



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kathleen MacDonald High School	43-69674-0000000	April 23, 2025	June 12, 2025

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 Kathleen MacDonald High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

MacDonald High School's plan was created with feedback from our School Leadership Team, members from our School Site Council and English Learner Advisory Committee. These groups met throughout the school year to develop goals for achievement in all subjects so that students make measurable quarterly progress mastering California standards to earn credits toward graduation. By doing so, students will be A-G eligible for college admissions and CTE completion. During the 2025-2026 school year, a continued focus on literacy based instructional strategies such as the use of sentence stems and frames, increased partner talk using academic vocabulary, and the use of graphic organizers will be emphasized. Since the school was founded on being fully inclusive while utilizing standards based grading, school wide commitments and proper training need to be developed so that newly hired teachers are aligned with our school mission and vision. In addition to this, a goal for improving school culture, climate and community engagement was also created to address the need for promoting a culture of connectedness within the school community. With the addition of LINK crew to help the incoming Freshman class transition into high school, we hope to establish a sense of belonging and connectedness within the student populations. Lastly, a goal to improve campus safety and student wellness was developed to address the need for supporting the whole child.

Educational Partner Involvement

How, when, and with whom did your Kathleen MacDonald 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

All MHS Staff, Parents, Students and Community members were welcome to attend our monthly School Site Council (SSC) meetings throughout the 2024-25 Academic Year. Meetings are open to the public and progress made towards our goals are reported as part of a standing agenda item. MHS' SSC met on 9/18/24, 10/16/24, 11/20/24, 1/22/25, 2/26/25, 3/26/25, 4/23/25 and 5/14/25 to discuss school goals and review site data.

MHS also held separate English Learner Advisory Committee (ELAC) meetings throughout the school year to address school goals and review site data. Information about the SSC and SPSA are shared to members of the ELAC and they are asked to provide feedback regarding school support offered to the EL community. All EL parents and guardians are invited to the ELAC meetings via an email, ParentSquare message and phone call. On 2/12/25, a needs assessment survey was distributed to the members of the ELAC, and reviewed at the meeting held on 4/9/25 where additional requests for input were presented.

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.

1 - Suspension Rate - Orange due to 4.5% suspension rate which was an 2.3% increase from the previous year.

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.

58.1% of our English Learners showed progress on the ELPAC scores which was an increase of 3.6% from the previous year. This group was in the green in this section.

Other Needs

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

Not Applicable.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Kathleen MacDonald 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.48%	0.23%		1	1
African American	%	2.87%	1.84%		6	8
Asian	%	22.01%	19.35%		46	84
Filipino	%	8.61%	11.98%		18	52
Hispanic/Latino	%	45.45%	46.77%		95	203
Pacific Islander	%	0%	0.69%		0	3
White	%	14.83%	13.59%		31	59
Multiple/No Response	%	5.74%	5.53%		12	24
Total Enrollment					209	434

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9		202	224
Grade 10		6	205
Grade 11		1	4
Grade 12			1
Total Enrollment		209	434

Conclusions based on this data:

1. The current enrollment data shows an increase in student population, due to both an additional grade level being added each year as well as a substantial increase in the number of Freshmen being added each year.
2. In the 2023-2024 and 2024-2025 school year respectively, there was a 7% and 24% increase in the number of Freshman when compared to the 2022-2023 Freshmen class.
3. Our largest student subgroup ethnicity is Hispanic/Latino, followed by Asian, then white. When comparing 2023-2024 class to the 2022-2023 class, there was a slight increase in the Hispanic/Latino population with a slight decrease in both the Asian and White subgroup ethnicities.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners			55			12.7%
Fluent English Proficient (FEP)			160			36.9%
Reclassified Fluent English Proficient (RFEP)			129	5.0%		29.7%

Conclusions based on this data:

1. Nearly 20% of our students will require Integrated ELD (during content area instruction) and Designated ELD (protected time during the school day).
2. About 25% of our students were English Learners at some point during their K-8 experience.
3. We will be able to compare scores in future years as we continue to grow as a school.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Not Applicable.
2. Not Applicable.
3. Not Applicable.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. Not Applicable.
2. Not Applicable.
3. Not Applicable.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		1579.1	1558.7		1577.9	1564.7		1579.8	1552.1		34	31
10			1609.9			1618.2			1601.2			19
All Grades											34	50

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		32.35	19.35		35.29	38.71		17.65	25.81		14.71	16.13		34	31
10			55.56			16.67			11.11			16.67			18
All Grades		32.35	32.65		35.29	30.61		17.65	20.41		14.71	16.33		34	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		47.06	35.48		23.53	32.26		23.53	16.13		5.88	16.13		34	31
10			61.11			11.11			5.56			22.22			18
All Grades		47.06	44.90		23.53	24.49		23.53	12.24		5.88	18.37		34	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		26.47	3.23		26.47	38.71		29.41	32.26		17.65	25.81		34	31
10			27.78			38.89			27.78			5.56			18
All Grades		26.47	12.24		26.47	38.78		29.41	30.61		17.65	18.37		34	49

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		23.53	12.90		58.82	61.29		17.65	25.81		34	31
10			33.33			50.00			16.67			18
All Grades		23.53	20.41		58.82	57.14		17.65	22.45		34	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		73.53	67.74		23.53	16.13		2.94	16.13		34	31
10			72.22			11.11			16.67			18
All Grades		73.53	69.39		23.53	14.29		2.94	16.33		34	49

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		35.29	19.35		35.29	41.94		29.41	38.71		34	31
10			38.89			44.44			16.67			18
All Grades		35.29	26.53		35.29	42.86		29.41	30.61		34	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		0.00	3.23		88.24	77.42		11.76	19.35		34	31
10			11.11			83.33			5.56			18
All Grades		0.00	6.12		88.24	79.59		11.76	14.29		34	49

Conclusions based on this data:

1. The number of students tested from 2022-23 to 2023-24 increased from 34 to 49 students.
2. There was a slight decrease from 2022-23 to 2023-24 in the percentage of students who were well developed and somewhat/moderately developed in reading from 70.59% to 69.39%.
3. There was a slight decrease from 2022-23 to 2023-24 in the overall mean scale scores for freshmen.

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
434	42.6%	12.7%	0.5%
Total Number of Students enrolled in Kathleen MacDonald 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	55	12.7%
Foster Youth	2	0.5%
Homeless	0	0.0%
Socioeconomically Disadvantaged	185	42.6%
Students with Disabilities	87	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.8%
American Indian	1	0.2%
Asian	84	19.4%
Filipino	52	12%
Hispanic	203	46.8%
Two or More Races	24	5.5%
Pacific Islander	3	0.7%
White	59	13.6%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students were the largest at risk group at 42.6%.

2. Hispanic students are the majority student group, followed by Asian and Whites students, respectively.
3. MHS serves a diverse student population with a variety of needs.

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  No Performance Color	Suspension Rate  Orange
Mathematics  No Performance Color		
English Learner Progress  Green		
College/Career  No Performance Color		

Conclusions based on this data:

- 1. Our English Learner progress rates were high (green).
- 2. Although our suspension rate was in the orange, a low number of students were suspended.
- 3. Not applicable.

School and Student Performance Data

Academic Performance English Language Arts

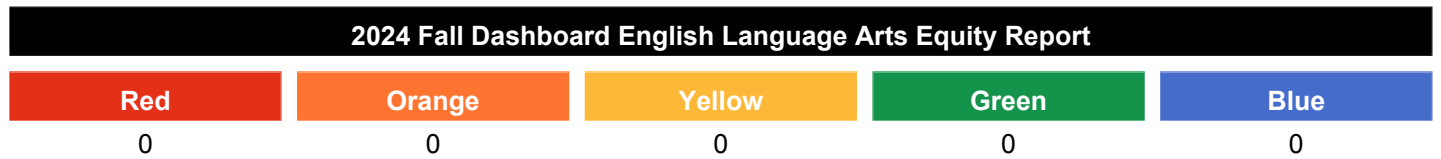
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Less than 11 Students 4 Students	English Learners  No Performance Color Less than 11 Students 1 Student	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students 3 Students

Students with Disabilities  No Performance Color Less than 11 Students 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 2 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. Not Applicable.
2. Not Applicable.
3. Not Applicable.

School and Student Performance Data

Academic Performance Mathematics

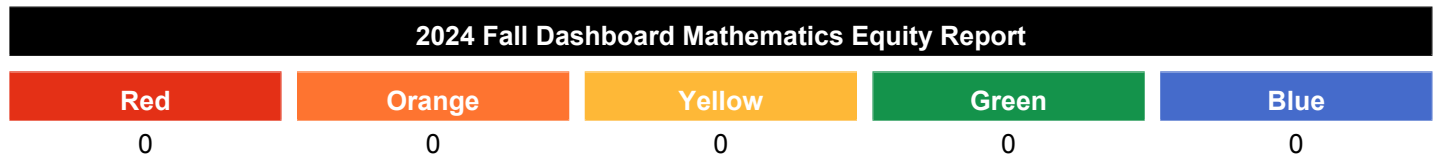
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Less than 11 Students 4 Students	English Learners  No Performance Color Less than 11 Students 1 Student	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students 3 Students

Students with Disabilities  No Performance Color Less than 11 Students 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 2 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. Not Applicable.
2. Not Applicable.
3. Not Applicable.

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
 Green	 No Performance Color
58.1% making progress.	55.2% making progress.
Number Students: 43 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
14%	25.6%	0%	58.1%

Conclusions based on this data:

- 58.1% of our EL students progressed at least one ELPI level.
- 25.6% of our EL students maintained an ELPI level 1, 2L, 2H, 3L or 3H.
- 14% of our EL students decreased onb ELPI level.

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.

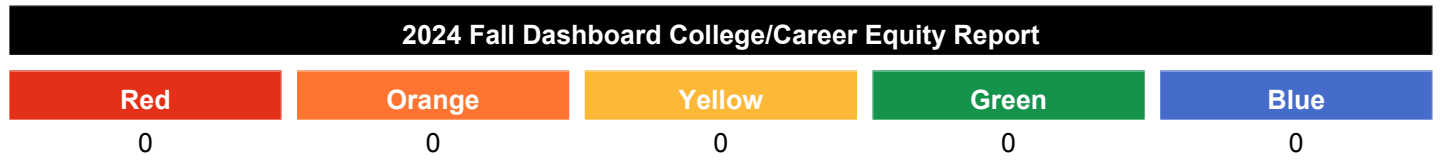
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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  No Performance Color Less than 11 Students 0 1 Student	English Learners  No Performance Color 0 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students 0 1 Student

Students with Disabilities  No Performance Color Less than 11 Students 0 1 Student	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Not Applicable.
2. Not Applicable.
3. Not Applicable.

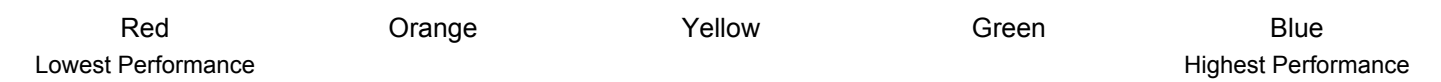
School and Student Performance Data

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.”



This section provides number of student groups in each level.



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

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. Not Applicable.
2. Not Applicable.
3. Not Applicable.

School and Student Performance Data

Academic Engagement Graduation Rate

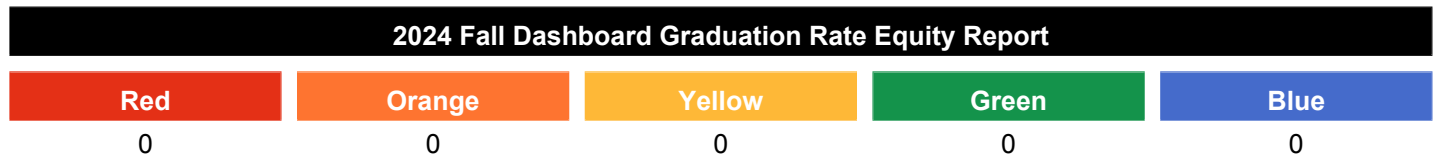
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	English Learners No Performance Color 0 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Not Applicable.
2. Not Applicable.
3. Not Applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

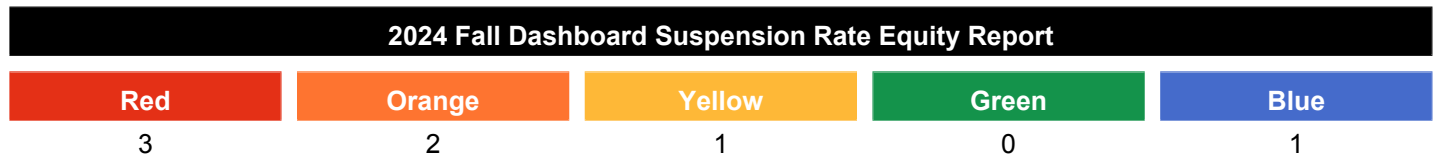
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Orange 4.5% suspended at least one day Increased 2.3% 463 Students	English Learners  Orange 8.3% suspended at least one day Increased 0.6% 72 Students	Long-Term English Learners  Red 12.5% suspended at least one day Increased 3% 48 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 1 Student	Socioeconomically Disadvantaged  Red 8.1% suspended at least one day Increased 5.3% 209 Students

Students with Disabilities  Orange 8.6% suspended at least one day Increased 4.7% 93 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 1.1% suspended at least one day Increased 1.1% 91 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 52 Students	Hispanic  Red 8.2% suspended at least one day Increased 4.4% 220 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Blue 0% suspended at least one day Declined 2.9% 62 Students

Conclusions based on this data:

1. Our LTEL, Hispanic, and SED students ranked in the Red category.
2. EL Students and Students with Disabilities ranked in the Orange category.
3. Overall suspension rate is in the Orange Category at 4.5% of 463 suspended at least one day (20 students).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will make measurable academic progress in all subjects.

Goal 1 - Improving Academic Performance in all subjects. All students will make measurable quarterly progress toward mastering California standards in all subjects to earn credits toward graduation.

1. Decrease the amount of students earning Ds and Fs by aligning standards based grading practices.
2. Support teachers to learn and incorporate teaching strategies and state standards to develop student literacy skills in all subjects.
3. Continue implementing instructional strategies such as the use of sentence stems and frames, increased partner talk using academic vocabulary, and the use of graphic organizers.
4. Provide training to incorporate AVID strategies to help students stay organized in their content area.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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.

1. Our identified need is for 85% or more of our students to succeed academically, as measured by earning Cs or better in each class, each semester.
2. 100% of our English Learners will show an improvement on the Summative ELPAC. Students who scored a 3 on the '24 Summative ELPAC will score a 4 on the '25 Summative ELPAC.

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
Completed opportunities for Embedded Recovery	Final GPA of all students at the end of Spring semester will indicate the outcome of this goal	All students will complete 100% of opportunities for embedded recovery (i.e., revising/redoeing performance tasks/assessments), when less than a C is earned.
Feedback on Performance-Based Assessments	PCBL appointments for retake opportunities on assessments will help with baseline data	For each performance-based assessment, all students will receive feedback regarding their proficiency in meeting the addressed standards

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	Provide professional learning, collaboration, co-teaching and full inclusion planning time for staff to essentialize state standards	All students	8000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Professional Learning, Collaboration, Course alike coteaching planning. 2000 Targeted Allocation 2000-2999: Classified Personnel Salaries Professional Learning, Collaboration 11000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Conferences and travel
1.3	Budget for Art, Music and AVID Instructional materials. Music-\$3000 (repairs); Art - \$1000; AVID - \$7000	All students	11000 Targeted Allocation 4000-4999: Books And Supplies Supplies
1.4	Ensure equitable access to STEAM education - budget for Design Lab equipment and supplies	All students	10000 Targeted Allocation 4000-4999: Books And Supplies Design Lab Equipment and Supplies
1.5	Design Lab Technician for 25 hours per week	All students	76538 Targeted Allocation 2000-2999: Classified Personnel Salaries Design Lab Technician Salary
1.8	Instructional materials for all AP classes.	All students	7000 Targeted Allocation 4000-4999: Books And Supplies
1.9	Budget for Library media supplies	All students	3500 Targeted Allocation 4000-4999: Books And Supplies Library supplies
1.10	Budget for extra 1.5 hours per day for Library Assistant	All students	20000 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.12	Academic Field Trips	All students	6000 Targeted Allocation

			5700-5799: Transfers Of Direct Costs Cost for buses and admission fees 4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Sub coverage
1.13	Supplies for Freshman/Sophomore Welcome Day	All students	4000 Targeted Allocation 4000-4999: Books And Supplies
1.14	Instructional materials for Electives (journalism, forensics, human physiology, theater)	All Students	10000 Targeted Allocation 4000-4999: Books And Supplies
1.15	Digital Educational Licenses	All Students	7415 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Ed Licences

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.

1. All departments utilize the collaborative department time to develop common assessments and lessons to assist in students achieving this goal.
2. EL Site Lead to visit departments to assist with implementing EL strategies in separate content areas.

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

We are a growing school so there will be a yearly increase to our budget to provide for the increase in student and staff population.

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.

As we grow as a school, we will see a rise in teachers requesting professional development around AVID, Co-teaching and other curricular needs. Because of this growth, we will need to plan for providing more access to professional development as well as increasing funds to certain programs.

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.

All students will make measurable academic progress toward College and Career.

Goal 2 - All students will make measurable annual progress toward graduation, A-G eligibility for college admissions, and CTE completion.

1. Counselors and college/career technician to present and emphasize A-G eligibility or CTE completion.
2. Continue to train teachers and counselors in AVID strategies which aids in the promotion of college readiness and A-G requirements.
3. Provide and promote course offerings such as Advanced Placement and Career Technical Education that emphasize college and career readiness.
4. Provide additional support for students that need reteaching and 1 to 1 support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Our identified need is for all students to fulfill A-G eligibility requirements for college admissions and CTE completion.

1. Our Academic Counselors presented 15 times in 2024-2025 on A-G requirements as well as course offerings and CTE completion. They plan to present at least a total of 20 times in 2025-2026.
2. During our first year as a school, in 2022-2023, a total of nine staff members (Teachers, Counselors and Admin) were trained in AVID strategies. During the second year, in 2023-2024, an additional four staff members were trained in AVID strategies. At the end of our third year, 2024-2025, we plan to train an additional nine staff members making our total up to 23 total staff members trained in AVID strategies.
3. Since this is the first year that we have had a junior class, 129 out of 203 juniors (64%) were on track to being A-G eligible.

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
A-G/UC Eligibility	Based on the 64% of juniors who are currently on the A-G track.	1. 64% of Seniors will be prepared on the College/Career Indicator (2025) 2. 66% of Seniors will be prepared on the College/Career Indicator (2026)
Number of Earned Credits	End of school year transcript data on credits earned for 9th, 10th and 11th graders.	All students will earn 60 credits each year (with Cs or higher).
Number of Suspensions under EC48910	Analysis of suspension data at end of school year.	0 students will be suspended under EC48910, for which classroom level interventions and restorative practices have not taken place.
Number of Chronically Absent Students	Analysis of attendance data for end of school year.	Greater than 95% students in all subgroups will attend school

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	Afterschool tutoring 2 days per week for 1.5 hour to be supervised by two certificated staff	Tier 2 and Tier 3 students	14,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2		All Students	

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.

1. By increasing the amount of presentations, our counselors will be able to have more contact with students to promote college level courses continue the growth of students being A-G eligible and or CTE ready.
2. Next year all grade levels will offer AVID courses. By training nine additional teachers this year, we will be able to continue our growth as a school to develop classroom strategies in all content areas.

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

Not Applicable.

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.

Not Applicable.

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.

School Connectedness, Culture and Climate and Community Engagement

Goal 3 - Develop school-wide activities to promote school culture and connectedness.

1. Establish meaningful engagement, through opportunities for students, stakeholders and families (in and out of the classroom) such as ASB rallies and Battle of the Classes.
2. Begin Link crew Freshman orientation at the start of the 2025-2026 school year and continue with LINK crew events throughout the school year to build connections and allies within the student population.
3. Implement alternative discipline strategies (restorative practices) to decrease the amount of suspensions.
4. Provide more opportunities for clubs, such as the Latinx Club, to promote community building events.
5. Wellness to continue providing events during lunch (i.e. board game day, yoga on the field, etc.) that welcomes all students.
6. Continue our partnership with Stanford University through the Research Practice Learning Partnership, (RPLP), by expanding professional development options for inclusion practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Our identified need is for social, emotional wellbeing of students and to provide extra support where needed.

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
Total amount of LINK crew leaders and Freshman participating in Orientation	We do not have a baseline outcome as 2025-2026 will be our first year with LINK Crew	50 Link Crew Leaders with 200+ Freshman participating.
Stakeholder group records including agendas, attendance	SSC meetings, ELAC meetings, SLT meetings and ASB meeting	Provide information and equitable access to enable and encourage all students to participate in at least one extracurricular activity.
Stakeholder group records including agendas, attendance	SSC meetings, ELAC Meetings, SLT meetings and ASB meetings	All families will attend community building events (e.g., Orientation Day, Back to School Nite, Open House, Exhibitions for Learning)

Stakeholder group records including agendas, attendance	N/A	All families will be invited to participate on school committees: SSC, PTSA, and ELAC.
Suspension rates as indicated on the California Dashboard	The rate of suspension for the 2023-2024 school year showed 4.5%, which was a 2.3% increase from the 2022-2023 school year.	The data this year (2024-2025) will show an increase from the previous year but we will aim for a decrease in suspension rate for the 2025-2026 school year,

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	Spanish interpretation for all major school functions	All students	4,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Spanish Interpretation at all major school functions
1.2	Activities for school connectedness, climate and culture events	All students	1000 Targeted Allocation 4000-4999: Books And Supplies

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.

1. Having LINK crew to support our incoming Freshman class will create a sense of student connectedness. Since next year will be the first year of implementation, we will be able to use that data as a baseline to begin tracking its effectiveness over the years.
2. Our data shows that our number of suspension for our most vulnerable population is high. We will work to decrease the amount of suspensions by utilizing a restorative approach to discipline.
3. Early intervention for trancies and providing workshops for students who are consistently tardy will help keep our attendance rate above 95%.
4. Our wellness center continued to host events this year and saw an increase in student participation from previous years. They also continued to support students who were in need of therapeutic services.

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

Not Applicable.

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

The addition of LINK crew to help with Freshman orientation as well as decreasing the amount of suspensions were added this year.

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.

Development of school-wide norms and additional student support in social emotional learning and teaching the whole child.

Goal 4 - Students will show growth in critical competencies in the areas of social emotional intelligence, empathy and physical and mental well being.

1. MTSS tier 1 lessons and strategies will be aligned across the school so that all stakeholders are aware of our school mission and vision.
2. School-wide culture that promotes social emotional well being

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

1. With an increase in student population and an increase in visits to the wellness center, there is more of a need for the physical and emotional wellbeing of students. In the 2023-2024 school year, there were 647 students who dropped in to the wellness center as opposed to 1909 students in the 2024-2025 school year. In addition to this, there were 30 students receiving therapeutic services in 2023-2024 and 58 students who received services in the 2024-2025 school year.
2. With an increase in student population, students need to know our school's values, policies and procedures,
3. MTSS need to be developed for our school. There are significant places where these have been started but we need to track their effectiveness.
4. Begin the exploration of PBIS in MHS.

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
California Healthy Kid Survey	Maintain scores from previous years	Learn the areas of need for campus safety and student wellness and track positive trend in scores.

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	California Youth Outreach staff to provide wellness consultation to students	All Students	4000.00 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Contracted Services
1.2	Morning check-in support to help with student executive functioning skills	All students	2000.00 Targeted Allocation 2000-2999: Classified Personnel Salaries Certificated non instructional timesheet

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.

1. With the increase of student population and being a new school, certain policies and procedures need to be put in place.
2. There needs to be an agreement made by students and staff so that we are all working toward our common goals.
3. School wide tier 1 lessons need to be created for all students to participate.

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

Not Applicable.

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.

One of the targeted allocations for parking lot supervision was reallocated for a different use since we have hired a total of four campus supervisors.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,453.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
Targeted Allocation	\$205,453.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$205,453.00

Total of federal, state, and/or local funds for this school: \$205,453.00

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
Targeted Allocation	205,453	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	205,453.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,000.00
2000-2999: Classified Personnel Salaries	104,538.00
4000-4999: Books And Supplies	46,500.00
5000-5999: Services And Other Operating Expenditures	22,415.00
5700-5799: Transfers Of Direct Costs	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	26,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	104,538.00
4000-4999: Books And Supplies	Targeted Allocation	46,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	22,415.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	6,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
180,453.00
14,000.00
5,000.00
6,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Nelson Hori	Principal
Lillian Kwiatkowski	Classroom Teacher
Margit Look-Henry	Classroom Teacher
Azimbek Dadajonov	Secondary Student
Kamalapriya (Priya)Selvaraj	Other School Staff
Andrew Seago	Parent or Community Member
Jerry Buten	Parent or Community Member
Michael Fagan	Parent or Community Member
Soma Baral	Other School Staff

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 April 23, 2025.

Attested:



Principal, Nelson Hori on 4/23/2025



SSC Chairperson, Andrew William Seago on 04/23/2025