

Cache Creek



HIGH SCHOOL

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	15
Overall Performance	17
Academic Performance.....	19
Academic Engagement	26
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	35
Goal 3.....	39
Goal 4.....	43
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	48
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Appendix A: Plan Requirements	58
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	61

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 2025, the school examined all available data, including student work samples, the NWEA MAP assessment, attendance, behavior, climate, and graduation rate.

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

These include:

- strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum

programs, activities, and courses necessary to provide a well-rounded education and strategies that address the needs of all students in the school, particularly those at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cache Creek High School's Site Council meets at least six times per year and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple educational partner groups at Cache Creek High School including School Site Council, staff, and students. As a DASS (Dashboard Alternative School Status) school, CCHS cannot rely solely on the limited information on the California School Dashboard. Additional data for CCHS students' academic performance, attendance, reclassification, suspension, and graduation rates are gathered through Aeries queries and the WJUSD Dashboard. These data are also included in our needs assessment, which is reviewed frequently through the School Site Council, Student Advisory Council, and staff meetings.

In the 2024-25 school year, CCHS did not have a permanent principal. This impacted the collection of student input and data used in drafting this plan. The interim principals administered surveys provided to them, but were not able to gather the amount of input typically solicited from students at CCHS. Student input was gathered through the California Healthy Kids Survey, the Visual And Performing Arts survey, and the PASS Social Emotional Screener survey. These surveys

focused on socio-emotional learning, perception of school safety, attendance habits, visual and performing arts interests, and options. The interim principals also continued working with the Student Advisory group and gathering their input on attendance, behavior, and academic offerings on campus. 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 on 4.30.25, considered recommendations and feedback from all groups, and finalized/approved the SPSA.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

As a DASS school, officially, there are four indicators for which we receive a color: Suspension Rate (Green), EL progress (Yellow), College and Career (Red), and Graduation Rate (Orange). Unofficially, as we are not assigned a performance indicator color in English Language Arts (ELA) and Math, we can see by the performance level that we are underperforming in both ELA and Math, and have experienced a yearly decline in performance. In prior years, we had very low scores on the English Learner Progress Indicator (ELPI), but this year saw an increase to 22.6% of students making progress. This is a 10.1% improvement and is likely due to data chats and ELPAC practice sessions. Unfortunately, our college and career indicator remained in the red. In collaboration with the school district, we are exploring options for internships and dual enrollment to improve this indicator.

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

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

Other Needs

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

Every year, the school continues to use the NWEA assessment to measure progress in a single year. The assessment is given 3 times a year, and for the SPSA, we look at RIT (a numerical measure used by NWEA) growth between the fall (August) and winter (February) administrations. In the 24-25 school year, growth for all three subject areas, language, math, and reading, was observed for all students. EL and Special Education students underperformed compared to all students, but did have growth between the fall and winter administrations.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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 10			14
Grade 11	62	16	84
Grade 12	92	128	26
Total Enrollment	154	144	124

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. The Hispanic/Latino and African American enrollment at CCHS is higher than the district, while the White and Two or More Races is lower. This indicates a need to review the processes and practices for credit recovery and referral to CCHS at the comprehensive sites to ensure that students of color are receiving the support, encouragement and interventions necessary prior to a initiating a program change.

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	31	21.4%	23.6%	25%
Fluent English Proficient (FEP)	61	39	50	39.6%	27.1%	35.2%

Conclusions based on this data:

1. The English Learner population at Cache Creek increased slightly in the 24-25 school year, and is disproportionate to the percentage of EL students in the district. This indicates a need to review the processes and practices for intervention, support, credit recovery and referral to CCHS at the comprehensive sites to ensure that EL students are receiving the support, encouragement and interventions necessary prior to initiating a program change.
2. Reclassified Fluent English Proficient (RFEP) and English Learner (EL) students account for 60.2% of CCHS enrollment. This supports the need to focus on reading comprehension and vocabulary support across the curriculum.

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 2023-24, CCHS had the fewest number of students participate in the CAASPP and the highest percentage of students meeting standard overall, which was nearly double the percentage of the 2 previous years. This is likely due to the school-wide focus on reading and reading comprehension during the 22-23 and 23-24 school years.
2. The receptive language areas of reading, listening, and research/inquiry all saw a percentage of the tested students score above standard, 2%, 4% and 4% respectively. While the productive language area of writing saw no students performing above standard. This indicates a need to focus on supporting students to develop their productive language skills while continuing to support their receptive language skills.

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. 23-24 had the fewest number of students participating in the CAASPP in the 3 sample years. No students performed above standard overall . This indicates a need to focus on math and reasoning skill development overall.
2. 83.33% 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.

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, 66.67% 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 EO students.
2. 95% 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.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
144	89.6%	23.6%	1.4%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	23.6%
Foster Youth	2	1.4%
Homeless	2	1.4%
Socioeconomically Disadvantaged	129	89.6%
Students with Disabilities	29	20.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.7%
American Indian	1	0.7%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	121	84%
Two or More Races	1	0.7%
Pacific Islander	0	0.0%
White	20	13.9%

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 UDL process to ensure that all of our students' academic needs are met.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The current CDE dashboard shows a 5-year cohort graduation rate of 73.6%, which is a 3% decline from the previous year. 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.
2. Our college and career indicator is red indicating a need to improve access to Career Technical Education (CTE) pathways, dual enrollment, and to improve smarter balanced outcomes.
3. Our suspension rate has a green indicator, with a 2% reduction, which is a reflection of the positive and supportive culture on campus.

School and Student Performance Data

Academic Performance English Language Arts

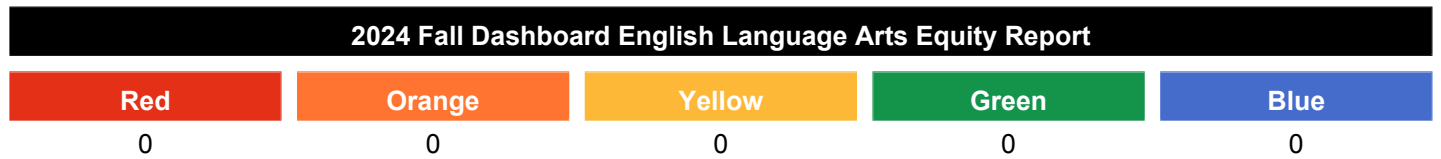
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 178.1 points below standard Declined 30.4 points 14 Students	English Learners  No Performance Color Less than 11 Students 3 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 175.8 points below standard Declined 24.7 points 13 Students

Students with Disabilities  No Performance Color Less than 11 Students 4 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  No Performance Color 158.3 points below standard Declined 4.6 points 12 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. While there isn't a performance level for CCHS, as noted before, students are performing significantly below the standard in all aspects of the English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP). In their 11th-grade year, students are tested on competency with standards to which they have not learned or even been exposed. Additionally, since there is no test in 12th grade, there is no way to determine if any changes at CCHS have impacted student performance. Finally, this snapshot of student competency documents why they are attending CCHS. The conclusion is that this data is never a surprise. CCHS teachers will continue to fill gaps in student academic competency for credit recovery.
2. A significant decline in student performance is concerning, implying a need to accelerate credit recovery and ensure student access to grade level standards through scaffolding and differentiation.

School and Student Performance Data

Academic Performance Mathematics

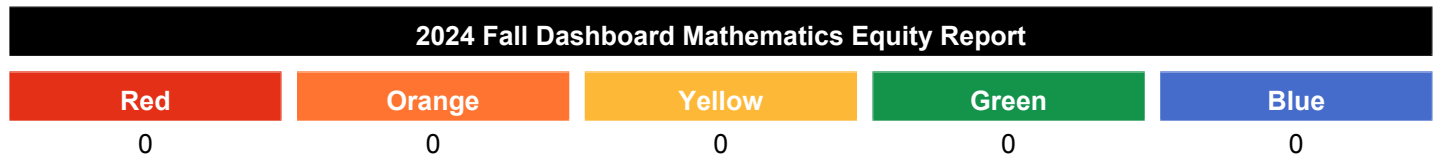
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 258.9 points below standard Declined 55.1 points 15 Students	English Learners  No Performance Color Less than 11 Students 3 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 262.6 points below standard Declined 60.9 points 14 Students

Students with Disabilities  No Performance Color Less than 11 Students 4 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  No Performance Color 237.3 points below standard Declined 29.1 points 12 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. While no performance level is provided for CCHS, students are performing well below the standard on all aspects of the math California Assessment of Student Performance and Progress (CAASPP). In their 11th-grade year, students are tested on competency with standards to which they have not learned or even been exposed. Additionally, since there is no test in 12th grade, there is no way to determine if any changes at CCHS have impacted student performance. Finally, this snapshot of student competency documents why they are attending CCHS. The conclusion is that this data is never a surprise. CCHS teachers will continue to fill gaps in student academic competency for credit recovery.
2. A significant decline in student performance is concerning, implying a need to accelerate credit recovery and ensure student access to grade level standards through scaffolding and differentiation.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
22.6% making progress.	24.1% making progress.
Number Students: 31 Students	Number Students: 29 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.

2024 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
16.1%	38.7%	0%	22.6%

Conclusions based on this data:

- While Cache Creek continues to have a significant number of Long Term English Learners (LTEL's), the number has declined, indicating our focus on data chats before the assessment of English is an effective strategy to improve outcomes.
- 22.6% of students increased at least one level on this indicator. Systematic English Language Development and strong test preparation have made an impact on student results.
- We need to focus on students who are maintaining their level, to provide systematic supports to accelerate student language acquisition.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

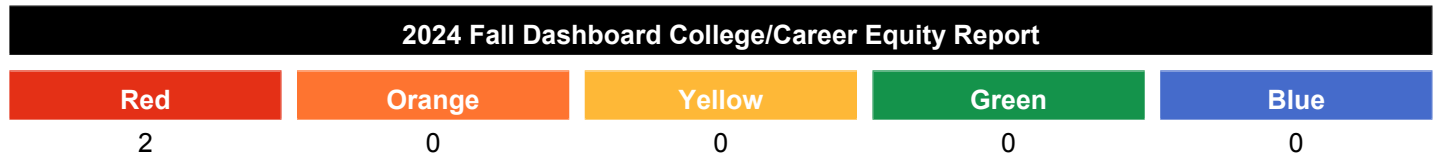
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

This section 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.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Red 0.8 Prepared Maintained 0.8 133 Students	English Learners  No Performance Color 3.2 Prepared Increased 3.2 31 Students	Long-Term English Learners  No Performance Color 3.6 Prepared Increased 3.6 28 Students
Foster Youth  No Performance Color Less than 11 Students 0 4 Students	Homeless  No Performance Color Less than 11 Students 0 9 Students	Socioeconomically Disadvantaged  Red 0.8 Prepared Maintained 0.8 129 Students

Students with Disabilities  No Performance Color 0 Prepared Maintained 0 21 Students	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color Less than 11 Students 0 1 Student
Asian  No Performance Color Less than 11 Students 0 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Red 0.9 Prepared Maintained 0.9 113 Students
Two or More Races  No Performance Color Less than 11 Students 0 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Prepared Maintained 0 16 Students

Conclusions based on this data:

- Overall, CCHS did not make progress or decline with this indicator in the 23-24 school year, however there were significant efforts to improve on this indicator in the 24-25 school year through the addition of dual enrollment and work-based learning opportunities for CCHS students.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 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

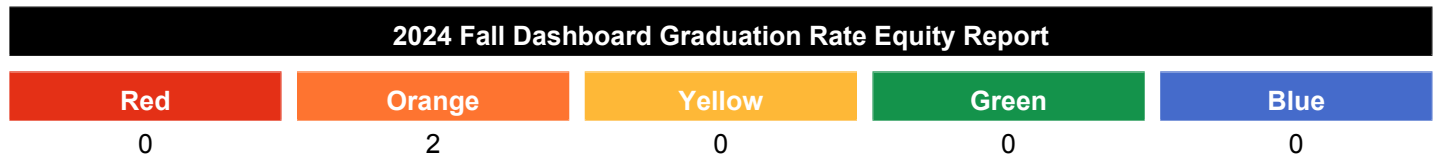
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 73.6% graduated Declined 3% 140 Students	English Learners  No Performance Color 82.9% graduated Increased 27.3% 35 Students	Long-Term English Learners  No Performance Color 81.3% graduated Increased 22.4% 32 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Socioeconomically Disadvantaged  Orange 74.3% graduated Declined 3.2% 136 Students

Students with Disabilities  No Performance Color 76% graduated Increased 5.4% 25 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 75.4% graduated Declined 3.7% 118 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 64.7% graduated Declined 13.1% 17 Students

Conclusions based on this data:

1. Our overall graduation rate decreased by 3%, however our graduation rate for our English Learners and Long Term English Learners both increased by more than 20%, and the graduation rate for our students with disabilities increased by more than 5%. This can be correlated to the increased level of support and attention these student populations receive through their associated programs, and a need for school staff to apply the same level of attention and support to all students across campus.

School and Student Performance Data

Conditions & Climate Suspension Rate

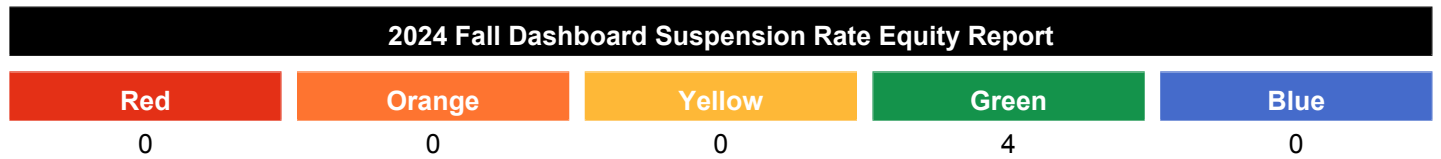
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.8% suspended at least one day Declined 2% 212 Students	English Learners  Green 2.1% suspended at least one day Declined 7.7% 48 Students	Long-Term English Learners  Green 2.3% suspended at least one day Declined 8% 44 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Green 3.7% suspended at least one day Declined 1.7% 189 Students

Students with Disabilities  No Performance Color 2.2% suspended at least one day Declined 5.5% 45 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 3.9% suspended at least one day Declined 1.7% 179 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Declined 4% 23 Students

Conclusions based on this data:

1. The suspension rate continued to be in the green, and every subgroup saw a significant decline in the number of students suspended at least one day. This is reflective of the positive and supportive culture on the CCHS campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	TANA 21-22: +33.6% (½ of classes) 22-23: 89 (57.8%) Students (+48.3%)(Sep - February) 23-24: 48 Students (-45% as of Feb) 24-25 Data unavailable due to principal vacancy Art And Culture 21-22: Art: +12% Mondavi: 0% (Pandemic Closure) Music: 0% (Closed Program) 22-23: Art and Culture 71 (57.1%) students (+446.1%) Art and Culture: 93 Students (+31% as of Feb)	TANA Increase participation by 5% Art and Culture: Maintain participation
Percentage of students completing UC/CSU a-g course requirements (high school only).	N/A	N/A
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	21-22: 9 Students 22-23: 13 Students 23-24: 6 Students	Increase student participation in CTE by 5%.
Number of State Seals of Biliteracy awarded to students (high school only).	21-22: 0 Students 22-23: 0 Students 23-24: 0 Students 24-25 1 Student	No target set.

Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	21-22: 0 Students 22-23: 2 Students 23-24: 1 student 24-25: 24-25 3 students	increase by at least 1 student
Northwest Evaluation Association (NWEA) - percent of students who improve on at least one test	22-23: 56.8% 22-23: 49.9% 23-24: Change: Overall RIT growth in Language, Reading, and Math between Fall and Winter Administration of the NWEA Language: +3.9 Math: +4.7 Reading: +1.0 24-25 Data unavailable due to principal vacancy	Increase student participation by 1%
Percent of students earning a workforce readiness certificate. (ServeSafe or SkillsUSA)	23-24 8.1% 24-25 9.1%	Increase students earning certification by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1: Increase college and career readiness and improve access to CTE Pathways, workforce readiness, and community college. - Program supervision of Advisory, Online learning, Ethnic Studies, Assessment, and Schoolwide Vocabulary - Copier lease and clicks - Supplemental Materials and Supplies - Northwest Education Association (NWEA) assessment - Minga or Nearpod (depending on funding)	All Students	13117 Supplemental/Concentration 9786 Site Discretionary
1.2	Strategy 1.2: Increase the number of students who graduate by improving attendance by creating a culturally relevant environment that recognizes the	All Students	1545 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	need for and helps students feel they are part of a culturally rich community. conference attendance for staff to learn best practices to improve cultural relevancy.		
1.3	Strategy 1.3 Provide a section of art I.	All students	27,605 Arts and Music in Schools

Annual Review

SPSA Year Reviewed: 2024-25

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 will continue in the 25-26 school year, and a dual enrollment Career Exploration course will be added. CCHS also had its first student earn the State Seal of Biliteracy.

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

24-25 Data unavailable due to principal vacancy

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.

Due to the ongoing vacancy in the principal position, we are rolling over current strategies, with the option to have the new principal rewrite the plan in the fall.

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.	Reading from CDE Dashboard: 2021: 178.8 pts below the standard 2022: 155.0 pts below the standard (+23 pts; +12%) 2023: 147.7 pts below the standard (+16.7, +10.7%) Math from CDE Dashboard: 21-22: 243.7 pts below the standard 22-23: 226.2 pts below the standard (+17.5 pts; +7%) 2023: 203.9 pts below the standards (+22.3 pts, +9.8%) 2024: 178.1 pts below the standards (+25.8)	5% Increase 5% Increase
Performance level on English Learner Progress Indicator (ELPI)	21-22: No Data 22-23: Nearly half (48.4%) decreased at least one level.	5% Increase on Increased

	Maintained - 38.7% Increased - 12.9% 24-25 22.6 Making Progress, Increase 10.1 (Yellow)	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) .	ELA from WJUSD Dashboard 2021: Exceeded: 0%, Met 33%, Nearly Met: 33%, Not Met: 33% 2022: Exceeded: 0%, Met 6%, Nearly Met: 22%, Not Met: 71% 2023: Exceeded: 0%, Met 6%, Nearly Met: 33%, Not Met: 72% 2024: Exceeded: 0%, Met 6%, Nearly Met: 30%, Not Met: 74%	3% Increase on Standard Met
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	Math from WJUSD Dashboard 2021: Exceeded: 0%, Met 0%, Nearly Met: 0%, Not Met: 100% 2022: Exceeded: 0%, Met 0%, Nearly Met: 5%, Not Met: 95% 2023: Exceeded: 0%, Met 0%, Nearly Met: 5%, Not Met: 95% 2024: Exceeded: 0%, Met 0%, Nearly Met: 6%, Not Met: 94%	3% Increase on Standard Met
Percentage and number of students who are chronically absent	2022: 87% chronically absent 2023: 83% chronically absent (-4.6%) 2024 (March): 74% (-13.2%) 2025 (March): 72% (-2 %)	5% Decrease
Student sense of safety and school connectedness	CA Healthy Kids Survey 21-22: Connectedness: 58% Safety: 58% 22-23 Connectedness: 59% (+1%) Safety: 69% 23-24 Connectedness: 66% (+7%) Safety: 84% (+18%) 24-25 Connectedness: 49% (-17%)	CHKS: 5% Improvement PASS 5% Improvement

	Safety:82% (-2%) PASS 21-22: Attitudes towards attendance: 28.4 % Learner self-regard: 35.6 % 22-23: Attitudes towards attendance: 38.5 % (+7.2%) Learner self-regard: 43.1 % (+7.5%) 23-24: Attitudes towards attendance: 37.9 % (+1.4%) Learner self-regard: 35.3 % (-7.8%) SCOE Bullying Report (Baseline) 23-24 Baseline School safe: 87% Missed school because of bullying: 4% Felt Anxious because of witnessing bullying: 8% 24-25 Baseline School safe: 69% Missed school because of bullying: 3% Felt Anxious because of witnessing bullying: 6%	Bullying: 5% Improvement
Suspension rate	21-22: (CDE Dashboard) 10.5% (Red) 22-23 (CDE Dashboard) 5.8% (-4.8 - Green) 23-24 (WJUSD Dashboard) 3.1% (March 24) 24-25 (WJUSD Dashboard) Green 3.8% (March 25)	Maintain Green
Parent/family satisfaction on California Healthy Kids Survey (CHKS), on key indicators	N/A (sample size too small)	N/A
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	23-24: 6.9 24-25: 6.1	Increase score to 8

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1: Attendance at California continuation high school conference	All Students	2000 Title I Part A: Basic Grants Low-Income and Neglected
2.2	Strategy 2.2: Student counseling and support for alcohol and tobacco, to reduce suspensions	All Students	2800 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Strategy 2.3: Create a welcoming school culture where students feel safe and connected to the school. intervention coordinator	All Students	24000 Title I Part A: Basic Grants Low-Income and Neglected 500 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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. This is likely due to the absence of a permanent principal and a lapse in the culture-building activities and routines that were previously in place.

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

24-25 Data unavailable due to principal vacancy

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.

Due to the ongoing vacancy in the principal position, we are rolling over current strategies, with the option to have the new principal rewrite the plan in the fall.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	21-22: 2 students (8.3%) 22-23: 2 students (7.7%) 23-24: 3 students (11.1%) 24-25: 3 students (11.1%)	2 students
English Learner Progress Indicator (ELPI)	21-22: No Data 22-23: Nearly half (48.4%) decreased at least one level. Maintained - 38.7% Increased - 12.9% 23-24: 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: TBD	5% improvement

Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	21-22: 2.8 Languages and cultures are assets: 3 No single EL profile: 3 School is affirming, inclusive, and safe: 4 Strong family and school partnerships: 1 Supporting English Learners with disabilities: 3 22-23: 3 Languages and cultures are assets: 4 No single EL profile: 4 School is affirming, inclusive, and safe: 4 Strong family and school partnerships: 2 Supporting English Learners with disabilities: 4 23-24: 3.5 Languages and cultures are assets: 3.4 No single EL profile: 3.8 School is affirming, inclusive, and safe: 3.8 Strong family and school partnerships: 3 Supporting English Learners with disabilities: 3.5	Increase to 3.7
Decrease the number of Long Term English Learners (LTEL)	There is no goal, as there is a constant influx of new LTEL students. Tracking a decrease in LTEL students is not relevant. Reclassification, as noted above, is more meaningful.	Reclassify 2 students
Percentage of English Learners with D's and F's at grading mark 3	Credit Data: Average Credits per quarter at the end of 3rd Quarter: 21-22: Not tracked 22-23: 23.0 (+1.5) 23-24: 22.6 (+2.6)	Maintain above 20 credits
Difference between overall NWEA average and EL average	21-22: No Data 22-23: Language: -10.9 Reading: -14.2 Math: -7.8 23-24: Language: -12.9 (+2.0) Reading: -9.5 (-7.8) Math: -10.6 (+2.8)	1% improvement

Percentage of LTELs that graduate on time	2021: 81.8%* 2022: 70.6%* 2023: 55.6%* (*CDE Dashboard)	5% improvement
Improved attendance percentage of LTELs	21-22: 49.5%* 22-23: 64.4%* 23-24 68.8%* (3.11.24) (*Local Data) 24-25 Data unavailable due to principal vacancy	5% improvement

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1: Improve reading comprehension, vocabulary acquisition, and academic discourse through the use of visual questioning, the question tree, vocabulary matrix, culturally relevant texts, and graphic novels. - Supplemental reading material - Schedule ELS to conduct ELPAC preparation for EL students - Use data analysis protocols to examine strategy implementation and effectiveness with a focus on LTEL students - Supplies	EL Students	1000 Site Discretionary
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 (No Funds Needed)	All Students	
3.4			

Annual Review

SPSA Year Reviewed: 2024-25

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 rose by 10%. This can be attributed to the increased focus on literacy and language skills on campus and the targeted support students received from the EL Services department staff.

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

24-25 Data unavailable due to principal vacancy

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.

Due to the ongoing vacancy in the principal position, we are rolling over current strategies, with the option to have the new principal rewrite the plan in the fall.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	4 (including Advisory, TANA, CTE, Workability/TK Momentum)	5 (including Advisory, TANA, CTE, Workability/TK Momentum,)
Number of extracurricular and co-curricular programs offered	0	1
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.	20-21: Survey All 62 responses 21-22: All 72 (57%) responses Male 50 (69%) Female 22 (31%) Hispanic/Latino 53 (74%) White 12 (17%) Other 7 (10%) 22-23: All 73 (47.4%) Male 38 (52.1%) Female 32 (43.8%) Hispanic/Latino 56 (76.7%) White 8 (11%) Other 9 (12.4%) 23-24: All 58	5% increase

	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: All 67 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%)	
Number and percent of students by representative demographic providing input to the SPSA through focus groups.	20-21: Focus Group 1 (3/2021) 25.6% (n=41) Male: 54.8%, Female: 45.2%, Latinx: 59.5%, White: 35.7%, Other: 4.8% Focus Group 2 (4/2021) 46.9% (n=82) Male: 64.6%, Female: 35.4%, Latinx: 63.4%, White: 31.7, Other: 3.7% 21-22: All 72 (57%) Male 50 (69%) Female 22 (31%) Hispanic/Latino 53 (74%) White 12 (17%) Other 7 (10%) 22-23: 25.6% (n=41) Male: 54.8%, Female: 45.2%, Latinx: 59.5%, White: 35.7%, Other: 4.8% Focus Group 2 (4/2023) 46.9% (n=82) Male: 64.6%, Female: 35.4%, Latinx: 63.4%, White: 31.7, Other: 3.7% 23-24 Focus Group Data will be collected on April 17th. n=17 (12.5%) Male 9 (52.9%) Female 8 (47.1%) 11 9 (52.9%) 12 8 (47.1%) HL 14 (82.4%) W 1 (5.9%) AI/AN 0 (0.0%) AA 0 (0.0%)	Maintain Equitable Input

	A 0 (0.0%) 24-25: All 67 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%)	
Number of Students Impacted by workability or workforce integration	New metric 23-24: Workability- 16 Self-Advocacy Training - 3 Job Exploration - 9 Workplace Readiness - 11 24-25: Workability- 19 Self-Advocacy Training - 5 Job Exploration - 8 Workplace Readiness - 13	5% increase
Percent of students who can name 4 CCHS Goals	21-22 - 76% 22-23 - 85% 23-24: 82.6% 24-25: 89.5%	Increase by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy 4.1: Increase student advocacy and leadership with personal/cultural/local/regional/national/global issues and help them construct meaningful art to represent those issues through TANA workshops. • TANA Subs • TANA Open House • TANA Transportation • Translation Services	All students	6000 Supplemental/Concentration 341 Title I Part A: Parent Involvement
4.2	4.2 A significant emphasis of the CCHS culture is for students to become self-directed learners: "A successful student at CCHS learns to be a self-directed, confident advocate for themselves. They are present, positive, productive, and reflective, and have a plan for their future... tomorrow, next week, next month, and beyond graduation." The advisory curriculum will continue to address personal responsibility and self-advocacy by intentionally implementing CCHS's 4 goals of present, positive, productive, and reflective.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Teacher PD on empowering students to be self-directed - Teacher curriculum development timesheets		

Annual Review

SPSA Year Reviewed: 2024-25

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 addition of the Senior Seminar course gave every Senior at CCHS the opportunity to develop and strengthen the skills necessary to enter the workforce after high school. Students also had the opportunity to engage in self advocacy and career/college exploration in the process of developing a plan for life as an adult. We anticipate this course will lead to measurable shifts in the data we can collect for Goal 4 in the coming years.

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

-24-25 Data unavailable due to principal vacancy

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.

Due to the ongoing vacancy in the principal position, we are rolling over current strategies, with the option to have the new principal rewrite the plan in the fall.

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	\$30,686
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,694.00
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	\$30,345.00
Title I Part A: Parent Involvement	\$341.00

Subtotal of additional federal funds included for this school: \$30,686.00

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	\$27,605.00
Site Discretionary	\$11,286.00
Supplemental/Concentration	\$19,117.00

Subtotal of state or local funds included for this school: \$58,008.00

Total of federal, state, and/or local funds for this school: \$88,694.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	27,605.00
Site Discretionary	11,286.00
Supplemental/Concentration	19,117.00
Title I Part A: Basic Grants Low-Income and Neglected	30,345.00
Title I Part A: Parent Involvement	341.00

Expenditures by Budget Reference

Budget Reference	Amount
	50,803.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	27,605.00
	Site Discretionary	11,286.00
	Supplemental/Concentration	19,117.00
	Title I Part A: Basic Grants Low-Income and Neglected	30,345.00
	Title I Part A: Parent Involvement	341.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,053.00
Goal 2	29,300.00
Goal 3	1,000.00
Goal 4	6,341.00

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
Hector Molina	Principal
Damian Martin	Other School Staff
Chris Grote	Other School Staff
Lisa Sanchez	Other School Staff
Scott Borrelli	Classroom Teacher
Diego Serrano	Secondary Student
Camila Segoviano	Secondary Student
Courtney Wilson	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 4.30.25.

Attested:



Principal, Hector Molina, Interim on 4.30.25



SSC Chairperson, Chris Grote on 4.30.25

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023