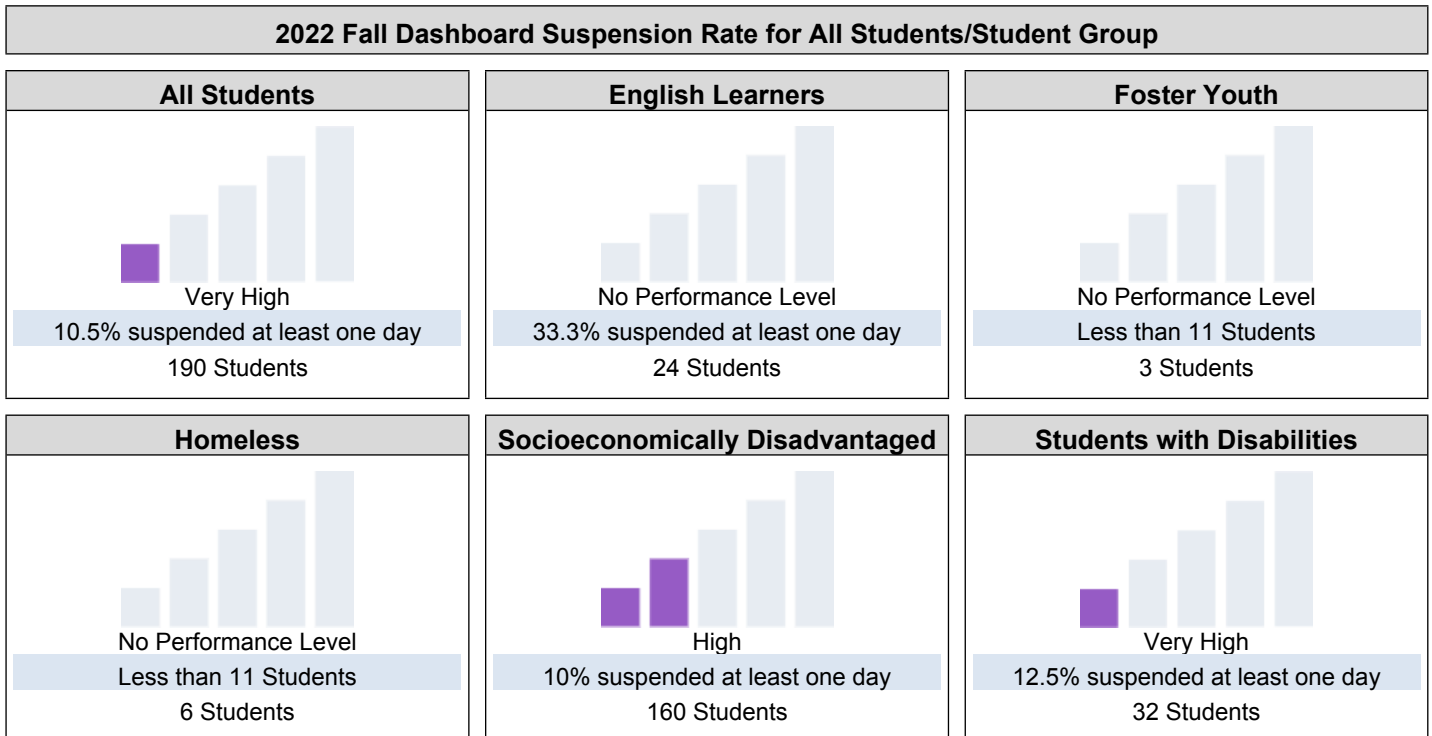
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



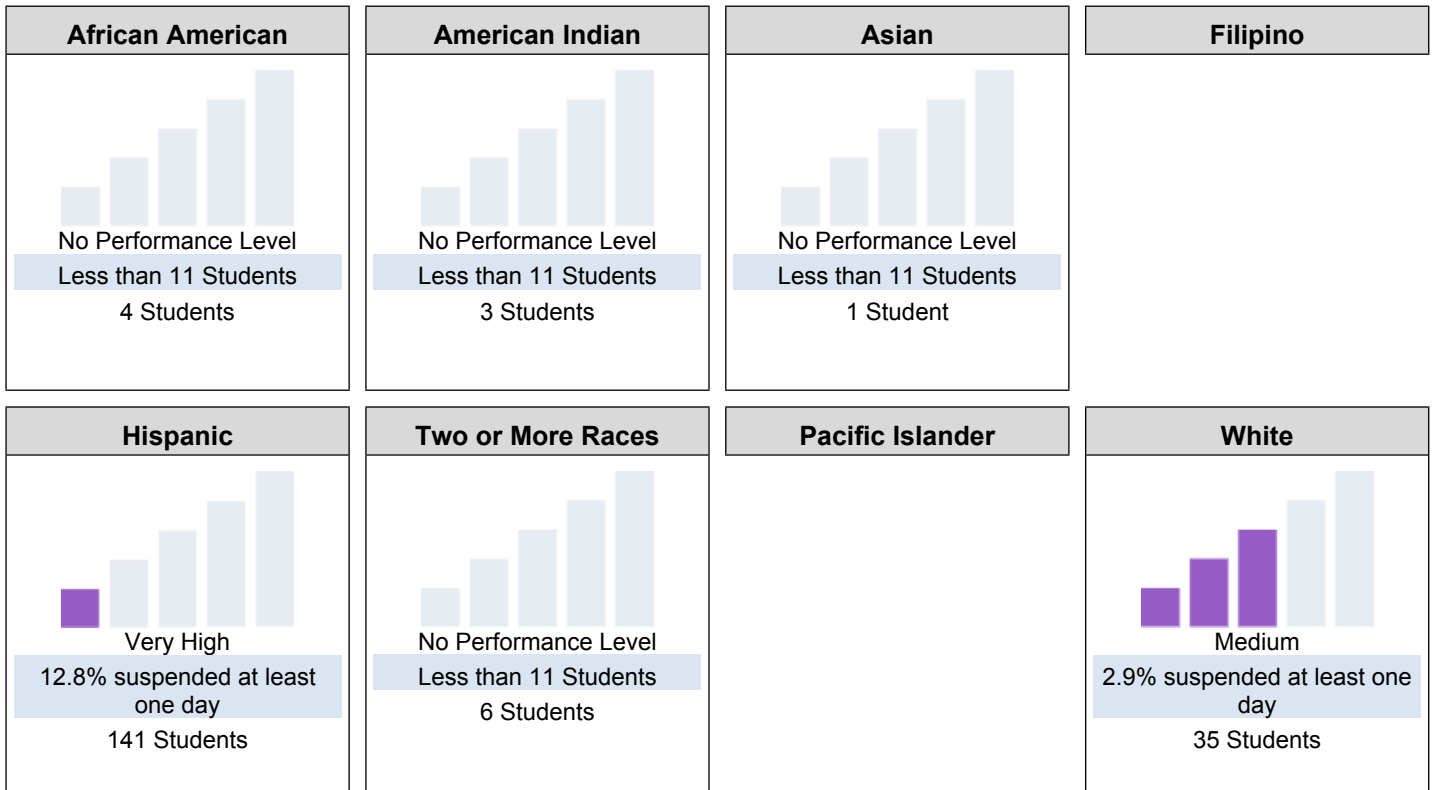
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, the suspension numbers dropped significantly in 2015 and 2016, and have remained low since then. Though listed as very high, the suspension rate is now much lower than previous years and suspensions appear to be trending lower than last year. CCHS will continue with Multi-Tiered Systems of Support (MTSS) emphasizing Positive Behavior Interventions (PBIS).
- 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%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	TANA - 89 (57.8%) Students (+48.3%)(Sep - February) Art and Culture 71 (57.1%) students (+446.1%)	5% increase 5% increase
Percentage of students completing UC/CSU a-g course requirements (high school only).	N/A	N/A
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	13 Students (+44%) as of February 23, 2023	5% increase
Number of State Seals of Biliteracy awarded to students (high school only).	0	0
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2 Students enrolled in WCC as of 3.10.23	increase by 1 student
Northwest Evaluation	46.7 % as of February 2023	5% increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Association (NWEA) - percent of students who improve on at least one test		
Percent of students earning a workforce readiness certificate. (ServeSafe or Softskills USA)	8.1%	5% 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

Strategy 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
- Copier lease and clicks
- Supplemental Materials and Supplies
- Northwest Education Association (NWEA) assessment
- SoftSkills High School Workforce Readiness Program

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)

\$15,096

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

Strategy 1.2: Increase the number of students who graduate through improving attendance by creating a culturally relevant environment that recognizes the need for, and helps students feel they are part of, a culturally rich community.

- Legacy Youth Project
- Ethnic Studies book study (My Grandmother's Hands) with Carlos Hagedorn

- Supplemental Materials and Supplies
- Teacher Collaboration to improve instructional practices focused on the needs of EL's and students in special education.
- Copier clicks related to CSI
- Professional development to improve instructional practices focused on the needs of EL's and students in special education.

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)

\$52,590.50

Source(s)

CSI

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- With TANA, more students have shown interest, and have participated in the TANA program. Survey results indicate that this is valuable (73.5%) to our students. With the implementation of the Art and Culture class, there was an expected dramatic increase in the number of students taking a fine arts class.
- The Culinary program continues to attract a classroom full of students and continues to produce students with the serve safe certificate.
- The number of students who take a class at Woodland Community College (WCC) is lower this year than last, though not for lack of effort. The counselor has made contact with all our seniors and has the WCC liaison at school several times in the first semester.
- NWEA data show improvement in Language, with 66.2% of students improving their score. For Reading 40.7% improved, and for Math, 45.7% improved.

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 results above represent an intentional effort in the implementation of each Goal 1 strategy.
- The school is on the right track with these strategies, just need to be more intentional with implementation.

- All strategies are working, though limitations in the programs may limit dramatic increases in results. For example, in culinary, we are limited by the number of students who can be in the class.
- For getting students into a WCC program, the counselor provides multiple opportunities to engage in the program, and substantial application assistance, but in the end, a student must choose to follow up with enrollment.
- None of the strategies should be eliminated, but additions will be made, including the addition of CSI funding

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. Additional metrics for CCI and new metrics for CSI programs.

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, the 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.	SPSA (2022 Dashboard) Reading: -155 Math: -226.2	5% Increase 5% Increase
Performance level on English Learner Progress Indicator (ELPI)	N/A	N/A
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium).	6% Met the standard 0% exceeded the standard	3% Increase
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	0.0% of students met the standard	3% Increase
Percentage and number of students who are chronically absent	81.1%	5% Decrease
Student sense of safety and school connectedness	California Healthy Kids Survey (CHKS) School connectedness (2022) 57.4%	5% Increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Performance Assessment of Self-care Skills (PASS) (2 Focus Areas): 1. Learner Self Regard (43.2% positive) 2. Attitudes towards attendance (35.5% positive) Local Survey Data 2.23.23 (2 Focus Areas): 1. Sense of Safety (%agree/strongly agree - 87.6%) 2. Welcoming environment (%agree/strongly agree - 78.1%)	5% increase 5% increase 3% Increase 3% Increase
Suspension rate	10.5%	5% decrease
Parent/family satisfaction on California Healthy Kids Survey (CHKS), on key indicators	N/A (no data)	N/A

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

Strategy 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.

- Brown Issues Collaboration Time
- MTSS Conferences- professional learning to improve first instruction, as well as tiered interventions, with a focus on EL's and students with disabilities.
- Extra duty pay for additional student support and intervention, with a focus on EL's and students with disabilities.
- Tiered re-engagement process for attendance

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)
\$7,500	CSI

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

Strategy 2.2: Provide continuous, ongoing, individualized academic and behavioral support through Student Support Center (SSC) interventions and use Brown Issues program to improve student engagement and attendance at school.

- Intervention Coordinator
- Brown Issus Coordinator
- Supplemental Materials and Supplies for Brown Issues

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)
\$23,592	Title I Part A: Basic Grants Low-Income and Neglected
\$15,000	CSI

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

<ul style="list-style-type: none"> • Students show improvement in SBAC scores, though SBAC scores remain low. • Students continue to feel safe and welcomed at CCHS as noted in PASS data. School connectedness data from CHKS not available, but local surveys reinforce that students like being at CCHS.

- Though suspension rate is very high according to CDE at 10.5%, it has improved.
- SBAC results are indicative of students who have not taken the requisite Common Core classes by the time they reach 11th grade. Very few students have taken Math II, and none have taken Math III. 88% of CCHS students have failed one or both of 9th and 10th grade ELA.
- CCHS Advisory curriculum continues to focus on student - teacher relationships and mentorship. Use of school connect and school-wide reading of the Four Agreements have supported student awareness of self. The Positive Behavioral Intervention and Support (PBIS) goals of Present, Positive, Productive, and Reflective continue to be an integral part of our school culture.
- Response to Intervention (RtI) specialist has a highly functioning tier II process and all teachers are keenly aware that early identification is crucial.
- The Student Support Center continues to be a positive place for students to work with fewer distractions and one-on-one support

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 has 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 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. Brown Issues and the Legacy Youth project will expand our work with connecting students to their own identity and the community around them, with the goal of improving attendance, readiness to learn, and academic outcomes.

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)	1 student	2 students
English Learner Progress Indicator (ELPI)	No Data	Data that indicates some progress is being made
Improve the school's rating of the English Learner Roadmap Principle 1 on the self-assessment.	Principle 1 Rubric score - 3.6	Increase to 3.7
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	100%	Reclassify 1 student
Percentage of English Learners with D's and F's at grading mark 3	Credit Data: Average Credits per quarter at end of 3rd Quarter: 23.0	5% increase in credits earned
Difference between overall NWEA average and EL average	Language: - 10.9 Reading: - 14.2 Math: - 7.8	5% improvement
Percentage of LTELs that graduate on time	53.8% (local data)	5% improvement
Improved attendance percentage of LTELs	52.7% for non-grads (local data)	5% improvement
Number of Brown Issues Events	0	5

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

Strategy 3.2 Improve graduation and attendance for LTEL students through implementation of evidence-based strategies such as creating a welcoming and inclusive school culture, building relationships with families, providing targeted academic support, monitoring attendance data and intervening early, and fostering social-emotional learning.

- Legacy Youth Project
- Brown Issues
- Teacher Collaboration to review data, plan instructional program, with a focus on EL's.

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)

\$20,000

Source(s)

CSI

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- The district goals of reclassification and reducing the number of LTELs do not get at the root cause of our EL populations' struggles with school.
- By the time students enroll at CCHS in 11th grade, they are already credit deficient LTELs who have failed several ELA classes. The only hope we have for reclassification is if they score high enough on the NWEA. Students only have one shot at SBAC proficiency, while with the NWEA, it's - possible for our students to have six opportunities to improve their scores.
- The most important gap that needs to be closed is the graduation rate for our EL population, and one significant reason for this gap is chronic attendance issues. 72% (local data) of CCHS students graduated in 2022, though only 53.8% of English learners graduated. Further, there is a 20.5% gap in attendance for all graduates, and EL non grads.
- Vocabulary strategy implementation can be improved.

We need to add a strategy that more closely addresses the lower graduation rate for English Learners by improving their attendance.

To improve attendance for English Learners (ELs), a comprehensive approach is needed that addresses the factors that contribute to absenteeism. Evidence-based strategies include creating a welcoming and inclusive school culture, building relationships with families, providing targeted academic support, monitoring attendance data and intervening early, and fostering social-emotional learning.

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

This year's program was implemented as designed.

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.

Brown Issues and the Legacy Youth Project will be added to addresses the lower graduation rate for English Learners by improving their attendance. Through improved engagement with community and identity building work, students will be included to come to school. To improve attendance for English Learners (ELs), a comprehensive approach is needed that addresses the factors that contribute to absenteeism. Evidence-based strategies include creating a welcoming and inclusive school culture, building relationships with families, providing targeted academic support, monitoring attendance data and intervening early, and fostering social-emotional learning.

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	4 (Advisory, TANA, Career Technical Education (CTE), Workability)	6 (including Advisory, TANA, CTE, Workability, Legacy Youth Project, Brown Issues)
Number of extracurricular and co-curricular programs offered	0	1 (Brown Issues)
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Baseline: 73 (47.4%)	5% increase
Number and percent of students by representative demographic providing input to the SPSA through focus groups	All 73 (47.4%) Male 38 (52.1%) Female 32 (43.8%) Hispanic/Latino 56 (76.7%) White 8 (11%) Other 9 (12.4%)	Maintain Equitable Input
Number of Students Impacted by workability or workforce integration	0	10
Number of Brown Issues events	0	5
Number of students who attend Brown issues events	0	25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance percentage of students who participate in Brown Issues	0	75%
Graduation percentage of students who participate in Brown Issues	0	100%
Percent of students who can name 4 CCHS Goals	75%	Increase by 5%

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

Strategy 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 and engagement with Brown Issues projects.

- TANA Subs
- TANA Open House
- TANA Transportation
- Translation Services
- Murals, art, signage, etc
- Brown Issues Bike Project

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)
\$65,000	CSI
\$327	Title I Part A: Parent Involvement
\$6,000	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

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)

- Teacher PD on empowering students to be self-directed

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)
\$5,000	CSI

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- The metrics show that we are implementing the programs we say we are implementing.
- Demographic representation of SPSA surveys is consistent with the school's demographics.
- This goal is about implementation of programs and the school is successfully implementing these programs.

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. Goal 4 was executed as described. Metrics have been modified to capture success.

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.

This is an area that will expand for 23-24. Implementation of Brown Issues and the Legacy Youth project is expected to have an impact on attendance and graduation rates by engaging our students in personal identity building and community engagement.

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	\$23,919
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	\$210,105.50

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 (\$)
CSI	\$165,090.50
Title I Part A: Basic Grants Low-Income and Neglected	\$23,592.00
Title I Part A: Parent Involvement	\$327.00

Subtotal of additional federal funds included for this school: \$189,009.50

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	\$21,096.00

Subtotal of state or local funds included for this school: \$21,096.00

Total of federal, state, and/or local funds for this school: \$210,105.50

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
Wyatt Olney	Secondary Student
Emiliano Morales	Secondary Student
Alfredo Lopez	Secondary Student
Paulina Lopez Navarro	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:

William Jarrell
Chris Grote

Principal, William Jarrell on 4.20.23

SSC Chairperson, Chris Grote on 4.20.23