



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	57727105738810	4/30/26	5/14/26

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.

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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 2026, 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 the 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, DataQuest, 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.

The results of surveys, Student Advisory input, attendance, behavior, and academic data were used to update actions for this plan. The school site council reviewed the plan at the 4.30.26 meeting, 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 Dashboard Alternative School Status (DASS) school, officially, there are four indicators for which we receive a color: Suspension Rate, English Learner progress, College and Career, and Graduation Rate.

Our Suspension Rate indicator fell from Green to Red on the Dashboard due to the increased number of incidents requiring suspension that took place in the 24-25 school year. Suspensions jumped from 11 in the 23-24 school year to 35 in the 24-25 school year. We anticipate, based on the number of suspensions so far in the 25-26 school year (10), that our Dashboard indicator will improve for the 2026 Dashboard.

We did not receive a color indicator for EL Progress for 2025 due to the small number of students in the group, but reviewing the data for that metric the EL student performance at CCHS, we declined by 4.4% for all EL students, and 5.1% for Long Term English Learners. There were 22 total EL students on campus last year, which indicates that we need to invest more of our attention and resources into supporting this group of students. With the addition of an Intervention Specialist to work explicitly with our EL students on academic progress, language development, and English Language Proficiency Assessments for California (ELPAC) preparation, we anticipate that our students will increase their performance on the 2026 Dashboard.

Our College and Career indicator rose from red to orange for 2025. The addition of dual enrollment opportunities for CCHS students last year supported this increase. With the expansion of dual enrollment options, the addition of career readiness workshops and training through community partnerships, and the addition of career exploration events and activities on campus, we anticipate this indicator will rise again for the 2026 Dashboard.

Because we are a continuation school, we are not assigned a performance indicator color in English Language Arts (ELA) and Math, but we can see the performance level points below standard, which shows that we are underperforming in both ELA and Math. However, in 2025, our ELA performance increased by 13.2 points, and our math performance increased by 20.6 points. With the site-wide focus on close reading strategies and data analysis in our PLC groups for the 25-26 school year, we are anticipating an increase in our student performance in this area for 2026.

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.

For the past several years, CCHS has used the Northwest Evaluation Association (NWEA) assessment to measure student progression ELA and math 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 25-26 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. For the coming year, site staff have decided to stop using the NWEA assessments and begin using the SBAC Interim Assessments to assess student academic skills, needs, and progress. This will help us be better aligned to the practices at the comprehensive sites, provide students with opportunities to practice for the exams they will take in the spring, and give us current, reliable, and comprehensible data to use in collaboration and planning for student instruction and intervention support planning.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.65%	0.69%	0.70%	1	1	1
African American	0.65%	0.69%	2.11%	1	1	3
Asian	0%	%	%	0		
Filipino	0%	%	0.70%	0		1
Hispanic/Latino	85.06%	84.03%	80.99%	131	121	115
Pacific Islander	0%	%	%	0		
White	13.64%	13.89%	14.08%	21	20	20
Two or More Races	0%	0.69%	1.41%	0	1	2
Not Reported	0%	%	%	0		
Total Enrollment				154	144	142

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 11	62	16	59
Grade 12	92	128	83
Total Enrollment	154	144	142

Conclusions based on this data:

- Enrollment numbers at CCHS fluctuate over the course of the school year as students complete graduation requirements and exit. Enrollment in the spring of 2025 at the time this report was written was 124, however 244 students attended CCHS over the course of the school year. The lower enrollment this spring correlates with the increase in other alternative education options (FLEX, ILC, K-8) and credit recovery offerings during the school day at the comprehensive high schools.
- Enrollment of subgroups at CCHS is disproportionate to that of the district as a whole. We exceed the district percentage in every category except English Learners. The most notable area of disproportionality is in the Students with Disabilities, where the CCHS student population is nearly double that of the District as a whole.

CCHS	District
Socioeconomically Disadvantaged	Socioeconomically Disadvantaged
119 or 83.8%	6798 or 74.5%
English Learners	English Learners

31 or 21.5%	1870 or 20.5%
Foster Youth	Foster Youth
3 or 2.1%	45 or .5%
Homeless Youth	Homeless Youth
3 or 2.1%	118 or 1.3%
Students w/disabilities	Students w/disabilities
46 or 32.4%	1627 or 17.8%

This specific disproportionality indicates that we need to review and revise our instructional planning and delivery strategies, practices, and the supports we are providing to our students with disabilities at the comprehensive sites before and after they get to high school to better prepare them for academic success in a traditional high school setting. We also need to review and revise our secondary counseling practices to include academic planning and intervention in the 9th and 10th grade years to potentially reduce the number of students with disabilities needing to be referred to alt ed in order to graduate. Once students arrive at CCHS, we need to provide systematic, data-driven academic support and interventions to ensure students with disabilities have the opportunity to graduate on time at the same rate as their peers.

3. CCHS also has disproportionality in race/ethnicity enrollment, with a far higher percentage of Hispanic/Latino students being enrolled (81%) than the district enrollment (68.3%), and nearly double the percentage of African American/Black students enrolled (2.1%) compared to overall district enrollment (1.4%).

CCHS	District
African American	African American
3 or 2.1%	128 or 1.4%
American Indian	American Indian
1 or 0.7%	34 or 0.4%
Asian	Asian
-- --	652 or 7.1%
Filipino	Filipino
1 or 0.7%	51 or 0.6%
Hispanic	Hispanic
115 or 81%	6233 or 68.3%
Two or More Races	Two or More Races
2 or 1.4%	334 or 3.7%
Pacific Islander	Pacific Islander
-- --	67 or 0.7%
White	White
20 or 14.1%	1467 or 16.1%

As a district we are referring students of color to alternative education in order to graduate at a disproportionate rate. This indicates a need to revisit our instructional practices, climate and culture on our comprehensive campuses, and our support systems as a district in order to ensure that we are intervening with students at the earliest point possible to improve their academic outcomes. We also need to review and revise our secondary counseling practices to include academic planning and intervention in the 9th and 10th grade years to potentially reduce the number of students of color needing to be referred to alt ed in order to graduate. Once students arrive at CCHS, we need to provide systematic, data-driven academic support and interventions to ensure students of color have the opportunity to graduate on time at the same rate as their peers in other subgroups.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	33	34	28	21.4%	23.6%	19.7%
Fluent English Proficient (FEP)	61	39	50	39.6%	27.1%	35.2%
Reclassified Fluent English Proficient (RFEP)			89			36.4%

Conclusions based on this data:

1. The English Learner population at Cache Creek decreased slightly in the 24-25 school year, but has increased again for the 25-26 school year to 31 students or 22% of the student population on campus, which is slightly disproportionate to the percentage of EL students in the district (20.5%). This aligns with the other enrollment data indicating that students of color and with exceptional needs are referred to alt ed at a disproportionately high rate, and we need to review our practices as a district to ensure that we are providing timely, appropriate, and ongoing supports for our students before they enter high school to increase their opportunities for academic success.
2. Reclassified Fluent English Proficient (RFEP) and English Learner (EL) students account for 56.1% of CCHS enrollment over the course of the year in 2024-2025. This year, so far EL and RFEP students have accounted for 73% of the student population. This supports the need to focus on reading comprehension and vocabulary support across the curriculum. And, along with our other enrollment data, indicates a need to revisit our instructional practices, climate and culture on our comprehensive campuses, and our support systems as a district in order to ensure that we are intervening with students at the earliest point possible to improve their academic outcomes. We also need to review and revise our secondary counseling practices to include academic planning and intervention in middle school, 9th, and 10th grade years to potentially reduce the number of EL and RFEP students needing to be referred to alt ed in order to graduate. Once students arrive at CCHS, we need to provide systematic, data-driven academic support and interventions to ensure EL students have the opportunity to graduate on time at the same rate as their English-only peers and peers in other subgroups.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	84	55	85	81	51	78	79	50	76	96.4	92.7	91.8
All Grades	84	55	85	81	51	78	79	50	76	96.4	92.7	91.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2437.	2443.	2436.	0.00	0.00	1.32	6.33	12.00	7.89	22.78	18.00	15.79	70.89	70.00	75.00
All Grades	N/A	N/A	N/A	0.00	0.00	1.32	6.33	12.00	7.89	22.78	18.00	15.79	70.89	70.00	75.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.27	2.00	3.95	46.84	48.00	38.16	51.90	50.00	57.89
All Grades	1.27	2.00	3.95	46.84	48.00	38.16	51.90	50.00	57.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	25.00	28.00	21.33	75.00	72.00	78.67
All Grades	0.00	0.00	0.00	25.00	28.00	21.33	75.00	72.00	78.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.27	4.00	2.63	62.03	60.00	60.53	36.71	36.00	36.84
All Grades	1.27	4.00	2.63	62.03	60.00	60.53	36.71	36.00	36.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.27	4.00	1.32	67.09	52.00	53.95	31.65	44.00	44.74
All Grades	1.27	4.00	1.32	67.09	52.00	53.95	31.65	44.00	44.74

Conclusions based on this data:

1. In 2024-25 the number of students at CCHS taking the California Assessment of Student Performance and Progress (CAASPP) exams increased significantly over the 2023-24 school year, and for the first time in at least three years, there were students that scored above standard. While it was only 1.32% that scored above standard, combined with the students who met standard, 9.21% of the tested students demonstrates overall proficiency in ELA. While it's still a decline from the scores in 2022-23, given the instability in leadership and the behavior incidents taking place over the course of the 2024-25 school year, it is an accomplishment.
2. Every domain, except for writing, had some percentage of students performing above standard, the highest being Reading Comprehension with 3.95%. The greatest overall area of strength in ELA for our students is Listening, followed by Research and Inquiry. This data indicates a need for a site-wide focus on developing and strengthening writing skills with our students, using their ability to research and inquiry to drive that work.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	84	55	85	80	49	78	78	49	78	95.2	89.1	91.8
All Grades	84	55	85	80	49	78	78	49	78	95.2	89.1	91.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2429.	2408.	2397.	0.00	0.00	0.00	0.00	2.04	5.13	5.13	6.12	3.85	94.87	91.84	91.03
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	2.04	5.13	5.13	6.12	3.85	94.87	91.84	91.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	2.08	2.56	10.26	14.58	7.69	89.74	83.33	89.74
All Grades	0.00	2.08	2.56	10.26	14.58	7.69	89.74	83.33	89.74

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	38.46	45.83	21.79	61.54	54.17	78.21
All Grades	0.00	0.00	0.00	38.46	45.83	21.79	61.54	54.17	78.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	50.00	47.92	44.87	50.00	52.08	55.13
All Grades	0.00	0.00	0.00	50.00	47.92	44.87	50.00	52.08	55.13

Conclusions based on this data:

1. in the 2024-25 school year, 5% of students met standard in math. This nearly doubled the percentage from the previous year. However, 91% of our students scored below standard. That percentage has been pretty consistent over the course of the last 3 years. This indicates a need to focus on math procedure and reasoning skill development overall as a school and district.
2. 89.97% of students scored below standard in applying concepts and procedures, which aligns with the deficits seen in the ELA testing results which showed students need support in developing productive language skills. Students are demonstrating the ability to receive information, but struggle when asked to use that information in appropriate ways.
3. However, the greatest area of strength in math for our students is in Communicating Reasoning with 44.87% of students scoring at or near standard. Regardless of whether they have completed the math correctly, almost half of our students are able to articulate their reasons for and the methods they used to come to their conclusions. This also aligns with the data we are seeing in ELA, where an area of strength is Research and Inquiry in which students analyze and explain information.

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://elpac.org) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	1513.1	*	1516.6	1506.0	*	1516.7	1519.9	*	1515.9	17	5	12
12	1533.4	1534.7	*	1533.5	1542.6	*	1532.9	1526.1	*	16	20	10
All Grades										33	25	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	*	0.00	17.65	*	16.67	41.18	*	41.67	41.18	*	41.67	17	*	12
12	6.67	5.26	*	20.00	26.32	*	53.33	36.84	*	20.00	31.58	*	15	19	*
All Grades	3.13	4.17	4.55	18.75	20.83	18.18	46.88	37.50	40.91	31.25	37.50	36.36	32	24	22

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	*	8.33	47.06	*	41.67	29.41	*	33.33	23.53	*	16.67	17	*	12
12	26.67	26.32	*	20.00	36.84	*	46.67	26.32	*	6.67	10.53	*	15	19	*
All Grades	12.50	20.83	22.73	34.38	33.33	31.82	37.50	29.17	36.36	15.63	16.67	9.09	32	24	22

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	0.00	*	0.00	5.88	*	0.00	29.41	*	50.00	64.71	*	50.00	17	*	12
12	0.00	0.00	*	6.67	0.00	*	40.00	42.11	*	53.33	57.89	*	15	19	*
All Grades	0.00	0.00	0.00	6.25	0.00	4.55	34.38	33.33	40.91	59.38	66.67	54.55	32	24	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	5.88	*	0.00	41.18	*	54.55	52.94	*	45.45	17	*	11
12	0.00	10.53	*	66.67	57.89	*	33.33	31.58	*	15	19	*
All Grades	3.13	8.33	0.00	53.13	54.17	61.90	43.75	37.50	38.10	32	24	21

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	41.18	*	83.33	52.94	*	16.67	5.88	*	0.00	17	*	12
12	60.00	52.63	*	40.00	47.37	*	0.00	0.00	*	15	19	*
All Grades	50.00	45.83	77.27	46.88	50.00	22.73	3.13	4.17	0.00	32	24	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	5.88	*	0.00	29.41	*	16.67	64.71	*	83.33	17	*	12
12	6.67	0.00	*	13.33	26.32	*	80.00	73.68	*	15	19	*
All Grades	6.25	0.00	0.00	21.88	20.83	22.73	71.88	79.17	77.27	32	24	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11	5.88	*	0.00	58.82	*	72.73	35.29	*	27.27	17	*	11
12	6.67	0.00	*	86.67	68.42	*	6.67	31.58	*	15	19	*
All Grades	6.25	0.00	0.00	71.88	66.67	75.00	21.88	33.33	25.00	32	24	20

Conclusions based on this data:

1. No students demonstrated well developed reading and writing skills on the ELPAC. However, 75% of students tested demonstrated somewhat or moderately developed writing skills, which indicates that productive language skills are a stronger skill area for our EL students than our English Only (EO) students. In the next year, we will use this information to adapt EL instructional strategies to use campus-wide as part of our efforts to improve academic outcomes for our students.
2. 100% of students tested demonstrated well developed or somewhat/moderately developed speaking skills, indicating that this is an area of strength for the EL student population at CCHS.
3. Only 22.73% of students scored somewhat/moderately developed in reading, which does not align with the CAASPP data for our campus as a whole, and indicates that we need to plan and implement some strategic instruction for our EL students around reading to support their specific literacy needs.

School and Student Performance Data

Student Population

The 2025 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 provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
142	83.8%	19.7%	2.1%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	19.7%
Foster Youth	3	2.1%
Homeless	3	2.1%
Socioeconomically Disadvantaged	119	83.8%
Students with Disabilities	46	32.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.1%
American Indian	1	0.7%
Asian	0	0.0%
Filipino	1	0.7%
Hispanic	115	81%
Two or More Races	2	1.4%
Pacific Islander	0	0.0%
White	20	14.1%

Conclusions based on this data:

- Nearly 90% of the student population is composed of socioeconomically disadvantaged students, with a significant population of English learners, and students with disabilities. This provides more evidence for the need to plan and

deliver scaffolded and accessible lessons designed through the Universal Design for Learning (UDL) process to ensure that all of our students' academic needs are met.

2. Our demographics also indicate the need to explore additional opportunities for students to access resources related to college and career readiness such as career prep training workshops, resume writing and interview prep, access to community colleges and trade schools/programs, and student leadership skill development that our students otherwise may not be able to access on their own.
3. With nearly 20% of our student population being English Learners and nearly 33% being students with disabilities, our students need intensive, consistent, and innovative academic and social emotional support strategies.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The current California Department of Education (CDE) dashboard shows a 5-year cohort graduation rate of 69%, which is a 4.5% decline from the previous year, and a 7.5% decline over the last 2 years. This indicates a need to monitor student progress toward graduation more consistently and provide intervention and support that will enable students to graduate on time. This year we will be adjusting the responsibilities and expectations for the RTI specialist on campus to include more routine monitoring and intervention delivery with students at risk of not graduating, more frequent parent communication, and a renewed focus on supporting the development of best first instruction on campus.
2. Our college and career indicator shifted from red to orange in the 24-25 school year. We believe this is the result of dual enrollment and work-based learning opportunities added to campus in the 24-25 school year. The growth is an indication that we are moving in the right direction, and we plan to explore opportunities to increase student access to Career Technical Education (CTE) pathways, dual enrollment, and improve smarter balanced outcomes.
3. Our suspension rate dropped to red from green in 24-25 due to the sharp increase in suspensions last year (almost triple the number from the year before.) This year we hired two intervention specialists on campus to help with behavior, monitoring, and social emotional supports and have seen a sharp decline in suspensions. We anticipate this indicator will shift back toward green as a result.

School and Student Performance Data

Academic Performance English Language Arts

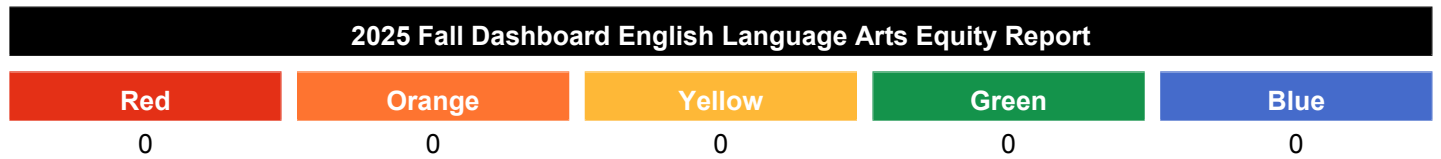
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students No Performance Color 164.9 points below standard Increased 13.2 points 51 Students	English Learners No Performance Color 190.5 points below standard 15 Students	Long-Term English Learners No Performance Color 192.5 points below standard 11 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged No Performance Color 165.3 points below standard Increased 10.6 points 45 Students

Students with Disabilities  No Performance Color 196.4 points below standard 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 169.9 points below standard Declined 11.6 points 40 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. While overall, CCHS students increased their performance on the CAASPP ELA assessments by 13.2 points, we are still performing far below standard. Students come to Cache Creek because they have struggled to find success in the traditional academic setting. Most students are in 11th or 12th grade when they transfer in, and are either not tested (12th) or have not had enough time to close the skill gaps they arrived with prior to testing, which results in perpetually low scores on the CAASPP. However, there are strategies we can employ and resources we can access that will support students in performing better on their standardized tests, and more importantly, improving their basic academic literacy skills as they move toward graduation and adulthood. We will continue to use our resources to provide students with Intervention Specialists to support their behavior and social emotional needs on campus, conduct home visits, meet with parents, and provide time and opportunity for students to explore their options for college and careers through career fairs, guest speakers, and field trips to help them set goals and get motivated to build themselves a life on the other side of high school they can be proud of.

School and Student Performance Data

Academic Performance Mathematics

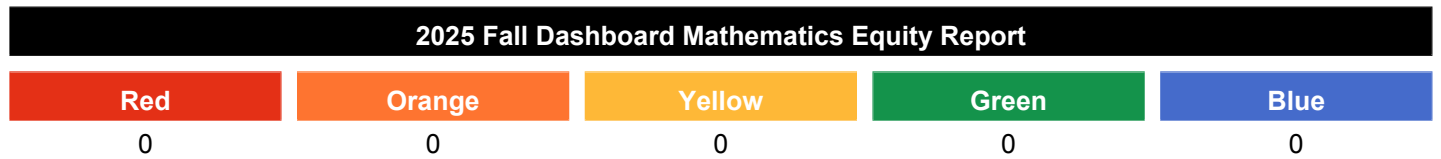
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 238.3 points below standard Increased 20.6 points 51 Students	English Learners  No Performance Color 251.5 points below standard 15 Students	Long-Term English Learners  No Performance Color 255.8 points below standard 11 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 241.1 points below standard Increased 21.4 points 45 Students

Students with Disabilities  No Performance Color 286.3 points below standard 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 237.5 points below standard Maintained -0.2 points 40 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. While overall, CCHS students increased their performance on the CAASPP Math assessments by 20.6 points, we are still performing far below standard. Students come to Cache Creek because they have struggled to find success in the traditional academic setting. Most students are in 11th or 12th grade when they transfer in, and are either not tested (12th) or have not had enough time to close the skill gaps they arrived with prior to testing, which results in perpetually low scores on the CAASPP. However, there are strategies we can employ and resources we can access that will support students in performing better on their standardized tests, and more importantly, improving their basic academic literacy skills as they move toward graduation and adulthood. We will continue to use our resources to provide students with Intervention Specialists to support their behavior and social emotional needs on campus, conduct home visits, meet with parents, and provide time and opportunity for students to explore their options for college and careers through career fairs, guest speakers, and field trips to help them set goals and get motivated to build themselves a life on the other side of high school they can be proud of.

School and Student Performance Data

Academic Performance Science

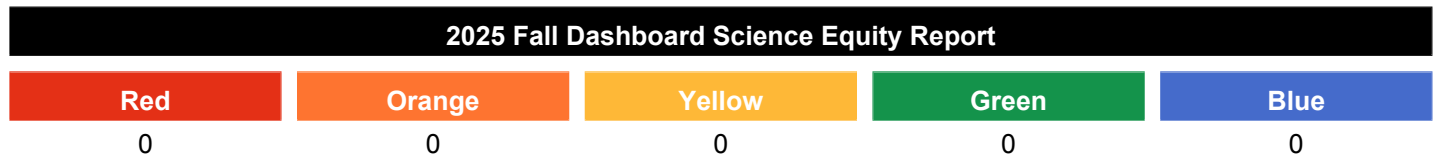
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color 28.9 science points Increased 2.4 points 53 Students	English Learners  No Performance Color 29.9 science points 15 Students	Long-Term English Learners  No Performance Color 29.5 science points 11 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 30.7 science points Increased 4.8 points 46 Students

Students with Disabilities  No Performance Color 29.2 science points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 28.8 science points Increased 2 points 42 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

- Continuation schools do not receive color indicators for CAASPP results, however it is clear based on the numbers that our students are not performing well in Science. This aligns with the other data reviewed showing that our students struggle with writing, reasoning, and procedural learning. These scores indicate a need to review and revise our teaching strategies in science and math to provide more hands on and experiential learning to give students practical experience with the concepts and opportunities to explore as they learn to increase their retention of the concepts and improve their critical thinking and learning.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 18.2 making progress. Number Students: 22 Students	 No Performance Color 19 making progress. Number Students: 21 Students

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.

2025 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
40.9%	40.9%	0%	18.2%

Conclusions based on this data:

1. While Cache Creek continues to have a significant number of Long Term English Learners (LTELs), the number has declined, from 43 in the 2024-25 school year, to 31 this year. With almost 25% of the student population classified as English Learners, it is imperative that we focus on providing language development supports across campus and continue to invest in additional supports and interventions to help student get to campus, stay in class, and persevere through the year.
2. 18.2 % of students increased at least one level on this indicator, a decline of 4%. These results are similar to the CAASPP ELA results for our entire student population, which indicates a need to renew a focus on providing systematic English Language and literacy development across campus.
3. 40.9% of our EL student population decreased on English Learner Progress Indicator (ELPI) level last year. We will need to investigate the cause for this decline and provide timely, consistent, and student-centered supports to prevent any further decline.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

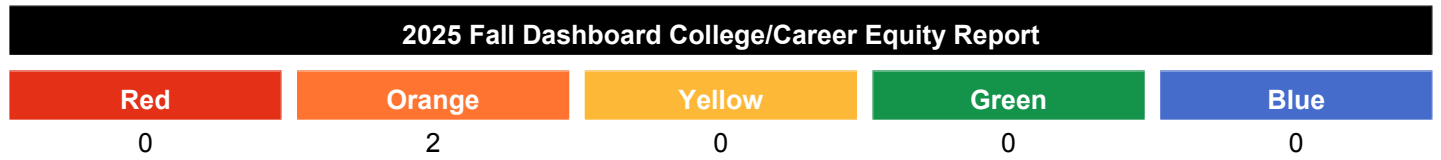
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange Prepared 6.6% Increased 5.8% 76 Students	English Learners  No Performance Color Prepared 5.3% Increased 2% 19 Students	Long-Term English Learners  No Performance Color Prepared 5.6% Increased 2% 18 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange Prepared 6.9% Increased 6.2% 72 Students

Students with Disabilities  No Performance Color Prepared 0% Maintained 24 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange Prepared 4.8% Increased 4% 62 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

- Overall, CCHS moved this indicator from red to orange in the 2024-25 school year through significant efforts to increase access to opportunities for students through the addition of dual enrollment and work-based learning opportunities for CCHS students. However, even at the orange level, only 6.6% of our students are graduating College and Career Ready as measured by this indicator. This indicates that we need to continue our current efforts and expand them to include additional opportunities for Career Technical Education experiences, internships, college exploration and field trips, and a more robust system for supporting students in developing their work readiness skills through workshops and training opportunities on campus during the school day.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Chronic absenteeism is not measured by CDE for high schools.

School and Student Performance Data

Academic Engagement Graduation Rate

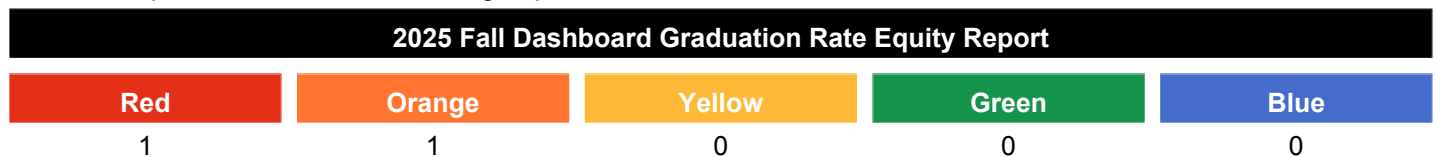
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 69% graduated Declined 4.5% 84 Students	English Learners  No Performance Color 73.7% graduated Declined 9.2% 19 Students	Long-Term English Learners  No Performance Color 72.2% graduated Declined 9% 18 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Red 67.9% graduated Declined 6.3% 78 Students

Students with Disabilities  No Performance Color 57.1% graduated Declined 18.9% 28 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 70.1% graduated Declined 5.3% 67 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 66.7% graduated Increased 2% 12 Students

Conclusions based on this data:

1. Our overall graduation rate decreased by 4.5% last year, and 7.5% over the last 2 years. The only subgroup that saw and increase in graduation rate last year was our White students with a 2% increase. The other subgroups declined between 5% and 19%, with our students with disabilities experiencing the largest decline at 18.9%. This can be attributed to the increase in suspensions and expulsions in the 2024-25 school year, as the majority of the students involved fell into one or more of the subgroups that experienced a decline.
2. Our English Learners continue to have the highest graduation rate on campus at 73.7%, which is reflective of the support and interventions we are able to provide through programatic resources and the support of the EL Services Department.

School and Student Performance Data

Conditions & Climate Suspension Rate

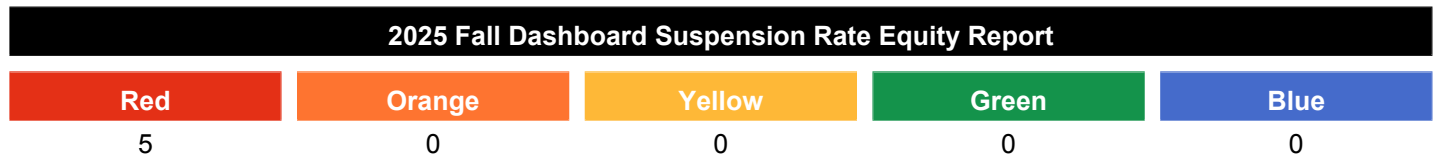
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 15.7% suspended at least one day Increased 11.9% 198 Students	English Learners  Red 28.1% suspended at least one day Increased 26% 32 Students	Long-Term English Learners  Red 30% suspended at least one day Increased 27.7% 30 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Red 17.1% suspended at least one day Increased 13.4% 175 Students

Students with Disabilities  Red 16.7% suspended at least one day Increased 14.4% 60 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 17.8% suspended at least one day Increased 13.9% 157 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 9.7% suspended at least one day Increased 9.7% 31 Students

Conclusions based on this data:

1. The suspension rate changed from green to red in the 2024-25 school year as a result of a series of incidents that lead to multiple fights on campus requiring suspension and expulsion of numerous students. As a result, we have refocused our energy and attention this year on creating a positive and supportive campus culture, providing timely and consistent behavioral interventions, conducting home visits, and implementing Positive Behavior Intervention Supports (PBIS) strategies campus-wide. So far, we have not had a single fight on school grounds, and there has been a steep reduction in behaviors and incidents requiring suspension.
2. Additionally, based on the suspension data from last year, we determined a need to review and implement a wider variety of alternatives to suspension including counseling, mediation, and education. For example, for first the first incident of vaping, students are offered detention and a research/writing assignment on the physical, emotional, and psychological effects of vaping on the teenage brain and body in lieu of suspension. For the first incident of possession of a THC vape, students are offered the drug and alcohol education modules in Edgenuity in lieu of suspension. Using our resources and these teachable moments to help students educate themselves and make better choices has led to a decline in substance related suspensions this year, and an increase in student communication regarding the need for support or guidance in relation to quitting their substance use.

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 State Seals of Biliteracy awarded to students (high school only).	22-23: 0 Students 23-24: 0 Students 24-25 1 Student 25-26 2 students	Increase by at least 1 student
College and Career Readiness (Dashboard- high school only)	23-24: .8% Prepared Overall Red Hispanic and Socioeconomically Disadvantaged in the Red, no color for any other subgroup. 24-25 6.6% Prepared Overall Orange No subgroups in Red Hispanic and Socioeconomically Disadvantaged in the Orange, no color for any other subgroup.	At least 10% prepared Overall Yellow or Green No subgroups in Red Hispanic and Socioeconomically Disadvantaged at least in Yellow At least 2 other subgroups in Orange or higher.

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	Strategy 1.1: Increase college and career readiness and improve access to CTE Pathways, workforce readiness, and community college. - Field trips to community colleges and trade schools/programs - Guest speakers - College/career exploration activities and experiences- use of GLADEO in Senior Seminar and Directed Studies - Career Fair (in addition to the district-planned fair) - Copier lease and clicks - Supplemental Materials and Supplies to support literacy and numeracy development - Workforce Readiness skill development workshops - Staff collaboration and curriculum revision - Western Association of Schools and Colleges (WASC) release time for data collection and analysis for report writing	All Students	7337.50 Supplemental/Concentration Supplemental: Supplemental materials Copier Lease and supplies 5837.50 Supplemental/Concentration Concentration: Collaboration and curriculum revision Supplemental materials Paper Copy Clicks 2800 Title I Part A: Basic Grants Low-Income and Neglected Title I: Field trips WASC release time
1.2	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. -Library funding for high-interest and culturally relevant reading materials and supplies -Wellness Team meetings and intervention supports -Intervention Specialist to support attendance, behavior, and academic success (VSA) (funded through Title I and Equity Multiplier Funds) -Community events -Lunch time tabling- community partners and organizations, resource fairs, industry reps and guest speakers	All Students	1500 Supplemental/Concentration Concentration: Library funding 24500 Title I Part A: Basic Grants Low-Income and Neglected Title I: Intervention Specialist Community events 301 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I PI: -Community events 1200 Site Discretionary Student recognition and achievement supplies (grad swag, diplomas, certificates, honor roll celebrations, postage)
1.3	Strategy 1.3 Provide a section of art I. -Enrichment activities: -Trips to SMUD Museum of Science and Curiosity (MOSAC), Crocker Art Museum, community college art programs, TANA presentations, local artist guest speakers	All students	24428 Arts and Music in Schools Partial coverage of the .2 for Art 1 (the rest will come from EM)

Annual Review

SPSA Year Reviewed: 2025-26

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.

In the 24-25 school year CCHS launched its first dual enrollment course offerings in the area of Early Childhood Education. Due to difficulties on the community college side, only 3 students were able to complete the 1st semester course, and 2 of the 3 went on to complete the second semester course. The ECE offerings have continued in the 25-26 school year. 3 students completed the Fall course and continued into the Spring. Final completion numbers will be available in the summer. CCHS also had its first student earn the State Seal of Biliteracy in 2024-25, and 2025-26 we had 2 students earn the Seal.

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

The strategies and actions outlined in the 25-26 SPSA were implemented as written with the exception of the funds allocated for professional development. Those were reallocated to student materials and experiences.

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 previous year's plan largely focused on adult-centered activities like professional development and copier supplies. While those things are necessary to run the school, the real focus of this year's plan is student experiences and necessities. As the 25-26 plan has been implemented, we have shifted resources to allow for more student-centered expenditures like additional art supplies, new library books, and field trips. Some of those same expenditures are reflected in this plan, along with new strategies and activities to expand the supports and experiences we are offering our students.

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.	DASS schools do not receive color indicators for CAASPP scores or academic performance on the CA School Dashboard. But we can see the percentage of students performing above/at/below standard. 23-24: ELA 14 students participated in the exams The overall performance in ELA declined by 30.4 points. 178.1 points below standard. Math 15 students participated in the exams The overall performance in math declined by 55.1 points. 258.9 points below standard. 24-25 ELA 51 students participated in the exams The overall performance in ELA increased by 13.2 points. 164.9 points below standard. Math 51 students participated in the exams The overall performance in math increased by 20.6 points. 238.3 points below standard.	Decrease the points below standard by at least 15 points in each subject
Performance on the California Spanish Assessment (CSA)	No CSA scores or data available for CCHS	N/A
Percentage and number of students who are chronically absent	22-23: 168 students (88.9%) were chronically absent. 23-24: 171 student (84.7%) were chronically absent. 24-25: 167 students (86.1%) were chronically absent.	Decrease chronic absenteeism by at least 10%
SEL Screener The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring. Secondary Student rating *NEW METRIC	25-26 Fall Screener 13% of students responding had a concerning level of internalized behavior 25-26 Spring Screener 3% of students responding had a concerning level of internalized behavior	Maintain under 5% of students with concerning internalized behavior
Student sense of safety and school connectedness	CA Healthy Kids Survey 23-24	CHKS:

	Connectedness: 66% (+7%) Safety: 84% (+18%) 24-25 Connectedness: 49% (-17%) Safety: 82% (-2%) 25-26 Connectedness: 64% (+15%) Safety: 75% (-7%) We did meet our target for increasing school connectedness, but we declined in feelings of safety at school.	Increase student connectedness to school by at least 6% Increase student sense of safety at school by at least 5%
Suspension rate	23-24 Green overall EL, Hispanic, LTEL, SED, and SwD all in the Red No color indicator for other subgroups 3.8% suspended at least 1 day 24-25 Red overall No subgroups in Red EL, Hispanic, LTEL, and SED all in the Green No color indicator for other subgroups 15.7% suspended at least 1 day 25-26 TBD	Return status to at least Green and maintain
Percent of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c) parents feel welcome to participate at this school. *Adjusted metric CHKS	23-24 no data available- too small sample size to report on any parent responses. 24-25 no data available- too small sample size to report on any parent responses. 25-26 a) 80% of parents responding feel the school encourages them to be an active partner b) no data available- too small sample size to report c) no data available- too small sample size to report	Increase parent participation in CHKS enough to receive a detailed report and feedback. Increase the percentage of parents that feel encouraged to be active partners by 10%.
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 24-25: 6.1 25-26: 6.6 We did not reach our target for the PLC self-score this year, but we have made significant progress in learning the structures and routines of the PLC process and how to modify practices to support the work in a small	Increase score to 8

	continuation school like ours. We will continue our work in the next year and are confident that this score will rise as a result.	
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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	Strategy 2.1: Increase feelings of connectedness and safety on campus through interventions and support -Student Support Center -Wellness Team meetings and SEL support staff collaboration time -Home visits -RTI Specialist .4 (through Equity Multiplier Funds) -Family orientations -Weekly communication with campus highlights and resource information -Antibullying lessons and reminders before enrollment and throughout the year	All Students with an emphasis on chronically absent, ELs, and students with disabilities	1000 Site Discretionary -Classified extra duty (collab, home visits, orientations, parent support)
2.2	Strategy 2.2: Reduce chronic absenteeism through proactive measures and increasing student engagement -Supplemental programs and materials to support attendance and engagement -Intervention Specialist (also listed in Goal1) (through Equity Multiplier Funds) -Student clubs and activity supplies -Field trips (also in Goal 1) -Senior Seminar curriculum revision, materials and supplies, guest speakers, and experiential learning (partially funded through Equity Multiplier Funds.)	All Students	5100 Site Discretionary -Supplemental programs and materials to support attendance and engagement -Student clubs and activity supplies -Senior Seminar supports

Annual Review

SPSA Year Reviewed: 2025-26

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.

24-25 saw a drastic decline in students reporting a sense of connectedness to school. The 25-26 CHKS responses showed a 15% increase in the students reporting feeling safe on campus. This can be attributed to the stability of staffing on campus and the addition of 2 Intervention Specialists providing support and supervision of areas on campus where students previously reported feeling unsafe (bathrooms, outlying areas of campus, etc). This increase in feeling safe also indicates that the strategies and additional staffing in place this year have been effective and should be continued and expanded upon for the coming year. The antibullying lessons at the beginning of each semester, discussion during student orientations before enrollment, and our use of mediation and restorative conversations have helped to reduce the incidences of bullying and general conflicts on campus.

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

The strategies outlined in the 24-25 SPSA were implemented as planned.

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.

Based on student survey responses, Youth Advisory feedback, and staff input we will be attempting to incorporate more positive culture-building and student engagement activities and opportunities into our offerings during the school day, including clubs, field trips, experiential learning. We will also be revising our approach to Senior Seminar to include more hands on experiential learning, guest speakers, field trips, and inquiry based learning. That feedback is reflected in the actions outlined in both strategies for this goal.

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)	23-24: 3 students (11.1%) 24-25: 3 students (11.1%) 25-26: 5 students (16%)	Increase of 3-5%
Reclassification of LTEL Students	25-26 100% of students reclassified in 25-26 were LTELs, but they only accounted for 16% of the EL population on campus.	Reclassify 20% of LTELs yearly.
Reclassification rate for Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassification rate Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	CCHS did not have students meeting these criteria	Reclassify 100% of all Dually Identified SPED/EL students who have an Alternate Summative ELPAC level 3 as well as SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.
English Learner Progress Indicator (ELPI)	22-23: Nearly half (48.4%) decreased at least one level.	Increase of ½ to a whole band/level based on: ELPI 2025

	Maintained - 38.7% Increased - 12.9% 23-24: 20.8% decreased at least one level. 50% maintained their level. 29.2% increased at least 1 level, a 10% increase over the previous year. 24-25: 40.9% decreased at least 1 level. 40.9 % maintained their level. 18.2% increased at least 1 level	
School rating of EL (English Learner) Roadmap Principle 2 (Self-assessment should be conducted with staff and ELAC, and averaged) *New metric	25-26: Overall rating on EL Roadmap Principle 2- 2.6 Sub-component ratings: a) 2.7 b) 2.7 c) 2.8 d) 3 e) 2.7 f) 2.2 g) 2.3	Increase each sub-component by .5
Decrease D/Fs for English Learners (1st semester- secondary)	Because CCHS is a continuation school, our focus is on earning credits rather than letter grades. So we are unable to measure academic improvement through the decrease of Ds and Fs. Instead we measure and track improvement through the number of credits earned each quarter. Credit Data: Average Credits per quarter at the end of 3rd Quarter: 22-23: -23.0 (+1.5) 23-24: -22.6 (+2.6) Average credits earned in 1st and 2nd quarter (semester 1) 24-25: -Data unavailable 25-26: -16.9 (-5.7)	Secondary Decrease D/Fs by 3-5% CCHS- Increase credits earned by 3-5%

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
3.1	3.1: Improve reading comprehension, language acquisition, and academic discourse -Intervention Specialist focused on EL	EL Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support and monitoring (through Equity Multiplier Funds) - Supplemental reading material in English and Spanish (library books also listed in Goal 1) - ELPAC preparation for EL students -PLC collaboration on and implementation of language development strategies, specifically reading comprehension and writing development - Use data analysis protocols to examine strategy implementation and effectiveness with a specific focus on LTEL students - Supplies (also in Goals 1 and 2) -Field trips (listed in Goals 1 and 2) -Student participation in leadership events and opportunities targeted at EL and LTEL students (i.e. Leadership Conference for English Learners) (Also listed in Goal 4)		
3.2	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. Teacher Collaboration and PD -Intervention Specialist outreach and support (listed in Goals 1& 2) -Home visits (listed in Goal 1) -Weekly communication (listed in Goal 1) -Personal invitations to participate in leadership opportunities and campus events -Flexible scheduling of events and engagement opportunities for families -ELAC meeting supplies/supports (snacks, child care, copies, clerical support)	LTELs	1500 Site Discretionary Teacher collaboration and PD ELAC supplies/supports
3.3	Strategy 3.3 Improve instructional planning across campus in every discipline to increase support for language acquisition -EL Shadowing and classroom walks -PLC work focused on ELD standards and embedding them into core content instruction	EL and LTEL students specifically, but will benefit all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Use of language objectives in tandem with learning objectives -Participation in Secondary Redesign grant work to implement project-based learning and asset oriented instructional practices		
3.4			

Annual Review

SPSA Year Reviewed: 2025-26

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 number of EL students increasing their fluency by at least 1 level declined by 4.4% in the 24-25 school year. This indicates a need to refocus our attention on intentional literacy development and redouble our efforts to increase student engagement in their learning. It also indicates a need for more direct and targeted support for EL students transferring into CCHS throughout the year.

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

The actions outlined in the 25-26 SPSA were implemented as written

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 only change to the actions planned for this goal is an expansion of the communication and outreach activities and the hiring of an Intervention Specialist specifically to provide intervention, support, and monitoring of EL students as part of their duties, which we are paying for with Equity Multiplier Funds.

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 and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	23-24: 58 students 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%) 24-25: 67 students Male 29 (50%) Female 28 (48.3%) Non-binary 1 (1.7%) Hispanic/Latino 49 (77.6%) More than one race 9 (15.5%) White 8 (6.9%) 25-26: 78 students (54%) Male 34 (44%) Female 43 (55%) Non-binary 1 (1.3%) Hispanic/Latino 60 (77%) More than one race 6 (7%) White 3 (3%)	5% increase in students participating in surveys to inform the SPSA planning
Percent of students by representative demographic providing input to the SPSA through focus groups.	23-24: 17 students (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%) 24-25: 67 students Male 29 (50%) Female 28 (48.3%) Non-binary 1 (1.7%) Hispanic/Latino 49 (77.6%) More than one race 9 (15.5%) White 8 (6.9%) 25-26: 20 students 7 Male (35) 12 Female (60%) 1 Non-binary (5%) 3 EL (15%) 3 RFEP (15%) 1 Foster/Homeless (5%) 4 students with IEPs (20%) 5 students with 504s (25%) 10 students Hispanic/Latino (44.4%)	Increase student participation in focus groups by 10 or more students

	4 students White (22.2%)	
Number of student led clubs offered. NEW METRIC	25-26: There are currently no active clubs at CCHS	2 clubs
Number of student led initiatives. NEW METRIC	25-26: There have not been any student-led initiatives on campus this year that were not part of a class assignment or project.	At least 1 student-led initiative each semester
Number of State Seals of Civic Engagement Awarded NEW METRIC *high school only	New metric 25-26: 0 CCHS students will earn the State Seal of Civic Engagement this year	1 student

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 Field trips (also in Goals 1 -3) -Student participation in leadership conferences (also in Goal 3) -Service learning projects (supplies and materials in Goals 1 and 2) -Community service and action leadership activities -Participation in the State Seal of Civic Engagement -Collaborative student-led projects with comprehensive sites, possibly including mentorship of younger students (Big Buddies)	All students	1500 Site Discretionary -Funds for leadership conference participation (transportation, fees, meals, etc) -Field trips
4.2	Strategy 4.2: Increase student leadership skills through enrichment opportunities and community events -Student-led initiatives and activities to support events on campus (Career Fair, Thanksgiving Feast, Spring Carnival)	All Students	986 Site Discretionary -Club activities and supplies -Supplies and materials for student initiatives

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Student participation in the planning and execution of school events (Back To School Night, Open House, Spring Carnival, etc.) -Student clubs and lunchtime activities (also in Goal 2) -Lunch time activities and enrichment		
4.3	Strategy 4.3: Increase opportunities for student input and feedback to inform school procedures, events, and offerings -Monthly Student Advisory Council meetings with co-created agendas that include topics of importance and interest to students in addition to the compliance pieces -Student Board Speaker debrief with site leadership team after Board meetings -Focus groups throughout the year, during the school day -Quarterly surveys to capture input from new students as they enter and input from exiting students before they graduate/transfer back to the comprehensive sites	All students	119 Title I Part A: Basic Grants Low-Income and Neglected -Student Advisory recognition -Focus group incentives
4.4	Strategy 4.4: Increase student participation on campus and in extra/co-curricular activities -Student recognition and achievement supplies (grad swag, PBIS rewards, certificates, honor roll celebrations, postage) -Senior Awards Night -Student Peer Recognition campaigns	All students	1500 Title I Part A: Basic Grants Low-Income and Neglected -Student recognition and achievement supplies (grad swag, PBIS rewards, certificates, honor roll celebrations, postage) -Senior Awards Night

Annual Review

SPSA Year Reviewed: 2025-26

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 strategies outlined in the 24-25 SPSA led to an increase in the number of students providing input to inform the SPSA development for the 2026-27 school year, and slightly increased student opportunities to engage in leadership opportunities through more frequent Student Advisory meetings, student conference participation, and Senior Seminar projects and activities.

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

The partnership with Taller Arte del Nuevo Amanecer (TANA) did not continue into this school year due to conflicts with scheduling and TANA being short staffed and unable to support the number of students wanting to access the workshops. Instead, that money was allocated to art and enrichment field trips and supplies for the Art and Culture classes and the Mondavi Center field trip.

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 metrics for this goal have shifted to include student participation in civic engagement and carrying out leadership activities. This shift in focus led to a greater number of actions outlining student opportunities to take on leadership roles on campus and the plan to create a more robust infrastructure to gather their input and provide support for them to become leaders on campus.

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	\$29330.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$79,609.00
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	\$28,919.00
Title I Part A: Parent Involvement	\$301.00

Subtotal of additional federal funds included for this school: \$29,220.00

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 (\$)
Arts and Music in Schools	\$24,428.00
Site Discretionary	\$11,286.00
Supplemental/Concentration	\$14,675.00

Subtotal of state or local funds included for this school: \$50,389.00

Total of federal, state, and/or local funds for this school: \$79,609.00

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
Arts and Music in Schools	24,428.00
Site Discretionary	11,286.00
Supplemental/Concentration	14,675.00
Title I Part A: Basic Grants Low-Income and Neglected	28,919.00
Title I Part A: Parent Involvement	301.00

Expenditures by Budget Reference

Budget Reference	Amount
	48,503.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	24,428.00
	Site Discretionary	11,286.00
	Supplemental/Concentration	14,675.00
	Title I Part A: Basic Grants Low-Income and Neglected	28,919.00
	Title I Part A: Parent Involvement	301.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,904.00
Goal 2	6,100.00
Goal 3	1,500.00
Goal 4	4,105.00

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
- 1 Classroom Teachers
- 3 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lore Carrillo	Principal
Damian Martin	Other School Staff
Heidi Thompson	Other School Staff
Lisa Sanchez	Other School Staff
Scott Borrelli	Classroom Teacher
Ramiro Negrete Ayala	Secondary Student
Connor Newton	Secondary Student
Melissa Borrelli	Parent or Community Member
Jeni Olstad	Parent or Community Member

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 5.7.26.

Attested:



Principal, Lore Carrillo on 4.30.26



SSC Chairperson, Damian Martin on 5.5.26