

Cache Creek



HIGH SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cache Creek High School	57727100000000	4.18.19	June 27, 2019

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 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 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 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

External stakeholder engagement has not been consistent and the school recognizes the contextual difficulties of consistent attendance at SPSA planning meetings. Through the intentional modeling of

adult behaviors, the school pushes students to be more self-directed, taking on greater responsibility for site planning. While the optimal approach is for consistent external stakeholder participation, the School-site Council stakeholder representation is primarily a mix of students and staff members. Recognizing that does not match the intent of priority 3, the school makes repeated attempts to increase family member engagement through multilingual letters home, flyers, the website, and phone calls. Different aspects of the school's SPSA are monitored every month, with a more comprehensive examination at the end of each quarter. The annual review of the SPSA occurs in meetings prior to completion of the annual plan. School Site Council meetings for this SPSA cycle were held on November 18, 2019, February 19, 2019, and April 18th 2019. Comprehensive data review for this SPSA cycle occurred November 7, 2018, January 9, 2019, and March 20, 2019.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	%	%	1		
African American	2.8%	1.5%	3.68%	4	2	5
Asian	%	0.8%	1.47%		1	2
Filipino	%	%	%			
Hispanic/Latino	79.2%	78.4%	78.68%	114	105	107
Pacific Islander	0.7%	%	0.74%	1		1
White	16.7%	17.9%	14.71%	24	24	20
Multiple/No Response	%	0.8%	%		1	
Total Enrollment				144	134	136

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10	4		2
Grade 11	54	46	43
Grade 12	86	88	91
Total Enrollment	144	134	136

Conclusions based on this data:

1. Delineated above is a snapshot of enrollment. Enrollment fluctuates between 130 and 175, depending on the time of year and the number of students transferring from PHS/WHS.
2. Enrollment numbers appear to be consistent, though 2018-2019 numbers are slightly lower.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	38	29	24	26.4%	21.6%	17.6%
Fluent English Proficient (FEP)	44	45	55	30.6%	33.6%	40.4%
Reclassified Fluent English Proficient (RFEP)	5	17	10	10.6%	44.7%	34.5%

Conclusions based on this data:

1. EL enrollment is relatively consistent.
2. The percentages for 2018-2019 are similar to past years, with 37% of students reclassified, and 18% remain ELs.
3. English Learner enrollment for 2018-2019 identifies 67 students, which at the time of this analysis, was 55.4% of the student population. 18% (22) of the school's enrollment are EL students who have not been reclassified, and 91% (20) of ELs are LTELs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2456.	2461.	2434.	0	0.00	0.00	4	6.76	5.88	21	21.62	15.69	75	71.62	78.43
All Grades	N/A	N/A	N/A	0	0.00	0.00	4	6.76	5.88	21	21.62	15.69	75	71.62	78.43

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

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

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

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

Conclusions based on this data:

1. CAASPP results confirm NWEA data which indicates that students are performing below grade level.
2. Participation dropped by 12.5%
3. Alternative school dashboard (DASS) does not include CAASPP performance data

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2416.	2396.	2400.	0	0.00	0.00	0	0.00	0.00	4	1.33	0.00	96	98.67	100.0
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	4	1.33	0.00	96	98.67	100.0

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

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

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

Conclusions based on this data:

1. CAASPP Results confirm NWEA data which indicates that students are performing below grade level.
2. Participation dropped by 30.8%
3. Alternative school dashboard (DASS) does not include CAASPP performance data

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				26

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	26

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	*	*	*	*	*	*			*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*					*
All Grades	12	46.15	*	*	*	*	*	*	26

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*	*	*	*	*	*
Grade 11			*	*	*	*	*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades			*	*	*	*	*	*	26

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	13	50.00	*	*	26

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	16	61.54	*	*	*	*	26

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11			*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades			*	*	16	61.54	26

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	20	76.92	*	*	26

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
136	84.6%	17.6%	2.2%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	17.6%
Foster Youth	3	2.2%
Socioeconomically Disadvantaged	115	84.6%
Students with Disabilities	22	16.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	3.7%
Asian	2	1.5%
Hispanic	107	78.7%
Two or More Races	1	0.7%
Pacific Islander	1	0.7%
White	20	14.7%







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.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>No Performance Color</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>Red</p>		

Conclusions based on this data:

1. Variability in 1 year cohort data leads to swings in graduation rate.
2. CCI shows no students met the readiness standard for this indicator.

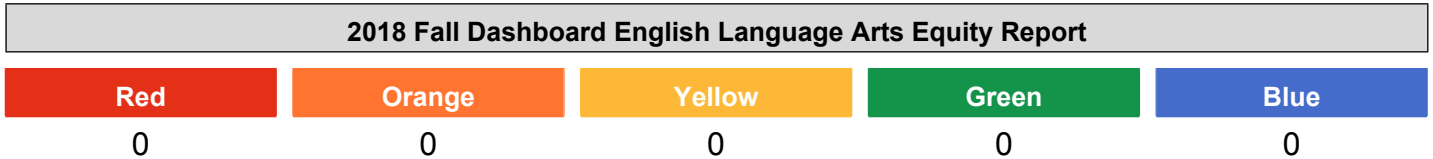
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>136.2 points below standard</p> <p>Declined -8.4 points</p> <p>20 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>131.8 points below standard</p> <p>Increased 9.5 points</p> <p>18 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 149.6 points below standard Declined -25.2 points 16 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 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 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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	121.6 points below standard 12 students

Conclusions based on this data:

1. Not part of DASS.

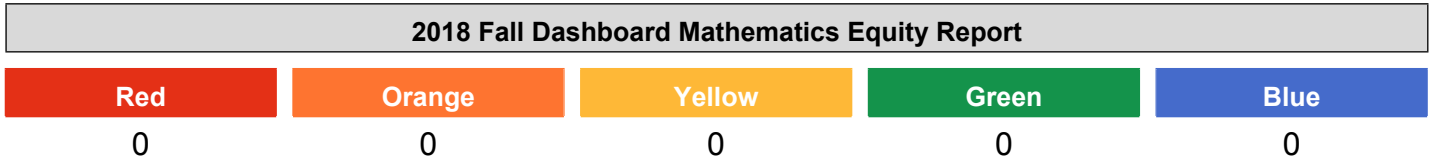
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>227.1 points below standard</p> <p>Increased</p> <p>16.7 points 14 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>228.3 points below standard</p> <p>Increased</p> <p>25 points 13 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 230.3 points below standard Increased 10.3 points 12 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students - Data Not Displayed for Privacy 2 students	Less than 11 Students - Data Not Displayed for Privacy 9 students

Conclusions based on this data:

1. Not part of DASS.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
26	11.5%	38.5%	38.5%	11.5%

Conclusions based on this data:

1. The majority of the school's long term English Learners are at levels 2 and 3.

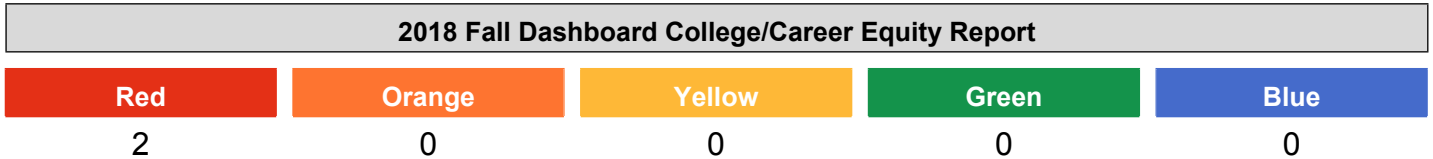
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>82 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>17 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0% prepared</p> <p>Maintained 0%</p> <p>70 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10 students</p>

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 0% prepared Maintained 0% 65 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0% prepared Maintained 0% 15 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0 Prepared
Approaching Prepared	3.8 Approaching Prepared	0 Approaching Prepared
Not Prepared	96.3 Not Prepared	100 Not Prepared

Conclusions based on this data:

1. Zero students are prepared according to the CCI.

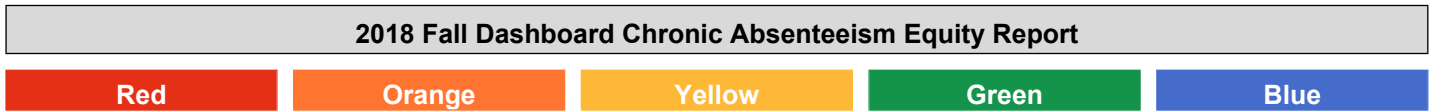
School and Student Performance Data

Academic Engagement Chronic Absenteeism

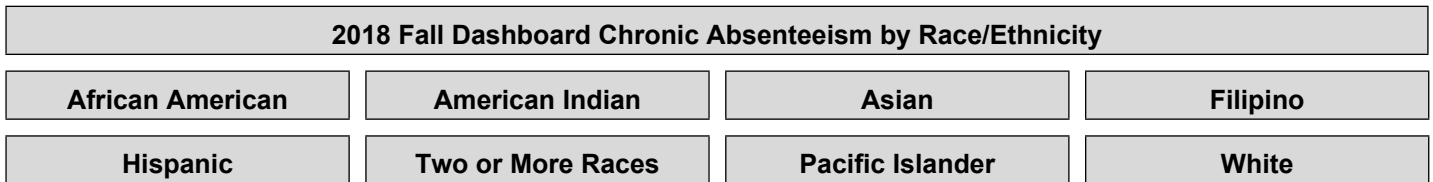
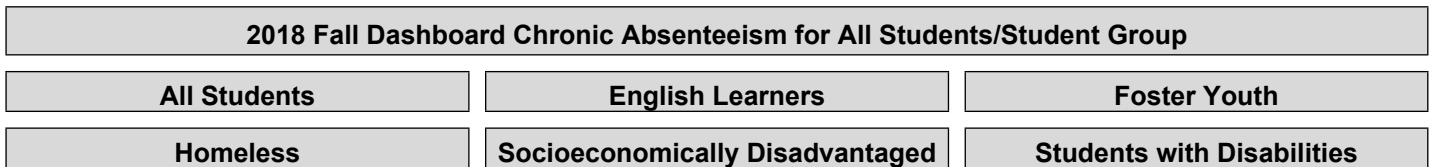
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. NA

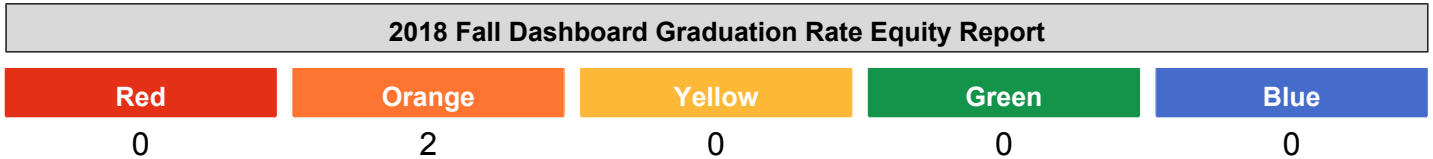
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Orange 72% graduated Declined -8% 82 students	<p>English Learners</p>  No Performance Color 64.7% graduated Maintained -2% 17 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 70% graduated Declined -11.2% 70 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.2% graduated Declined -13.5% 65 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 86.7% graduated Increased +18.2% 15 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
80% graduated	72% graduated

Conclusions based on this data:

1. Cohort graduation rate has unexpected variability that is not accounted for in school-wide data.
2. Drops in graduation rate do not take into account the dramatic increase of the previous year.

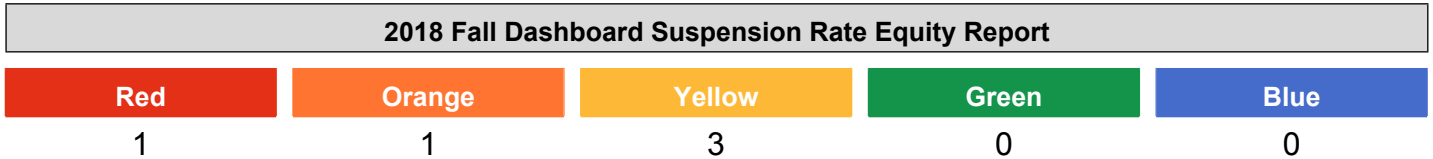
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 20.5% suspended at least once Declined -4.3% 234 students	<p>English Learners</p>  Yellow 6.4% suspended at least once Declined -6.3% 47 students	<p>Foster Youth</p>  No Performance Color 35.7% suspended at least once 14 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 4 students	<p>Socioeconomically Disadvantaged</p>  Yellow 22.8% suspended at least once Declined -2.9% 197 students	<p>Students with Disabilities</p>  Orange 22.2% suspended at least once Declined -1.3% 36 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.3% suspended at least once Declined -8.9% 180 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 1 students	 Red 21.6% suspended at least once Increased 12.3% 37 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	24.8% suspended at least once	20.5% suspended at least once

Conclusions based on this data:

- Suspension rate remains relatively low compared with the previous 5 years.

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

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

There is a need to improve ALL students academic performance in literacy and numeracy as measured by graduation rates, NWEA and ELPAC. Students are below grade level and need fundamental literacy and numeracy skills to graduate on time. Majority of EL students are LTELs, and need help improving on fundamental literacy and numeracy skills

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	ELA - 136.2 points below standard and declined 8.4 points Math - 227.1 points below standard and increased by 16.7 points	Increase by 5 points to -131.2 points below standard Increase by 5 points to -222.1 points below standard
Graduation Rate	72% (2018)	80%
Percentage of students who reach growth targets on iReady (elementary schools) and NWEA (secondary schools) in Reading and Math.	Winter 2018 to Winter 2019 Reading - 40.4% Math - 33.6%	Winter 2019 to Winter 2020 Reading - 45% Math - 38%
% of Students improving ELPAC Score (CDE Dashboard Data) % of Students at level 4 (CDE Dashboard Data)	A baseline will be established this year % of Students at Level 4 - 11.5%	% of Students improving ELPAC Score - 50% % of Students at Level 4 - 25%
% of classrooms implementing all elements of target vocabulary program at least weekly	A baseline will be established this year	% of classrooms - 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of classrooms implementing academic discourse at least weekly	A baseline will be established this year	% of classrooms - 100%
% of students completing a ELA pathway % of students completing a math pathway	% of students (2019) - 17% % of students (2019) - 32%	% of students (2019) - 50% % of students (2019) - 50%
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	A baseline will be established this year	% of Professional Learning Communities that analyze student work - 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

1.1 Improve on current schoolwide reading and writing curriculum and implement a schoolwide target vocabulary program to improve academic discourse. Using the Danielson research on Tier II vocabulary acquisition, students will be introduced to the vocabulary, use the Cloze strategy with the new vocabulary, create a graphic representation of the new vocabulary, and subsequently use the new vocabulary in during academic discourse and in a ticket out the door writing sample. (Listening, Speaking, Reading, Writing) across all classrooms throughout the week. (WASC Critical Student Learning Need 1a and 1b: Develop student capacity for extended, deep engagement with content, and engagement with higher DOK levels.)

- Provide teacher, student, and classroom supplies and supplementary materials necessary to implement and continue action 1.1 in all classrooms, including the Student Support Center, Rtl classroom and library
- Release time to analyze student data, plan curriculum and instruction, attend professional learning, and attend conferences
- Supervision of Target Vocabulary Program
- Purchase technology to support action 1.1 in all classrooms, including the Student Support Center, Rtl classroom and library
- Student Incentives for the school-wide reading, writing, and target vocabulary 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)	Source(s)
5000	Supplemental/Concentration
4860	Site Discretionary

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

1.2 Improve fundamental numeracy skills through creation of differentiated math supports, including Odysseyware.

- Provide teacher, student, and classroom supplies and supplementary materials necessary to implement and continue action 1.2 in all classrooms, including the Student Support Center, Rtl classroom and library
- Release time to analyze student data, plan curriculum and instruction, attend professional learning, and attend conferences
- Supervision of Assessment program
- Purchase technology to support action 1.2 in all classrooms, including the Student Support Center, Rtl classroom and library

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)
2000	Supplemental/Concentration
1000	Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Improve access and use of Odysseyware and increase number of students completing an NWEA - Odysseyware Pathway in ELA and math.

- Release time to analyze student data, plan curriculum and instruction, attend professional learning, and attend conferences
- Supervision of program Odysseyware Program
- Purchase technology to support action 1.3 in all classrooms, including the Student Support Center, Rtl classroom and library

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)

1500

Supplemental/Concentration

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

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

Goal 2

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

Identified Need

College/Career Indicator is Red (0% meeting the prepared level), showing a need for ALL students will graduate on time and participate in Career Technical Education program, or community college concurrent enrollment, or a workforce integration internship. (Data: graduation rate, CCGI Enrollment, CTE course enrollment, WCC course enrollment, workforce integration internship placements)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	NA	NA
Number of pathways that result in certification in high demand, local industry sectors (high school only)	2019 - 0 pathways that result in certification in high demand, local industry sectors	2020 - 1 Pathway that results in certification in high demand, local industry sectors.
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	A baseline will be established this year	10% Increase in the number of students who are prepared on the CCI
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	A baseline will be established this year	15% of students participating in Davis Duck Days or TANA 5% of students participate in the Music program
Increase % of students graduating on-time	% of student graduating on-time - 72 (2018)	% of students graduating on-time - 80%

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 Increase college and career readiness through improved access to CTE Pathways, Workforce Integration, and community college concurrent enrollment.

- Implement a culinary pathway (WJUSD CTE office)
- Provide teacher, student, classroom, and lab supplies and supplementary materials necessary to implement and continue action 2.1 in all classrooms, including the Student Support Center, Rtl classroom and library
- Release time to analyze student data, plan curriculum and instruction, attend professional learning, and attend conferences
- Purchase technology to support action 2.1 in all classrooms, including the Student Support Center, Rtl classroom and library
- Implement Workforce Innovation programs (Yolo County Workforce Innovation Opportunity Grant)
- Implement CCGI to increase college/career opportunities
- Release time to plan for World History through Music class as part of the Arts Program
- Equipment and materials for music class (eg. computer for production, instruments, speakers)
- Equipment and materials for Student Newspaper (eg. computer, printer, paper)
- Field trips to career oriented technical institutions and colleges.

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)

3000

Supplemental/Concentration

2000

Site Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2 Increase graduation rate through the implementation of Ethnic Studies program

- Provide teacher, student, and classroom supplies and supplementary materials necessary to implement and continue Ethnic Studies in all classrooms, including the Student Support Center, Rtl classroom and library
- Release time to analyze student data, plan curriculum and instruction, attend professional learning, and attend conferences related to Ethnic Studies
- Supervision of Ethnic Studies program
- Purchase technology to support Ethnic Studies in all classrooms, including the Student Support Center, Rtl classroom and library

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)

2000

Supplemental/Concentration

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

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

Goal 3

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

Identified Need

Improve ALL student's readiness to learn and academic success through the implementation of a multi-tiered system of supports. (Data: attendance %, referral and suspension data, credit data) Reduce % of students who are chronically absent, improve student sense of safety and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	100 % of students chronically absent	90 % of students chronically absent (10% Reduction) Improve Annual Average Student Attendance (75%)
Increase student sense of safety and school connectedness.	Referrals (321 - 2017-2018) Suspensions (86 - 2017-2018) Suspension Rate (25% CDE - DataQuest) % of Students Happy to be at CCHS (CHKS, 68% - 2016-2017) % of Students who feel safe at CCHS (CHKS, 66% - 2016-2017)	250 Total Referrals 80 Total Suspensions 20% Suspension Rate (CDE - DataQuest) 75 % of Students Happy to be at CCHS (CHKS) 75% of Students who feel safe at CCHS (CHKS)
Ensure access to extended learning opportunities.	% of students who use a tutor (10% - 2018-2019)	15% of students who use a tutor
Increase credits earned per quarter	% of students who earn more than 20 credits per quarter (26.1% - 2017-2018) % of students who earn less than 10 credits per quarter (23.4% - 2017-2018)	30% of students earn more than 20 credits per quarter 15% of students earn less than 10 credits per quarter

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

3.1 Improve students “readiness to learn” through continued implementation of tiered interventions, using the research on MTSS, PBIS and Rtl, 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 Rtl 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.

- UC Davis Tutoring Program
- Purchase attendance and behavior incentives to support increases in student attendance (caps, earbuds, transportation for field trips, promotional items etc.)
- Supplemental materials in support of academic interventions
- Release time to for professional learning and attendance at conferences related to MTSS

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)
6615	Supplemental/Concentration
5000	Site Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2 Improve “readiness to learn” through continued implementation of Advisory

- Provide teacher, student, and classroom supplies and supplementary materials necessary to sustain Advisory in all classrooms, including the Student Support Center, Rtl classroom and library
- Supervision of Advisory

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)
2000	Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.3 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, supported by the Intervention Coordinator in coordination with 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)
28940	Title I Part A: Basic Grants Low-Income and Neglected

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

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners..

Identified Need

Increase % of students improving on ELPAC and reclassify all EL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	% of students reclassified (41.7% 2018-2019)	Increase the % of student reclassified (50%)
Show growth on the English Learner Progress Indicator (CA School Dashboard).	Level 4 - 11.5% Level 3 - 38.5% Level 2 - 38.5% level 1 - 11.5%	Show growth in levels 3 and 4 on EL Progress Indicator
Decrease the number of Long Term English Learners (middle and high school only).	% of Long Term English Learners in 2017-2018 is 56%	% of Long Term English Learners in 2018-2019 is 50%
Increase the number of State Seals of Biliteracy awarded to students (high school only).	N/A	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)

EL Students

Strategy/Activity

4.1 Implementation of a target vocabulary program to improve student use and engagement with academic discourse. During Advisory, students will be provided a weekly target vocabulary. Using the Danielson research on Tier II vocabulary acquisition, students will be introduced to the vocabulary, use the Cloze strategy with the new vocabulary, create a graphic representation of the

new vocabulary, and subsequently use the new vocabulary during academic discourse and in a ticket out the door writing sample. (Listening, Speaking, Reading, Writing) across all classrooms throughout the week. EL students will be specifically monitored for progress and identified for appropriate instructional support based on individual need. The use of target vocabulary will extend to all periods and content areas.

- professional learning on use of academic vocabulary, writing scaffolds, and scaffolds for academic discourse.
- PD on EL specific strategies such as wait time, use of realia, teacher speech patterns, connecting to prior knowledge, and building back ground.
- Purchase books, supplies, and other materials to support progress in reading and writing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

4.2 Ensure all EL students take the NWEA and are placed on an OW Pathway.

- Provide release time for Advisors to analyze NWEA data and ensure EL students are progressing and on an OW Pathway.
- Release time for progress monitoring

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)

500

Supplemental/Concentration

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

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

There is a need to improve communication with external stakeholders and implement a sustainable student stakeholder voice in school planning as the percent of external stakeholders engaged with school is low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/PTA/Boosters to represent diversity of student demographics.	Baseline determined in (2018-2019).	A baseline will be established.
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators	Identify key indicators and establish baseline from 2018-2019 data.	A baseline will be established.
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	38.46% of parents have an Aeries portal account.	40% of parents have an Aeries portal account

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

Strategy/Activity

- 5.1 Improve and monitor external stakeholder communication to provide multiple opportunities for engagement with school planning.
- Increase website presence
 - Increase parent use of online portal

- Continue to solicit parent involvement in planning through letters, phone communications, website, and flyers
- Improve back to school night and open house attendance by engaging with stakeholders to get feedback for improvement.

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)
320	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

Strategy/Activity

- 5.2 Implement a sustainable student stakeholder engagement process for school planning.
- Improve process for integrating student stakeholder engagement with school planning.
 - Solicit (following Title I requirements) and train student stakeholders to have an active voice across the school year, but specifically as part of the School Site Council.

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)
500	Supplemental/Concentration

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	\$29,260
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	\$66,735.00

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	\$28,940.00
Title I Part A: Parent Involvement	\$320.00

Subtotal of additional federal funds included for this school: \$29,260.00

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 (\$)
Site Discretionary	\$12,860.00
Supplemental/Concentration	\$24,615.00

Subtotal of state or local funds included for this school: \$37,475.00

Total of federal, state, and/or local funds for this school: \$66,735.00

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
Mariah Morgan	Classroom Teacher
Chris Grote	Classroom Teacher
Lisa Sanchez	Other School Staff
Santos Guerrero	Secondary Student
Omar Gomez	Secondary Student
Julian Navarro	Secondary Student
Alejandra Rodriguez	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



English Learner Advisory Committee

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

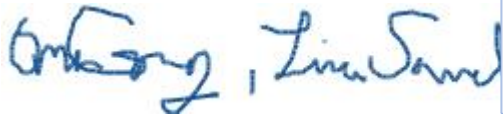
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4.18.19.

Attested:



Principal, Will Jarrell on 4.18.19



SSC Chairperson, Omar Gomez and Lisa Sanchez on 4.18.19