

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	4.18.24	5.23.24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cache Creek High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
California School Dashboard	15
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	36
Goal 3.....	40
Goal 4.....	44
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	49
School Site Council Membership	50
Recommendations and Assurances	51
Instructions.....	52
Appendix A: Plan Requirements	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	62
Appendix C: Select State and Federal Programs	65

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cache Creek High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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. Every year, the school engages in a comprehensive needs assessment to identify the necessary strategies for the school plan. For 2024, the school examined all available data, including student work samples, the NWEA MAP assessment, attendance, behavior, climate, and graduation rate.

The school-wide plan was developed to support the needs of the school's students, as identified through the comprehensive needs assessment.

These include:

- strategies that the school is implementing to address the school's 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, particularly those 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.

Educational Partner Involvement

How, when, and with whom did Cache Creek High 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 six times per year and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple educational partner 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, suspension, and graduation rates are gathered through Aeries queries and the WJUSD Dashboard. These data are also included in our needs assessment, which is 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 (3.18.24), surveys conducted include the Back to School Safety Survey (n=92, 59%), the General Safety Survey (n=78, 52%), 2 SPSA surveys (1: n=48, 32% and 2: n=59, 41%), 2 PASS surveys 1: n=77, 56% and 2: in progress), a SCOE Bullying Survey (n=53, 38%), and the CA Healthy Kids Survey (n=77, 55%). Student SPSA focus group (n=17, 12.6%, (Male:

52.89%, Female: 47.1%, Latinx: 82.4%, White: 5.9%, Other: 11.8%). Student SPSA focus groups were centered on SPSA feedback, focusing on the addition of Early Childhood Education and a Mural programs, attendance at TANA, supporting socioemotional 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 site council reviewed the plan on 4.18.24, 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.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

As a DASS school, officially, there are two indicators for which we receive a color: Suspension Rate (Green) and Graduation Rate (Yellow). Unofficially, as we are not assigned a performance indicator color in English Language Arts (ELA)and Math, we can see by the performance level that we are orange in both ELA and math. In both ELA and math, though still below the standard, our students' performance levels increased significantly from the prior year. The performance color is orange on the 5X5 grid for both ELA and Math. We have very low scores on the English Learner Progress Indicator (ELPI), but there is no prior year data, so the indicator color is unavailable. Again, for all three, ELA, math, and ELPI, there is no official performance color because we are a DASS school, and student groups are not large enough to populate a color.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

On all available indicators, all student groups were the same performance indicator color as all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Every year, the school continues to use the NWEA assessment to measure progress in a single year. The assessment is given 3 times a year, and for the SPSA, we look at RIT (a numerical measure used by NWEA) growth between the fall (August) and winter (February) administrations. In the 23-24 school year, growth for all three subject areas, language, math, and reading, was observed for all students. EL and Special Education students underperformed compared to all students but did have growth between the fall and winter administrations.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cache Creek High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

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 needed credit recovery after the pandemic. Current enrollment is 157, with 82% Latinx, 11% white, 4% other, and 3% African American.
2. Compared to WJUSD, at CCHS, Latinx enrollment is 10% higher, and African American and White are similar.
3. The enrollment is 61.5% male and 37.8% female. 18.6% of students are English Learners (EL), and 93% of the EL subgroup is LTEL (Long-Term English Learner), with more than 10 years in US schools. 24.4% of students are students with special needs.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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. 93% of English learners are Long Term English Learners (LTELs), and 6.4% of LTELs are also in Special Education. This suggests a greater focus on English Learner support for special education students.
2. Reclassified Fluent English Proficient (RFEP) and English Learner (EL) students account for 37.2% of CCHS enrollment. This supports the need to focus on reading comprehension and vocabulary support across the curriculum.
3. 80%% 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	95	70	84	*	63	81	*	63	79		90.0	96.4
All Grades	95	70	84	*	63	81	*	63	79		90.0	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2437.	*	0.00	0.00	*	6.35	6.33	*	22.22	22.78	*	71.43	70.89
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	6.35	6.33	*	22.22	22.78	*	71.43	70.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	1.27	*	46.03	46.84	*	50.79	51.90	
All Grades	*	3.17	1.27	*	46.03	46.84	*	50.79	51.90	

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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	0.00	*	26.98	25.00	*	73.02	75.00
All Grades	*	0.00	0.00	*	26.98	25.00	*	73.02	75.00

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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	1.27	*	60.32	62.03	*	39.68	36.71
All Grades	*	0.00	1.27	*	60.32	62.03	*	39.68	36.71

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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	1.27	*	52.38	67.09	*	44.44	31.65
All Grades	*	3.17	1.27	*	52.38	67.09	*	44.44	31.65

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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. Students enroll at CCHS with credit deficiency in Language Arts. By the time students take the CAASPP, very few have passed the courses tested on the CAASPP.
3. As of 3.20.24, just prior to CCHS students taking the CAASPP, they had earned an average of 24.1 of the 40 required credits in English, indicating a need for intensive support with credit recovery. This supports analysis indicating that students have not taken the courses necessary to be successful on the CAASPP, which needs to be addressed to improve outcomes.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	95	70	84	*	56	80	*	55	78		80.0	95.2
All Grades	95	70	84	*	56	80	*	55	78		80.0	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2429.	*	0.00	0.00	*	0.00	0.00	*	5.45	5.13	*	94.55	94.87
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	0.00	0.00	*	5.45	5.13	*	94.55	94.87

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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	0.00	*	9.09	10.26	*	90.91	89.74	
All Grades	*	0.00	0.00	*	9.09	10.26	*	90.91	89.74	

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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	0.00	*	47.27	38.46	*	52.73	61.54
All Grades	*	0.00	0.00	*	47.27	38.46	*	52.73	61.54

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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	0.00	*	38.18	50.00	*	61.82	50.00
All Grades	*	0.00	0.00	*	38.18	50.00	*	61.82	50.00

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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. To get the most information about student progress, attention must be paid to ensuring students are focused on doing their best during the CAASPP.
2. 2.6 % of current 11th graders (4 students) have earned 20 credits in math. The average number of credits for 11th graders is 9.6, or less than 1 year of Math 1. 33.3% of current 11th graders have not completed Math I by the start of CAASPP testing.
3. As of 3.20.24, just before CCHS students took the CAASPP, 11th-grade students had earned, on average, 9.6 of 20 required credits in Math, indicating a need for intensive support with credit recovery. This supports analysis indicating that students have not taken the courses necessary to be successful on the CAASPP.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	*	*	1513.1	*	*	1506.0	*	*	1519.9	10	4	17
12		*	1533.4		*	1533.5		*	1532.9	*	12	16
All Grades										12	16	33

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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	*	*	0.00	*	*	17.65	*	*	41.18	*	*	41.18	*	*	17
12		*	6.67		*	20.00		*	53.33		*	20.00		*	15
All Grades	*	0.00	3.13	*	15.38	18.75	*	69.23	46.88	*	15.38	31.25	*	13	32

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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	*	*	0.00	*	*	47.06	*	*	29.41	*	*	23.53	*	*	17
12		*	26.67		*	20.00		*	46.67		*	6.67		*	15
All Grades	*	0.00	12.50	*	61.54	34.38	*	30.77	37.50	*	7.69	15.63	*	13	32

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Written 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		*	0.00		*	5.88		*	29.41		*	64.71		*	17
12		*	0.00		*	6.67		*	40.00		*	53.33		*	15
All Grades		0.00	0.00		7.69	6.25		30.77	34.38		61.54	59.38		13	32

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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	*	*	5.88	*	*	41.18	*	*	52.94	*	*	17	
12		*	0.00		*	66.67		*	33.33		*	15	
All Grades	*	0.00	3.13	*	53.85	53.13	*	46.15	43.75	*	13	32	

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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	*	*	41.18	*	*	52.94	*	*	5.88	*	*	17	
12		*	60.00		*	40.00		*	0.00		*	15	
All Grades	*	83.33	50.00	*	16.67	46.88	*	0.00	3.13	*	12	32	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	5.88	*	*	29.41	*	*	64.71	*	*	17	
12		*	6.67		*	13.33		*	80.00		*	15	
All Grades	*	0.00	6.25	*	38.46	21.88	*	61.54	71.88	*	13	32	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	5.88	*	*	58.82	*	*	35.29	*	*	17
12		*	6.67		*	86.67		*	6.67		*	15
All Grades	*	0.00	6.25	*	66.67	71.88	*	33.33	21.88	*	12	32

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. To protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
2. The available data here and on the CDE Dashboard makes it difficult to make comparisons. According to CDE, only 12.5% of EL students made progress, while 48% decreased one ELPI level.
3. 93% of EL students are Long Term English Learners (LTELs) and most are not making progress on the ELPAC, indicating a need to focus reading, writing, listening, and speaking in the daily curriculum. CCHS implemented a 7-week ELPAC prep intervention prior to the 2024 ELPAC.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
154	89.6	21.4	1.9
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	21.4
Foster Youth	3	1.9
Homeless	5	3.2
Socioeconomically Disadvantaged	138	89.6
Students with Disabilities	18	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6
American Indian	1	0.6
Hispanic	131	85.1
White	21	13.6

Conclusions based on this data:

- Nearly 100% of the student population is composed of socioeconomically disadvantaged students, English learners, and students with disabilities. Most of these students have had very negative experiences with education in the past. CCHS will continue to focus on building relationships with students and creating a safe environment so that students can begin to feel at ease going to school.

2. Currently, 28% (43 Students) are designated as Homeless and Foster Youth students. While we never know in advance how many students will fall into this category, this will continue to be an important component of how we support our students.
3. 93% % of English Learners are LTELs. The struggles these students are having are very similar to those of all CCHS students.

School and Student Performance Data

Overall Performance




The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	Graduation Rate  Yellow	Suspension Rate  Green
	Chronic Absenteeism  No Performance Color	

Conclusions based on this data:

- The current CDE dashboard shows a 5-year cohort graduation rate of 76.5%. This is the second year of seniors who need quite a few credits to graduate. We are currently on track to maintain the current graduation rate, and we will continue our focus on seniors through multiple one-on-one meetings with students and parents. The school has also held one meeting with Woodland Adult Education, and another is scheduled for April.

2. There is no comparison data for the College and Career Index, or CCI, with 2022. However, we continue to expand our culinary program and should show marked improvement in 2024.
3. Our suspension rate has a green indicator, with a 4.8% reduction. However, as with last year, only a few students can significantly alter the data in any single year.

School and Student Performance Data

Academic Performance English Language Arts

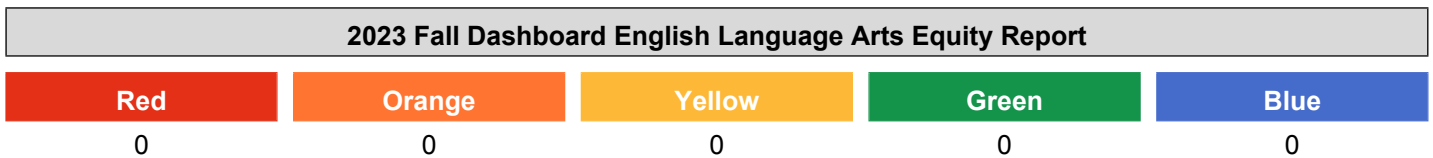
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
147.7 points below standard Increased Significantly +16.7 points 59 Students	209.2 points below standard 17 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	151.1 points below standard Increased Significantly +18.8 points 54 Students	Less than 11 Students 4 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
153.6 points below standard Increased Significantly +33.7 points 52 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
209.2 points below standard 17 Students	0 Students	130.7 points below standard Increased Significantly +25.8 points 25 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). In their 11th-grade year, students are tested on competency with standards to which they have not learned or even been exposed. Additionally, since there is no test in 12th grade, there is no way to determine if any changes at CCHS have impacted student performance. Finally, this snapshot of student competency documents why they are 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

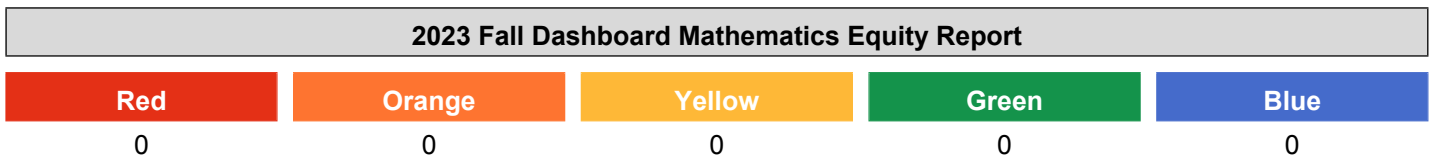
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
203.9 points below standard	228.8 points below standard	Less than 11 Students
Increased Significantly +60.1 points	17 Students	2 Students
59 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	201.7 points below standard	Less than 11 Students
1 Student	Increased Significantly +67.8 points	4 Students
	54 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
208.1 points below standard Increased Significantly +70.1 points 52 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
228.8 points below standard 17 Students	0 Students	189.6 points below standard Increased Significantly +62.8 points 25 Students

Conclusions based on this data:

- While no performance level is provided for CCHS, students are performing well below the standard on all aspects of the math California Assessment of Student Performance and Progress (CAASPP). In their 11th-grade year, students are tested on competency with standards to which they have not learned or even been exposed. Additionally, since there is no test in 12th grade, there is no way to determine if any changes at CCHS have impacted student performance. Finally, this snapshot of student competency documents why they are 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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
12.5 points above standard making progress towards English language proficiency
Number of EL Students: 32 Students Performance Level: 1

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.

2023 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
15	12	0	4

Conclusions based on this data:

- As with many LTEL students, CCHS EL students are underperforming significantly on the English Language Proficiency Assessments for California (ELPAC).
- No performance level was ascribed to CCHS, yet the data through multiple measures shows that our EL students are not making sufficient progress on the ELPAC.
- Given the available data, CCHS would have a red indicator for ELPI.

School and Student Performance Data

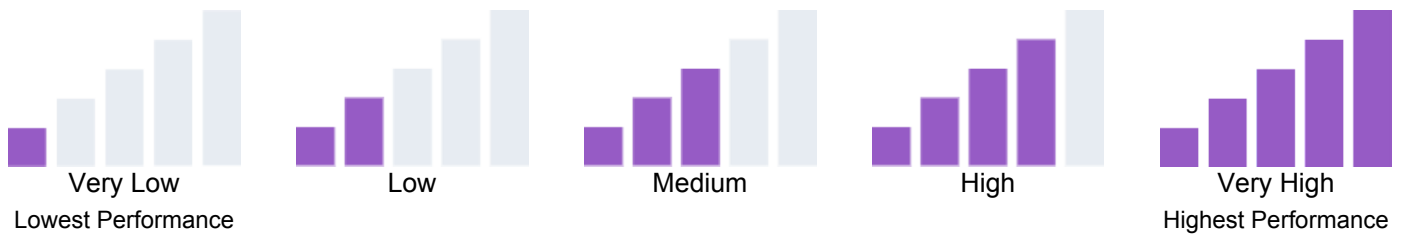
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

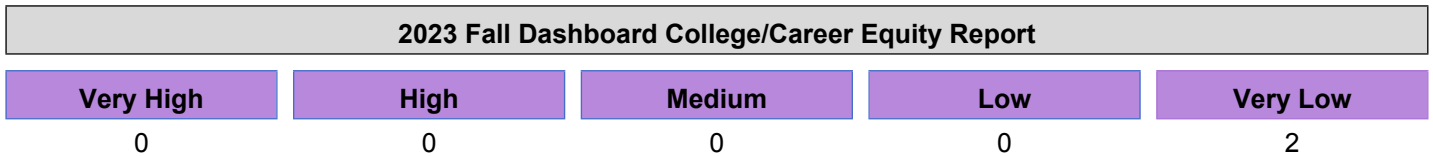
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

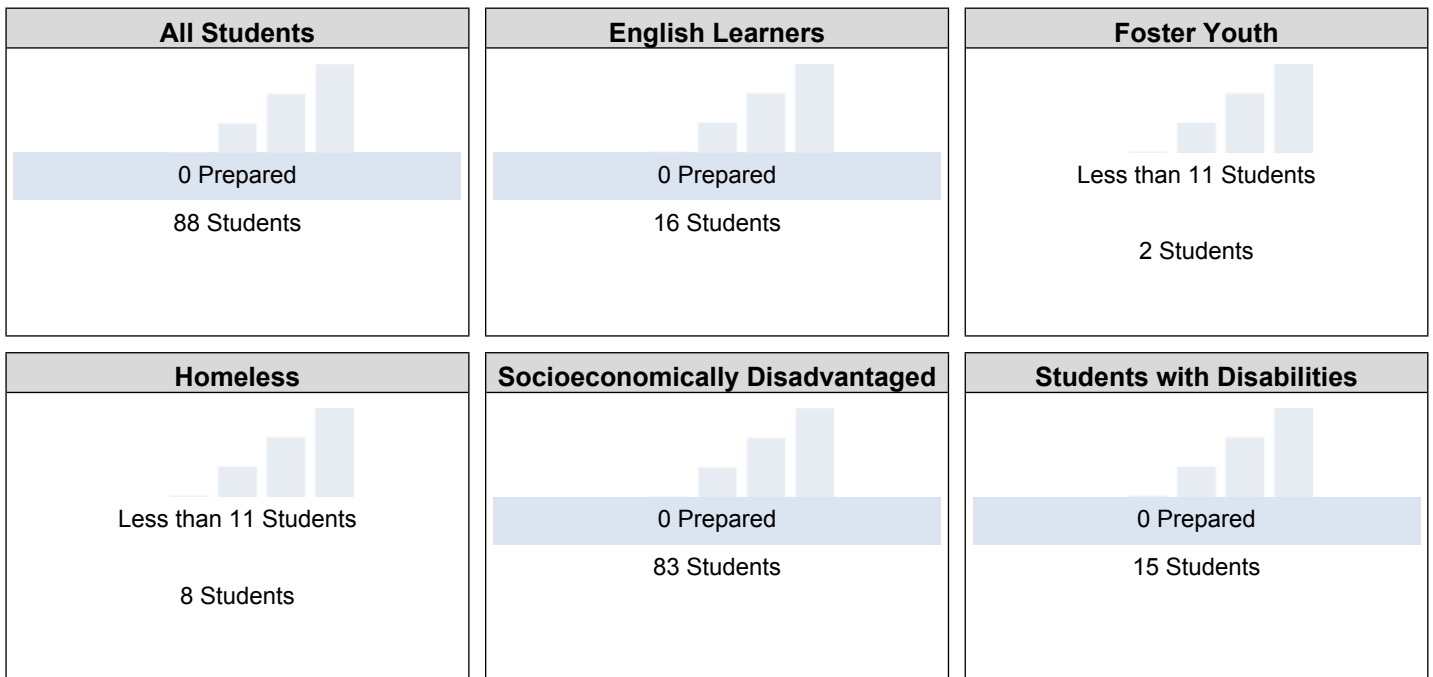


This section provides number of student groups in each level.

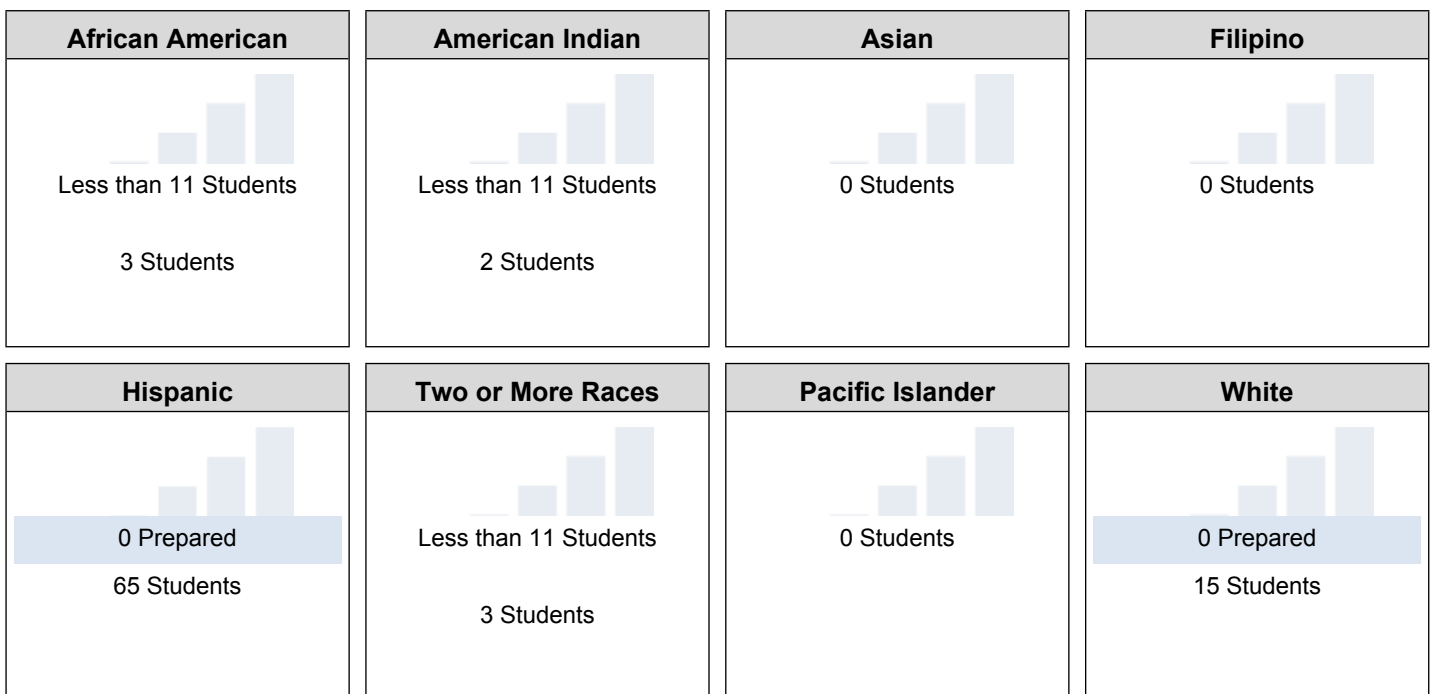


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. CDE data shows the graduation rate at 74.3%. Low socioeconomic, Hispanic, and English learners all outperformed white students.
2. The culinary program produced more completers than the previous year.
3. Currently, there are no students enrolled at Woodland Community College.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 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 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Chronic absenteeism is not measured by CDE for high schools.
2. Local measures indicated 74% of CCHS students have chronic absenteeism concerns as of 3.18.24. This is a 10.8% decrease from 22-23.
3. The implementation of Brown Issues, though with a relatively small number of students, showed more positive attendance than the school as a whole.

School and Student Performance Data

Academic Engagement Graduation Rate

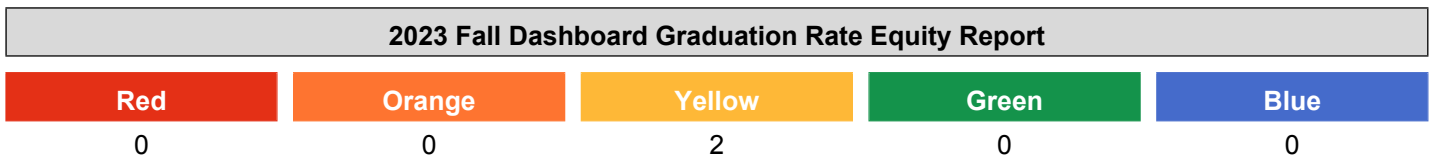
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 76.5% graduated Increased 2.2 98 Students	English Learners 55.6% graduated Decreased Significantly -15 18 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Yellow 77.4% graduated Increased 3.8 93 Students	Students with Disabilities 70.6% graduated Increased Significantly 13.4 17 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">79.2% graduated</p> <p align="center">Increased 4.2</p> <p align="center">72 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">77.8% graduated</p> <p align="center">Increased Significantly 9.8</p> <p align="center">18 Students</p>

Conclusions based on this data:

1. Dataquest shows a 5-year graduation rate of 76.5%, a 2.2% increase from the previous year.
2. There is a direct relationship between attendance and graduation.
3. Large gaps for students with disabilities and long-term English learners continue to be present, with low attendance being the dominant factor, indicating a need to focus attendance interventions on these student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

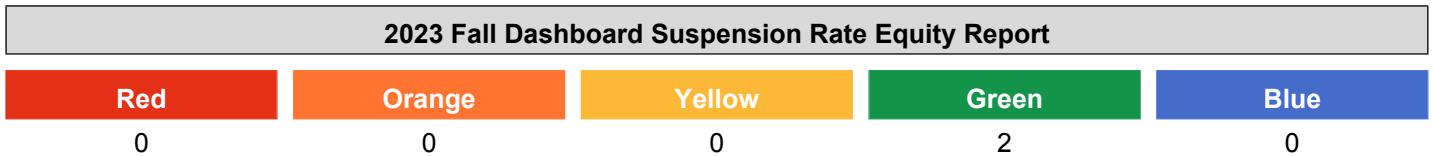
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group											
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.8% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -4.8 191 Students</td> </tr> </tbody> </table>	All Students	 Green	5.8% suspended at least one day	Declined Significantly -4.8 191 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td>9.8% suspended at least one day</td> </tr> <tr> <td style="background-color: #e6f2ff;">Declined -23.6 41 Students</td> </tr> </tbody> </table>	English Learners	9.8% suspended at least one day	Declined -23.6 41 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students
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Declined Significantly -4.6 168 Students											
Students with Disabilities											
7.7% suspended at least one day											
Declined -4.8 26 Students											

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7% suspended at least one day Declined Significantly -7.1 159 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	4% suspended at least one day Increased 1.1 25 Students

Conclusions based on this data:

1. The suspension numbers dropped significantly since 15-16 and have remained low since then. Suspension was in the green last year and is expected to remain at a similar level. CCHS will continue with Multi-Tiered Systems of Support (MTSS) emphasizing Positive Behavior Interventions (PBIS).
2. Only Hispanic and socioeconomically disadvantaged groups were measured, and all other subgroups showed no performance color.
3. 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.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>TANA</p> <p>21-22: +33.6% (½ of classes)</p> <p>22-23: 89 (57.8%) Students (+48.3%)(Sep - February)</p> <p>23-24: 48 Students (-45% as of Feb)</p> <p>Art And Culture</p> <p>21-22: Art: +12% Mondavi: 0% (Pandemic Closure) Music: 0% (Closed Program)</p> <p>22-23: Art and Culture 71 (57.1%) students (+446.1%) Art and Culture: 93 Students (+31% as of Feb)</p>	<p>5% increase</p> <p>Maintain</p>
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).	<p>21-22: 9 Students (7.2%)</p> <p>22-23: 13 Students (9.0%)</p> <p>23-24: 15 Students (15.4% as of February)</p>	5% increase
Number of State Seals of Biliteracy awarded to students (high school only).	<p>21-22: 0 Students</p> <p>22-23: 0 Students</p> <p>23-24: 0 Students</p>	No target set.
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	<p>21-22: 0 Students</p> <p>22-23: 2 Students</p> <p>23-24: As of 3.18.24, potentially 3 students.</p>	increase by 1 student

Northwest Evaluation Association (NWEA) - percent of students who improve on at least one test	22-23: 56.8% 22-23: 49.9% 23-24: Change: Overall RIT growth in Language, Reading, and Math between Fall and Winter Administration of the NWEA Language: +3.9 Math: +4.7 Reading: +1.0	1% increase
Percent of students earning a workforce readiness certificate. (ServeSafe or Softskills USA)	8.1%	5% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1: Increase college and career readiness and improve access to CTE Pathways, workforce readiness, and community college.</p> <ul style="list-style-type: none"> • 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 • Minga or Nearpod (depending on funding) 	All Students	14000 Supplemental/Concentration
1.2	<p>Strategy 1.2: Increase the number of students who graduate by 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.</p> <ul style="list-style-type: none"> • Materials to support Ethnic Studies integration into all classrooms. • Supplemental Materials and Supplies • Teacher Collaboration to improve instructional practices focused on the needs of ELs and students in special education. • Professional development to improve instructional practices focused on the needs of ELs and students in special education. 	All Students	2401 Supplemental/Concentration

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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- With TANA, we still have two more classes to visit, but the numbers will likely not meet the target of 93 students. Survey results indicate that this is valuable, with 79.1% of respondents. Art and Culture continue to be a big part of our program, with the class dovetailing nicely with our TANA trips and Brown Issues.
- The culinary program continues to attract a whole class, though students need to be replaced throughout the year because of graduates and students returning to their home schools.
- The number of students who take a class at WCC continues to be lower than we'd like. The counselor continues to contact all our seniors and has the WCC liaison at school several times a year.

We changed the way we track NWEA because tracking students from one test to the next is difficult with student departures. We are changing to more of an overall measure, looking to see that, on average, students are improving from winter to fall. As noted above, there are gaps, with the largest gaps centered on students with special needs and our long-term English learner population.

- Attendance has always been our biggest struggle, and the data shows that students who have regular attendance participate in our programs. TANA numbers overall declined, but the approval rate for TANA remains high. Those who go find it very valuable. The culinary program only has so much room, and we won't see the CCI grow much without finding a way to have more programs on campus. We are also not satisfied with our efforts to get students to attend WCC. Of the students who agree to enroll and meet with the WCC counselor, few follow through and attend.

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

We weren't able to spend all of the CSI funding. We accomplished most of what we said we would do, but we overbudgeted the expenditures.

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 biggest change will be to implement a concurrent enrollment program with WCC and start enrolling students in the Early Childhood Education pathway. We have a teacher ready to go and are working with WJUSD CTE and WCC to get this off the ground during 24-25.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	<p>Reading from CDE Dashboard: 2021: 178.8 pts below the standard</p> <p>2022: 155.0 pts below the standard (+23 pts; +12%)</p> <p>2023: 147.7 pts below the standard (+16.7, +10.7%)</p> <p>Math from CDE Dashboard: 21-22: 243.7 pts below the standard</p> <p>22-23: 226.2 pts below the standard (+17.5 pts; +7%)</p> <p>2023: 203.9 pts below the standards (+22.3 pts, +9.8%)</p>	<p>5% Increase</p> <p>5% Increase</p>
Performance level on English Learner Progress Indicator (ELPI)	<p>21-22: No Data</p> <p>22-23: Nearly half (48.4%) decreased at least one level. Maintained - 38.7% Increased - 12.9%</p>	5% Increase on Increased

<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) .</p>	<p>ELA from WJUSD Dashboard</p> <p>2021: Exceeded: 0%, Met 33%, Nearly Met: 33%, Not Met: 33%</p> <p>2022: Exceeded: 0%, Met 6%, Nearly Met: 22%, Not Met: 71%</p> <p>2023: Exceeded: 0%, Met 6%, Nearly Met: 33%, Not Met: 72%</p>	<p>3% Increase on Standard Met</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.</p>	<p>Math from WJUSD Dashboard</p> <p>2021: Exceeded: 0%, Met 0%, Nearly Met: 0%, Not Met: 100%</p> <p>2022: Exceeded: 0%, Met 0%, Nearly Met: 5%, Not Met: 95%</p> <p>2023: Exceeded: 0%, Met 0%, Nearly Met: 5%, Not Met: 95%</p>	<p>3% Increase on Standard Met</p>
<p>Percentage and number of students who are chronically absent</p>	<p>2022: 87% chronically absent</p> <p>2023: 83% chronically absent (-4.6%)</p> <p>2024 (March): 74% (-13.2%)</p>	<p>5% Decrease</p>
<p>Student sense of safety and school connectedness</p>	<p>CA Healthy Kids Survey</p> <p>21-22: Connectedness: 58% Safety: 58%</p> <p>22-23 Connectedness: 59% (+1%) Safety:69%</p> <p>23-24 Connectedness: 66% (+7%) Safety:84% (+18%)</p> <p>PASS</p> <p>21-22: Attitudes towards attendance: 28.4 % Learner self-regard: 35.6 %</p> <p>22-23: Attitudes towards attendance: 38.5 % (+7.2%) Learner self-regard: 43.1 % (+7.5%)</p> <p>23-24: Attitudes towards attendance: 37.9 % (+1.4%) Learner self-regard: 35.3 % (-7.8%)</p> <p>SCOE Bullying Report (Baseline)</p>	<p>CHKS: 5% Improvement</p> <p>PASS 5% Improvement</p> <p>Bullying: 5% Improvement</p>

	23-24 Baseline School safe: 87% Missed school because of bullying: 4% Felt Anxious because of witnessing bullying: 8%	
Suspension rate	21-22: (CDE Dashboard) 10.5% (Red) 22-23 (CDE Dashboard) 5.8% (-4.8 - Green) 23-24 (WJUSD Dashboard) 3.1% (March 24)	Maintain Green
Parent/family satisfaction on California Healthy Kids Survey (CHKS), on key indicators	N/A (sample size too small)	N/A
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	23-24: 6.9	Increase score to 8

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>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.</p> <ul style="list-style-type: none"> • Extra duty pay for additional student support and intervention, focusing on ELs and students with disabilities. • MTSS Conferences- professional learning to improve first instruction and tiered interventions, focusing on ELs and students with disabilities. • - CASCWA Conference 	All Students	
2.2	<p>Strategy 2.2: Provide continuous, ongoing, individualized academic and behavioral support through Student Support Center (SSC) interventions and use the Brown Issues program to improve student engagement and attendance at school.</p>	All Students	21350 Title I Part A: Basic Grants Low-Income and Neglected

	<ul style="list-style-type: none"> Intervention Coordinator 		
2.3	<p>Strategy 2.3: Create a welcoming school culture where students feel safe and connected to the school.</p> <ul style="list-style-type: none"> Materials and supplies (if funds are available) 	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All the strategies work well for the students who regularly attend school. The MTSS program, run by our Rtl specialist, is robust and thorough. After eight years of implementation, we have expanded tier I, primarily through Advisory, where all students can track weekly progress, set goals, and reflect on weekly work. Ongoing meetings with every senior held by Rtl and counselor provide students with an explicit understanding of their progress toward graduation, what they need to do to graduate on time, or the following steps if they are not headed to graduation. During bi-weekly wellness meetings, tier II students are monitored closely, with recommendations made for continued tier II support. The SSC has been a big part of the CCHS culture, not as a place where students are sent but as a place students want to go. Noting that referrals are at an all-time low, as in 7 so far this year, the SSC has become the Brown Issues hub where students are out-pacing their classmates with attendance and credits earned.

- Students again showed improvement with ELA and Math scores, though SBAC scores remain low overall.

CCHS students continue to feel safe and welcomed, as noted in PASS data. CCHS outperformed the district in 8 of 9 domains on the PASS.

Current school connectedness data from CHKS is positive and matches local surveys that students like being at CCHS and feel both connected and safe at the school.

- Suspension data continues to improve, with a 52% drop in suspensions over 22-23
- Chronic attendance issues are our biggest problem.

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

We weren't able to spend all of the CSI funding. We accomplished most of what we said we would do, but we overbudgeted the expenditures.

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

We would love to expand the Brown Issues program, but it is a matter of space more than anything. With the dramatic decrease in referrals, the expansion of tier I, and a few dress code violations, we may change the SSC to the BIC, the Brown Issues Center. The strategies we are using are intended to be used for all students. The biggest issue we have with student success does not require a more specific academic intervention; it is because students aren't coming to school. Attendance is the marker for underperformance among CCHS students. We are continuing to make school a place where students feel valued, seen, and connected so that they want to come to school.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	21-22: 2 students (8.3%) 22-23: 2 students (7.7%) 23-24: 3 students (11.1%)	2 students
English Learner Progress Indicator (ELPI)	21-22: No Data 22-23: Nearly half (48.4%) decreased at least one level. Maintained - 38.7% Increased - 12.9% 23-24: TBD	5% improvement
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	21-22: 2.8 Languages and cultures are assets: 3 No single EL profile: 3 School is affirming, inclusive, and safe: 4 Strong family and school partnerships: 1	Increase to 3.7

	<p>Supporting English Learners with disabilities: 3</p> <p>22-23: 3 Languages and cultures are assets: 4 No single EL profile: 4 School is affirming, inclusive, and safe: 4 Strong family and school partnerships: 2 Supporting English Learners with disabilities: 4</p> <p>23-24: 3.5 Languages and cultures are assets:3.4 No single EL profile: 3.8 School is affirming, inclusive, and safe:3.8 Strong family and school partnerships:3 Supporting English Learners with disabilities:3.5</p>	
Decrease the number of Long Term English Learners (LTEL)	There is no goal, as there is a constant influx of new LTEL students. Tracking a decrease in LTEL students is not relevant. Reclassification, as noted above, is more meaningful.	Reclassify 2 students
Percentage of English Learners with D's and F's at grading mark 3	<p>Credit Data: Average Credits per quarter at the end of 3rd Quarter:</p> <p>21-22: Not tracked</p> <p>22-23: 23.0 (+1.5)</p> <p>23-24: 22.6 (+2.6)</p>	Maintain above 20 credits
Difference between overall NWEA average and EL average	<p>21-22: No Data</p> <p>22-23: Language: -10.9 Reading: -14.2 Math: -7.8</p> <p>23-24: Language: -12.9 (+2.0) Reading: -9.5 (-7.8) Math: -10.6 (+2.8)</p>	1% improvement
Percentage of LTELs that graduate on time	<p>2021: 81.8%*</p> <p>2022: 70.6%*</p> <p>2023: 55.6%*</p>	5% improvement

	(*CDE Dashboard)	
Improved attendance percentage of LTELs	21-22: 49.5%* 22-23: 64.4%* 23-24 68.8%* (3.11.24) (*Local Data)	5% improvement

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>3.1: Improve reading comprehension, vocabulary acquisition, and academic discourse through the use of visual questioning, the question tree, vocabulary matrix, culturally relevant texts, and graphic novels.</p> <ul style="list-style-type: none"> Supplemental reading material Schedule ELS to conduct ELPAC preparation for EL students Use data analysis protocols to examine strategy implementation and effectiveness with a focus on LTEL students Supplies 	EL Students	
3.2	<p>Strategy 3.2 Improve graduation and attendance for LTEL students by implementing 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.</p> <ul style="list-style-type: none"> Teacher Collaboration and PD (No Funds Needed) 	All Students	
3.4			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The reclassification rate remains unchanged at 0%.

There is no ELPI data for 23-24, but we conducted a seven-week ELPAC intervention to support test-taking skills.

- NWEA scores showed overall improvement and specific improvement in language and math. EL students also narrowed the gap with all students in language and math.
- EL students in the Brown Issues program outperformed all students with attendance and credits earned.
- Overall attendance has improved for EL students, where they outperformed all students by 6.8%.

There is a gap in the graduation rate for LTELs and all students; however, 25% of LTELs who didn't graduate were invited back for a fifth year. None of the LTELs who were also SpEd graduated.

Students come to CCHS having taken the ELPAC at their old school. We attempt to reclassify if they come to CCHS with an ELPAC 4. Otherwise, with ELPAC in March, we don't generally have scores back in time to attempt reclassification.

The latest ELPI is from 22-23. The improvement in NWEA scores is directly related to schoolwide book readings, a focus on vocabulary, and the introduction of questioning to improve reading comprehension. Additionally, for some students, Brown issues is a strong motivation with attendance and credits. Students generally have better academic success when they come to school, and this played out with BI students. Most EL students were not in BI. Variability in attendance is hard to quantify, though efforts to make CCHS more culturally responsive are hoped to impact attendance.

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

No differences were noted with the intended implementation.

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.

Last year, we added several local metrics that provided insight into student performance. Attendance continues to be a primary concern for all students, especially our EL population. We will continue to monitor attendance weekly and follow our process for communicating attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student surveys and focus groups indicate students want the school to provide opportunities that will help them succeed after graduation. There has also been increased interest in more visual arts.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	5 (including Advisory, TANA, CTE, Workability/TK Momentum, Brown Issues)	5 (including Advisory, TANA, CTE, Workability/TK Momentum, Brown Issues)
Number of extracurricular and co-curricular programs offered	1 (Brown Issues)	1 (Brown Issues)
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	20-21: Survey All 62 responses 21-22: All 72 (57%) responses Male 50 (69%) Female 22 (31%) Hispanic/Latino 53 (74%) White 12 (17%) Other 7 (10%) 22-23: All 73 (47.4%) Male 38 (52.1%) Female 32 (43.8%) Hispanic/Latino 56 (76.7%) White 8 (11%) Other 9 (12.4%) 23-24:	5% increase

	<p>All 58 Male 29 (50%) Female 28 (48.3%) Non-binary 1 (1.7%) Hispanic/Latino 45 (77.6%) More than one race 9 (15.5%) White 4 (6.9%)</p>	
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups.</p>	<p>20-21: Focus Group 1 (3/2021) 25.6% (n=41) Male: 54.8%, Female: 45.2%, Latinx: 59.5%, White: 35.7%, Other: 4.8% Focus Group 2 (4/2021) 46.9% (n=82) Male: 64.6%, Female: 35.4%, Latinx: 63.4%, White: 31.7, Other: 3.7%</p> <p>21-22: All 72 (57%) Male 50 (69%) Female 22 (31%) Hispanic/Latino 53 (74%) White 12 (17%) Other 7 (10%)</p> <p>22-23: 25.6% (n=41) Male: 54.8%, Female: 45.2%, Latinx: 59.5%, White: 35.7%, Other: 4.8% Focus Group 2 (4/2023) 46.9% (n=82) Male: 64.6%, Female: 35.4%, Latinx: 63.4%, White: 31.7, Other: 3.7%</p> <p>23-24 Focus Group Data will be collected on April 17th. n=17 (12.5%) Male 9 (52.9%) Female 8 (47.1%) 11 9 (52.9%) 12 8 (47.1%) HL 14 (82.4%) W 1 (5.9%) AI/AN 0 (0.0%) AA 0 (0.0%) A 0 (0.0%)</p>	<p>Maintain Equitable Input</p>
<p>Number of Students Impacted by workability or workforce integration</p>	<p>New metric</p> <p>23-24: Workability- 16 Self-Advocacy Training - 3 Job Exploration - 9</p>	<p>5% increase</p>

	Workplace Readiness - 11	
Brown Issues impact on suspensions, attendance, credits/quarter, and graduation or return to home school.	New Metric 23-24: Baseline Data for Brown Issues (End of 1st Sem) Credits: +12.3% Attendance: +20.1% Suspensions: 0 Return to PHS/WHS at semester: 5 (41.7%) Graduation as 3.26.24: 2 (16.7%)	Maintain positive differential with whole school
Percent of students who can name 4 CCHS Goals	21-22 - 76% 22-23 - 85% 23-24: 82.6%	Increase by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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. <ul style="list-style-type: none"> • TANA Subs • TANA Open House • TANA Transportation • Translation Services • Brown Issues Contract 	All students	2596 Supplemental/Concentration 284 Title I Part A: Parent Involvement
4.2	4.2 A significant emphasis of the CCHS culture is for students to become self-directed learners: "A successful student at CCHS learns to be a self-directed, confident advocate for themselves. They are present, positive, productive, and reflective, and have a plan for their future... tomorrow, next week, next month, and beyond graduation." The advisory curriculum will continue to address personal responsibility and self-advocacy by intentionally implementing CCHS's 4 goals of present, positive, productive, and reflective. <ul style="list-style-type: none"> • Teacher PD on empowering students to be self-directed • Teacher curriculum development timesheets 	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- Increase student advocacy and leadership with personal/cultural/local/regional/national/global issues and help them construct meaningful art to represent them through TANA workshops.
- Brown Issues program to cultivate the next generation of Brown leaders through civic engagement, healing, and narrative change.
- Workability/TK Momentum meets with students with special needs to identify, obtain, and maintain their vision or version of meaningful employment

A major emphasis of the CCHS culture is for students to become self-directed learners: "A successful student at CCHS learns to be a self-directed, confident advocate for themselves.

This goal is about implementing programs, and the school is successfully implementing these programs. However, additional metrics quantify the implementation of goal 4 strategies. The school has effectively gotten student voices through surveys and focus groups. The school has also effectively used the workability program, though it is hoped to expand.

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

- These strategies are all working. We have partnerships that have improved student engagement and increased leadership opportunities. Not all CSI funds were spent as of this plan's approval.
- We need to be more intentional when giving surveys to students who are absent or missed taking the survey on the prescribed date.
- Increase the number of students participating in Brown Issues
- Expand workability to include students with 504 plans

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 quality of effectiveness is not called out with this goal.
- Increase intentionality with workability program
- Attendance percentage, Credits/quarter, and graduation/return to home school data for students in Brown Issues
- Percentage of students who can identify the 4 core expectations at CCHS

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$21,634
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,631.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$21,350.00
Title I Part A: Parent Involvement	\$284.00

Subtotal of additional federal funds included for this school: \$21,634.00

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$18,997.00

Subtotal of state or local funds included for this school: \$18,997.00

Total of federal, state, and/or local funds for this school: \$40,631.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	18,997.00
Title I Part A: Basic Grants Low-Income and Neglected	21,350.00
Title I Part A: Parent Involvement	284.00

Expenditures by Budget Reference

Budget Reference	Amount
	40,631.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	18,997.00
	Title I Part A: Basic Grants Low-Income and Neglected	21,350.00
	Title I Part A: Parent Involvement	284.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,401.00
Goal 2	21,350.00
Goal 4	2,880.00

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
Damian Martin	Other School Staff
Chris Grote	Classroom Teacher
Lisa Sanchez	Other School Staff
Favian Ayala	Secondary Student
Brenda Morales Arroyo	Secondary Student
Betsy Moreno	Secondary Student
Andrew Frank	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 4.24.24

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 4.18.24.

Attested:

	Principal, William Jarrell on 4.18.24
	SSC Chairperson, Chris Grote on 4.18.24