



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
South San Francisco High School	41690704137279	April 13, 2026	May 7, 2026

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 South San Francisco High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

[South San Francisco High School's SPSA aligns with the district's 2026–27 priorities: Belonging & Wellbeing, Standards & High-Quality Instructional Materials (HQIM), and Assessment & Professional Learning Communities (PLCs). The plan focuses on improving student achievement, strengthening instructional practices, and increasing student engagement through coordinated academic and social-emotional supports.]Educational Partner Involvement

South San Francisco High School has Additional Targeted Support and Interventions to support EL and SPED students. Programs in place to support these two groups of students is staffing of paraprofessionals to support each program, funding for collaboration for SPED and EL teachers to provide additional strategies for student academic support, EL TOSA (Teacher on Special Assignment) to aide with EL teaching strategies, PD for General Ed and SPED teachers in UDL and other co-teaching strategies, additional guidance and social-emotional counseling support and elective courses for LTEL students to aid in writing, communication, and critical thinking skills. These two courses are Controversial Issues and Ethnic Studies. Through the support of the EL TOSA, there is an ongoing plan of PD opportunities for general education teachers who teach EL courses in ELA, math, science and social science. All will have the opportunity to be trained on ELLevation to assist with getting to know their EL students and their areas of strength and growth. Additionally, there will be a focus for our EL classes to identify and focus on Essential Practices with our EL population. PD will be provided on this topic. Finally, our EL TOSA will be visiting EL classrooms regularly to provide feedback and support to the teachers on best practices in supporting our students working toward acquisition of the English language. Special Education services for 9th-grade students are currently delivered through Special Day Classes (SDC). Beginning in the 2026–2027 school year, the school will transition to an inclusion model to increase access to general education settings. To support this shift, ongoing professional development will be provided throughout the year for both general education and special education teachers, including case managers. These sessions will focus on effective collaboration, co-planning, and the implementation of inclusive instructional practices to ensure all students receive appropriate support and access to the core curriculum.

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 ..... 7
- School and Student Performance Data ..... 8
  - Student Enrollment..... 8
  - CAASPP Results..... 10
  - ELPAC Results ..... 14
  - Student Population ..... 17
  - Overall Performance ..... 19
  - Academic Performance ..... 21
  - Academic Engagement ..... 33
  - Conditions & Climate..... 36
- Goals, Strategies, & Proposed Expenditures..... 39
  - Goal 1 ..... 39
  - Goal 2..... 45
  - Goal 3..... 51
  - Goal 4..... 58
  - Goal 5..... 65
  - Goal 6..... 68
  - Goal 7..... 70
  - Goal 8..... 72
  - Goal 9..... 74
  - Goal 10..... 75
- Budget Summary ..... 76
  - Budget Summary ..... 76
  - Other Federal, State, and Local Funds ..... 76
- Budgeted Funds and Expenditures in this Plan ..... 77
  - Funds Budgeted to the School by Funding Source..... 77
  - Expenditures by Funding Source ..... 77
  - Expenditures by Budget Reference ..... 77
  - Expenditures by Budget Reference and Funding Source ..... 78

Expenditures by Goal.....78  
School Site Council Membership .....80  
Recommendations and Assurances .....81  
Instructions.....82  
Appendix A: Plan Requirements .....89  
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....92  
Appendix C: Select State and Federal Programs .....95

# 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 South San Francisco High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

[South San Francisco High School's SPSA aligns with the district's 2026–27 priorities: Belonging & Wellbeing, Standards & High-Quality Instructional Materials (HQIM), and Assessment & Professional Learning Communities (PLCs). The plan focuses on improving student achievement, strengthening instructional practices, and increasing student engagement through coordinated academic and social-emotional supports.]

### Educational Partner Involvement

South San Francisco High School has Additional Targeted Support and Interventions to support EL and SPED students. Programs in place to support these two groups of students is staffing of paraprofessionals to support each program, funding for collaboration for SPED and EL teachers to provide additional strategies for student academic support, EL TOSA (Teacher on Special Assignment) to aide with EL teaching strategies, PD for General Ed and SPED teachers in UDL and other co-teaching strategies, additional guidance and social-emotional counseling support and elective courses for LTEL students to aid in writing, communication, and critical thinking skills. These two courses are Controversial Issues and Ethnic Studies. Through the support of the EL TOSA, there is an ongoing plan of PD opportunities for general education teachers who teach EL courses in ELA, math, science and social science. All will have the opportunity to be trained on ELlevation to assist with getting to know their EL students and their areas of strength and growth. Additionally, there will be a focus for our EL classes to identify and focus on Essential Practices with our EL population. PD will be provided on this topic. Finally, our EL TOSA will be visiting EL classrooms regularly to provide feedback and support to the teachers on best practices in supporting our students working toward acquisition of the English language. Special Education services for 9th-grade students are currently delivered through Special Day Classes (SDC). Beginning in the 2026–2027 school year, the school will transition to an inclusion model to increase access to general education settings. To support this shift, ongoing professional development will be provided throughout the year for both general education and special education teachers, including case managers. These sessions will focus on effective collaboration, co-planning, and the implementation of inclusive instructional practices to ensure all students receive appropriate support and access to the core curriculum.

In alignment with South San Francisco Unified School District's LCAP and South San Francisco High School's WASC goals, the SSFHS School Plan for Student Achievement centers around four primary goals. The first goal focuses on implementing high-quality curricular programs that support academic achievement for all students. While all subject areas benefit from this focus, particular attention is given to English, mathematics, and science, as well as to all student subgroups, in order to identify and address areas of need.

The second goal emphasizes providing ongoing professional development opportunities for faculty, staff, and administration to strengthen instruction and support the successful attainment of the first goal. The third goal is centered on increasing student and parent engagement, with an emphasis on fostering a positive school climate where students feel a strong sense of belonging and are heard and seen.

The fourth goal focuses on providing targeted supports for English Learners and students with disabilities. The action items outlined in this plan, along with the supports tied to each goal, will guide the implementation and monitoring of both school-wide and district-wide improvement efforts.

## Educational Partner Involvement

How, when, and with whom did South San Francisco 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

Stakeholders including School Site Council (SSC), ELAC, staff, students, and families were engaged through surveys, data reviews, and meetings. Feedback informed priorities around academic intervention, mental health supports, and instructional consistency. These goals and the necessary funding needed to support them is shared with the

administrative council, SSC, PTSA and the entire faculty. The SSC reviews, provides input and approves the final plan when all the necessary revisions are made. This council meets monthly and is comprised of teachers, parents, students, non-teaching staff and administration. This body looks at the goals and funding sources to meet them. They also look at departmental spending and make suggestions toward additional options to meet the goals and the funding needed. The SSC will formally approve the SPSA for 2025-2026 at the April 2026 meeting. This plan will then be sent to the Assistant Superintendent for review and then be approved by South San Francisco Unified School District's Board of Trustees.

## 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.

At this time there are no resource inequities that have been identified.

## 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.

CAASPP results indicate that 54.6% of students met or exceeded standards in ELA and 47.2% in Math. Performance is significantly lower among Multilingual Learners (ML), Students with Disabilities (Special Education), and 11th-grade students, highlighting persistent achievement gaps.

Chronic absenteeism is approximately 17.8%, meaning nearly 1 in 5 students miss 10% or more of instructional days. Rates are higher among socioeconomically disadvantaged (SED) and ML students, negatively impacting academic progress.

Discipline data show disproportionate rates of referrals and suspensions among SED and Students with Disabilities, resulting in lost instructional time and indicating a need to strengthen Tier 1 and Tier 2 behavioral supports.

Multilingual Learner reclassification rates remain below district targets. ML students continue to underperform on both CAASPP and ELPAC, demonstrating a need for more consistent, designated, and integrated ELD instruction and support.

The school will continue strengthening Professional Learning Communities (PLCs) with a focus on curriculum alignment to state standards and the implementation of effective Tier 1 interventions.

The use of common assessments across departments is currently inconsistent, limiting the school's ability to effectively analyze data, inform instruction, and provide targeted reteaching and intervention.

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.

Inconsistent implementation of high-quality instructional materials (HQIM)

Lack of aligned grading practices and common assessments

Variability in PLC data cycles and instructional collaboration

Gaps in Tier 1 and Tier 2 academic and social-emotional supports

Limited coherence in systems supporting both belonging and academic success

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for South San Francisco 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	0.39%	0.23%	0.32%	5	3	4
African American	0.94%	1.24%	1.29%	12	16	16
Asian	10.39%	10.41%	10.49%	133	134	130
Filipino	16.09%	15.38%	15.33%	206	198	190
Hispanic/Latino	61.09%	62.16%	62.71%	782	800	777
Pacific Islander	1.41%	1.24%	1.21%	18	16	15
White	5.39%	5.05%	4.84%	69	65	60
Two or More Races	4.3%	4.27%	3.79%	55	55	47
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				1280	1287	1239

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	300	345	
Grade 10	344	293	
Grade 11	349	315	
Grade 12	287	334	
<b>Total Enrollment</b>	1,280	1,287	

#### Conclusions based on this data:

1. South San Francisco High School's enrollment has remained relatively stable in the last three years school years.
2. In looking at +/- changes to different ethnic groups: 1. Filipino and Hispanic/Latino groups have increased by 1.3% and 1.6%. 2. Conversely, our Asian population has decreased by 2.4%. 3. Any other increases/decreases in our other subgroups have been less than 1%.

# 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	267	252	254	20.9%	19.6%	20.5%
Fluent English Proficient (FEP)	523	552	517	40.9%	42.9%	41.7%
Reclassified Fluent English Proficient (RFEP)	24			9.0%		

### Conclusions based on this data:

1. In looking at the data from this chart, although enrollment has been consistent over the past three years, the percentage of MLLs has been steady.. The percentage of FEP students over this three year period has decreased, by 7.80% . The percentage students reclassified (RFEP) over this same time period has increased by 4.0%.
2. While the English Learner (EL) population continues to grow annually, reclassification rates have not increased at the same pace, indicating a need for more targeted supports. To address this trend, the school implemented a Controversial Issues course beginning in the 2020–2021 school year for Long-Term English Learners (LTELs). This course is designed to strengthen critical thinking, reading, writing, and oral presentation skills.

To further support early intervention, an Introduction to Ethnic Studies course has been implemented for 9th-grade LTEL students. Additionally, LTEL students are enrolled in general education English 1 and science courses to increase access to grade-level curriculum while receiving appropriate supports. These efforts aim to improve language development, academic achievement, and ultimately increase EL reclassification rates.

# 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	323	305	254	304	270	237	304	269	236	94.1	88.5	93.3
All Grades	323	305	254	304	270	237	304	269	236	94.1	88.5	93.3

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	2595.	2593.	2592.	23.36	23.79	27.12	34.87	36.80	31.78	23.36	17.84	19.92	18.42	21.56	21.19
All Grades	N/A	N/A	N/A	23.36	23.79	27.12	34.87	36.80	31.78	23.36	17.84	19.92	18.42	21.56	21.19

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	25.33	22.01	25.42	58.88	56.72	56.36	15.79	21.27	18.22
All Grades	25.33	22.01	25.42	58.88	56.72	56.36	15.79	21.27	18.22

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	26.97	28.62	27.23	53.95	51.30	47.66	19.08	20.07	25.11
All Grades	26.97	28.62	27.23	53.95	51.30	47.66	19.08	20.07	25.11

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	12.17	12.27	15.25	74.67	73.23	73.73	13.16	14.50	11.02
All Grades	12.17	12.27	15.25	74.67	73.23	73.73	13.16	14.50	11.02

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	24.01	26.39	25.85	64.47	57.99	62.29	11.51	15.61	11.86
All Grades	24.01	26.39	25.85	64.47	57.99	62.29	11.51	15.61	11.86

**Conclusions based on this data:**

- Looking at the most recent testing cycle, overall averages in achievement for the last three testing cycles (20-21 through 24-25), there has been an increase of testers not meeting standard. The amount of increase is 3% for the 23-24/24-25 school year. As for meeting/exceeding standards in these three testing there has been a slight increase by 4%. Our best year for ELA was 2023-2024.
- In the reading category, the percentage of students performing above standard increased by 3.41% from the 2023–2024 to the 2024–2025 school year. Students performing at or near standard also showed a slight increase of 0.36% during this time. Additionally, the percentage of students performing below standard decreased by 3.05%, indicating overall growth in reading proficiency and progress toward grade-level standards.
- In the writing category, the percentage of students performing above standard decreased by 5.03%, while the percentage of students performing below standard increased by 5.04%, indicating a need for targeted instructional support in writing.  
In the listening category, performance remained stable for students performing above standard and at or near standard. Additionally, the percentage of students performing below standard decreased by 3.48%, reflecting some improvement in this area.

# 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
<b>Grade 11</b>	323	305	253	307	262	234	307	262	234	95.0	85.9	92.5
<b>All Grades</b>	323	305	253	307	262	234	307	262	234	95.0	85.9	92.5

\* 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
<b>Grade 11</b>	2541.	2542.	2545.	7.82	9.54	12.82	17.26	14.12	13.68	25.73	22.90	23.08	49.19	53.44	50.43
<b>All Grades</b>	N/A	N/A	N/A	7.82	9.54	12.82	17.26	14.12	13.68	25.73	22.90	23.08	49.19	53.44	50.43

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
<b>Grade 11</b>	10.42	9.92	12.82	37.79	43.51	34.62	51.79	46.56	52.56
<b>All Grades</b>	10.42	9.92	12.82	37.79	43.51	34.62	51.79	46.56	52.56

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
<b>Grade 11</b>	12.05	11.45	14.53	57.65	61.07	58.12	30.29	27.48	27.35
<b>All Grades</b>	12.05	11.45	14.53	57.65	61.07	58.12	30.29	27.48	27.35

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	10.75	9.92	12.39	64.50	59.92	59.40	24.76	30.15	28.21
All Grades	10.75	9.92	12.39	64.50	59.92	59.40	24.76	30.15	28.21

**Conclusions based on this data:**

1. An analysis of overall student achievement indicates that a relatively small percentage of students are meeting or exceeding standards. In contrast, a significantly higher percentage of students fall within the “nearly met” and “not met” performance levels. Across the past three years, the proportion of students in the “not met” category has remained consistently high, indicating a continued need for targeted instructional strategies and interventions to support student progress toward meeting grade-level standards.
2. Data reveals that the highest average % of students who test below standard for this three year testing is in the Claims Performance Category Concepts and Procedures. Over the past two years, our juniors have a higher percentage scoring above standard in Problem Solving and Modeling & Data Analysis. As for testing below standard, our juniors struggle the most in the area of Concepts and procedures. This has been the case for many years. The category with the highest % of 11th grade testers being at or near standard is in Communicating Reasoning.  
  
In the area of Concepts and Procedures, there was a slight increase in the percentage of students performing above standard, along with a decrease in students performing at or near standard. However, the percentage of students performing below standard increased by approximately 6%, indicating a need for additional support in foundational skills.  
  
In Problem Solving and Modeling/Data Analysis, performance remained relatively consistent, with a slight decrease of 1–2% in both the above standard and at or near standard categories. A similar trend is observed in Communicating Reasoning, where there were small declines in student performance at the higher achievement levels. These trends highlight the need for continued focus on strengthening higher-order thinking and mathematical reasoning skills across all student groups.
3. Clearly there are concerns about performance on math and the school's implementation of a third year math requirement should aid in our math scores trending upward with the 2025-2026 testing cycle. This will be the first year when all our juniors will be enrolled in a math course and with the new IM implementation.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the [ELPAC.org](http://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
9	1521.6	1519.5	1513.6	1505.7	1509.4	1509.5	1536.9	1529.1	1517.2	65	81	76
10	1532.8	1529.6	1544.1	1524.5	1520.2	1543.3	1540.7	1538.5	1544.4	79	57	75
11	1509.9	1543.1	1537.3	1491.1	1543.4	1525.4	1528.2	1542.3	1548.9	50	47	47
12	1494.3	1536.2	1538.5	1475.0	1546.1	1537.8	1513.2	1525.8	1538.7	35	50	35
All Grades										229	235	233

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
9	12.31	7.41	7.89	38.46	34.57	25.00	16.92	30.86	31.58	32.31	27.16	35.53	65	81	76
10	20.25	19.30	21.33	21.52	33.33	34.67	32.91	10.53	18.67	25.32	36.84	25.33	79	57	75
11	6.12	17.02	25.53	24.49	34.04	23.40	28.57	23.40	12.77	40.82	25.53	38.30	49	47	47
12	8.57	12.00	11.43	14.29	24.00	28.57	22.86	34.00	34.29	54.29	30.00	25.71	35	50	35
All Grades	13.16	13.19	16.31	25.88	31.91	28.33	25.88	25.11	24.03	35.09	29.79	31.33	228	235	233

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
9	23.08	23.46	21.05	30.77	38.27	32.89	15.38	13.58	19.74	30.77	24.69	26.32	65	81	76
10	29.11	36.84	32.00	22.78	21.05	37.33	22.78	7.02	6.67	25.32	35.09	24.00	79	57	75
11	16.33	38.30	42.55	22.45	21.28	10.64	22.45	23.40	14.89	38.78	17.02	31.91	49	47	47
12	8.57	30.00	28.57	20.00	34.00	31.43	25.71	24.00	17.14	45.71	12.00	22.86	35	50	35
All Grades	21.49	31.06	30.04	24.56	29.79	29.61	21.05	16.17	14.16	32.89	22.98	26.18	228	235	233

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
9	3.08	1.23	1.32	21.54	16.05	13.16	41.54	43.21	36.84	33.85	39.51	48.68	65	81	76
10	7.59	5.26	9.33	21.52	28.07	21.33	36.71	28.07	32.00	34.18	38.60	37.33	79	57	75
11	2.04	6.38	6.38	16.33	8.51	19.15	34.69	40.43	31.91	46.94	44.68	42.55	49	47	47
12	2.86	2.00	5.71	11.43	8.00	8.57	22.86	34.00	28.57	62.86	56.00	57.14	35	50	35
All Grades	4.39	3.40	5.58	18.86	15.74	16.31	35.53	37.02	33.05	41.23	43.83	45.06	228	235	233

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
9	7.69	2.47	6.94	60.00	62.96	47.22	32.31	34.57	45.83	65	81	72
10	11.39	3.51	13.51	58.23	57.89	58.11	30.38	38.60	28.38	79	57	74
11	2.04	4.26	2.17	44.90	53.19	56.52	53.06	42.55	41.30	49	47	46
12	2.86	6.00	2.86	45.71	40.00	48.57	51.43	54.00	48.57	35	50	35
All Grades	7.02	3.83	7.49	53.95	54.89	52.86	39.04	41.28	39.65	228	235	227

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
9	47.69	50.00	61.33	26.15	25.64	16.00	26.15	24.36	22.67	65	78	75
10	58.23	56.14	69.44	20.25	8.77	9.72	21.52	35.09	20.83	79	57	72
11	30.61	72.34	53.19	34.69	10.64	17.02	34.69	17.02	29.79	49	47	47
12	26.47	72.00	68.57	32.35	18.00	11.43	41.18	10.00	20.00	34	50	35
All Grades	44.49	60.78	63.32	26.87	16.81	13.54	28.63	22.41	23.14	227	232	229

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
9	12.31	6.17	2.82	44.62	38.27	36.62	43.08	55.56	60.56	65	81	71
10	15.19	15.79	17.33	41.77	38.60	44.00	43.04	45.61	38.67	79	57	75
11	4.08	8.51	10.64	40.82	46.81	44.68	55.10	44.68	44.68	49	47	47
12	2.86	4.00	8.57	31.43	34.00	31.43	65.71	62.00	60.00	35	50	35
All Grades	10.09	8.51	10.09	40.79	39.15	39.91	49.12	52.34	50.00	228	235	228

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
<b>9</b>	1.54	0.00	1.35	72.31	73.42	68.92	26.15	26.58	29.73	65	79	74
<b>10</b>	0.00	0.00	5.56	69.62	68.42	69.44	30.38	31.58	25.00	79	57	72
<b>11</b>	6.12	2.13	17.02	48.98	68.09	53.19	44.90	29.79	29.79	49	47	47
<b>12</b>	11.43	0.00	2.86	34.29	56.00	62.86	54.29	44.00	34.29	35	50	35
<b>All Grades</b>	3.51	0.43	6.14	60.53	67.38	64.91	35.96	32.19	28.95	228	233	228

**Conclusions based on this data:**

1. The ELPAC overall summative assessment data indicate that performance across most grade levels has remained steady or shown slight improvement. Ninth grade performance remained stable, while tenth grade demonstrated a notable increase of 15 points. Eleventh grade showed a decrease of 5.8 points, and twelfth grade performance remained steady. Additionally, scores in both oral language and written language domains have remained consistent across grade levels.
2. In the Oral Language domain, performance trends varied by grade level. In ninth grade, the percentage of students at Level 4 decreased by 2.41 percentage points, with a slight decline also observed in Level 3. Conversely, Levels 1 and 2 showed a combined increase of approximately 3 percentage points. In tenth grade, Level 4 decreased slightly by about 2 percentage points, while Level 3 increased by 4 percentage points. Levels 1 and 2 experienced a combined decrease of approximately 4.2 percentage points. In eleventh grade, all performance levels demonstrated gains, indicating overall improvement across proficiency levels. In twelfth grade, Levels 3 and 4 remained stable, while Levels 1 and 2 showed a notable increase, particularly in Level 1.
3. Across grade levels, the Listening, Speaking, and Reading domains have generally remained steady, with some increases observed in 11th and 12th grades. However, the Writing domain continues to be an area of concern, as the 2024–2025 data indicate a higher number of decreases in scores compared to other domains.  
  
To address this need, the school will focus on strengthening writing instruction through targeted interventions. This includes increasing the use of structured writing supports such as sentence frames, paragraph models, and guided writing practice across all content areas. Teachers will also implement regular formative writing assessments to monitor student progress and provide timely feedback. In addition, professional development will support teachers in strategies for scaffolding academic writing and aligning instruction to ELPAC writing expectations. These efforts aim to improve student proficiency in the Writing domain while sustaining gains in Listening, Speaking, and Reading.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

### 2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1239	49.6%	20.5%	0.1%

Total Number of Students enrolled in South San Francisco High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	254	20.5%
Foster Youth	1	0.1%
Homeless	53	4.3%
Socioeconomically Disadvantaged	614	49.6%
Students with Disabilities	182	14.7%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	16	1.3%
American Indian	4	0.3%
Asian	130	10.5%
Filipino	190	15.3%
Hispanic	777	62.7%
Two or More Races	47	3.8%
Pacific Islander	15	1.2%
White	60	4.8%

### Conclusions based on this data:

1. Over the past three years, there has been a steady increase in the number of Multilingual Learners (ML) and Special Education students. For the incoming Class of 2029, there are over 50 students with Individualized Education Programs (IEPs), and the Class of 2030 is projected to include 64 students with IEPs. In addition, the proportion of socioeconomically disadvantaged students continues to rise. For the upcoming school year, approximately 635 students, representing about 53% of the total student population, are identified as socioeconomically disadvantaged. This trend highlights the growing need for targeted academic, language, and socio-emotional supports to ensure equitable access to learning and improved student outcomes.
2. In looking at enrollment by race/ethnicity, the percentage of Hispanic/Latino student population increased by 2% from 2022-2023. As for the Asian and Filipino populations, there is a decrease in number of students in these two ethnic groups. Our Asian student population decreased by 0.6% and the percentage of Filipino students dropped by 1.7%.
3. The school's largest student population is Hispanic/Latino at 62.7%, followed by Filipino students at 15.3% and Asian students at 10.5%. This demographic data indicates a highly diverse student body with a significant proportion of students who may benefit from language development and culturally responsive instruction. Based on these trends, the SPSA will prioritize strengthening supports for Multilingual Learners through increased access to integrated and designated English Language Development (ELD) instruction across all content areas. Instruction will emphasize academic vocabulary development, structured language supports, and scaffolding strategies to improve comprehension and expression in reading, writing, speaking, and listening. In addition, culturally responsive teaching practices will be implemented to ensure instruction reflects students' cultural and linguistic backgrounds, increasing engagement and relevance. Professional development will support teachers in effectively addressing the needs of diverse learners, including strategies for differentiation and sheltered instruction. The school will also strengthen family engagement efforts by increasing communication and outreach in home languages to build stronger school-to-home connections and support student success.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

#### Academic Engagement

##### Graduation Rate



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Yellow

##### English Learner Progress



Yellow

##### College/Career



Green

### Conclusions based on this data:

1. In looking at the dashboard data above, two areas of improvement in South San Francisco High School is the improvement in graduation rate and the success on the ELA portion of testing. The graduation rate continues to increase and our goal is to continue moving to surpass a 95% rate. The graduation rate last year was 90.7%. Our goal for this year is to achieve 93% graduation rate. The other area of improvement is English Language Arts. The percentage of student meeting or exceeding standard in ELA scores decreased by 7% in 2022, but we continue to remain in the high category. Our goal is to continue to look for opportunities to increase the percentage of juniors meeting or exceeding standard in ELA. See Goal #1.
2. Mathematics continues to be an area needing growth. While our percentage of meets/exceeds standards only decreased by 1% since 2023, we are still considerably lower than the county numbers and the other high school in our district. Ongoing collaboration time, the adoption of a new math curriculum and other efforts to see improvement in math. The district has increased the math graduation requirements to three years, which should impact the scores as all students beginning with the 2024 testing cycle will be enrolled in a math course. The schools suspension rate has continues to decrease and the school/district has implemented many strategies and supports for Alternatives to Suspension. The subgroups we continue to monitor are English Learners, Hispanic, Two or more Races and Students with Disabilities. The school continues o look for alternatives to suspension throughout the 2025-2026 school year. We implemented MTSS Tier 1 interventions with teachers and working with counselors to fine tune Tier 2 and Tier 3 supports. We are continuing with community service as an alternative to suspension.
3. English Learner numbers continue to increase at South San Francisco High School. Our EL progress is low and we continue to work toward improvement in this area. Our site TOSA and EL department for the district is working closely with our EL teachers to provide supports to aid in language acquisition for our EL population. See Goal #4. The school is looking into opportunities for professional development (CABE conference) and also to send teachers/paraprofessionals to visit schools with similar demographics and EL programs to identify additional strategies for supporting the language acquisition of our EL students.

# School and Student Performance Data

## Academic Performance English Language Arts

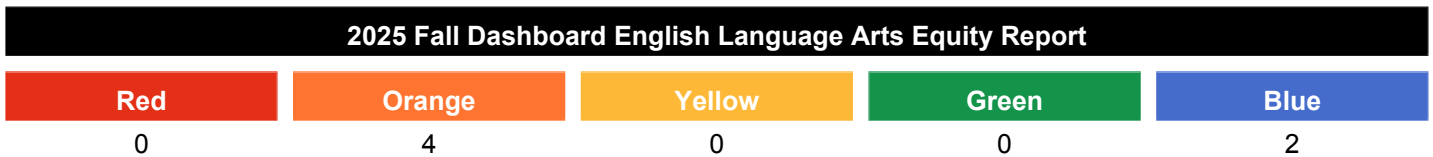
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>6.1 points above standard</p> <p>Increased 16.9 points</p> <p>240 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>76.1 points below standard</p> <p>Increased 28.5 points</p> <p>72 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>98.3 points below standard</p> <p>Increased 55.4 points</p> <p>20 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>159.8 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>29.7 points below standard</p> <p>Declined 6.3 points</p> <p>122 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>136.1 points below standard</p> <p>Increased 53.7 points</p> <p>42 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>115.4 points above standard</p> <p>Increased 39.2 points</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>65.2 points above standard</p> <p>Increased 45.4 points</p> <p>34 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>36 points below standard</p> <p>Maintained -0.9 points</p> <p>145 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>15.7 points above standard</p> <p>Increased 10.5 points</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>45.3 points below standard</p> <p>Increased 28.7 points</p> <p>18 Students</p>

### Conclusions based on this data:

1. In looking at the dashboard data above, English Language Learners and Students with Disabilities continue to test in the very low category. We have created specific goals for both groups to work to improve in this area and decrease the number of points below standard. For our EL students, there was a decrease in the percentage of students meeting standard. This percentage is 20.41%. As for our students with disabilities, there was a decrease in the percentage of students meeting standard. This percentage is 2.27%. South San Francisco High School overall improved in the areas of meets and exceeds standards by over 11% from the last full year of testing (2019). Over 65% of our students tested in 2022 met or exceeded standard in ELA.
2. Despite the positive results in ELA for 2021-22, we still have EL and Students with Disabilities testing in the very low category and Socioeconomically Disadvantaged testing in the low range. The school is implementing SPIRE for our students with disabilities as a reading intervention and our EL TOSA and Director of EL for the district are working to implement strategies to support or EL students. We will be sending EL teachers and paraprofessionals to the spring CABE conference. We also provide funding for after school tutoring and are working with additional strategies to improve the English language development for our students. Our EL department is also looking for additional teaching strategies to better support the acquisition of language development for our EL students.
3. In comparing the last two years for Asian and Filipino students, there are consistent results in terms of meeting standards. Our Asian students decreased by 0.87% and our Filipino students increased by 0.27% in meeting standard. These two ethnic groups are in the very high category. As for our Hispanic students there was a 1.59% decrease in the percentage meeting standard. Our hispanic students are in the medium category and we continue to increase their points above standard and move them into the high category.

# School and Student Performance Data

## Academic Performance Mathematics

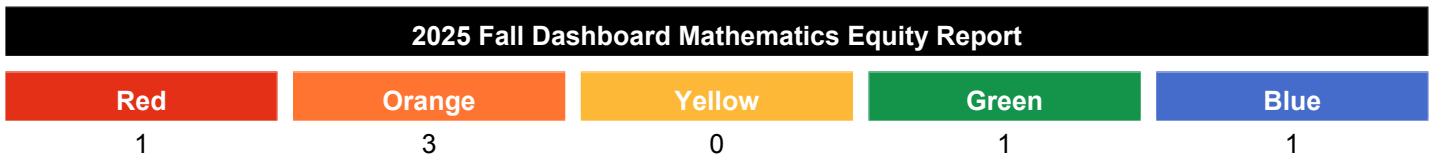
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>88 points below standard</p> <p>Increased 20.2 points</p> <p>240 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>185.1 points below standard</p> <p>Increased 8.2 points</p> <p>73 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>193.4 points below standard</p> <p>Increased 58.3 points</p> <p>19 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>215 points below standard</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>130.4 points below standard</p> <p>Declined 6.1 points</p> <p>122 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>230.8 points below standard</p> <p>Increased 12 points</p> <p>42 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>58.6 points above standard</p> <p>Increased 64 points</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>32.9 points below standard</p> <p>Increased 21.6 points</p> <p>35 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>145 points below standard</p> <p>Increased 5.9 points</p> <p>146 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>98.4 points below standard</p> <p>Declined 11.5 points</p> <p>18 Students</p>

### Conclusions based on this data:

- For all students, performance increased by 20.2 points, but students remain 88 points below standard. This indicates overall improvement in achievement; however, students are still performing significantly below proficiency levels, suggesting that gains are not yet strong enough to reach grade-level standards. For English Learners (73 students), performance is 185 points below standard, with a 6.2-point increase. While this reflects slight growth, EL students remain the lowest-performing subgroup by a wide margin, and the distance from standard indicates a significant and persistent achievement gap. For Socioeconomically Disadvantaged students (122 students), performance is 130.4 points below standard, with a 6.1-point decline. This is a concerning trend, as it shows that this subgroup is moving further away from proficiency despite overall schoolwide gains.
- For the school, the overall performance for our students landed in the Low category. English Learners, socioeconomically disadvantaged, students with disabilities and Hispanic students performed in the Very Low category. The data suggests that while there is some overall improvement in student achievement, significant gaps persist across all student groups, especially for English Learners and socioeconomically disadvantaged students. EL students remain the furthest below standard, indicating a critical need for targeted instructional support. The decline in performance among socioeconomically disadvantaged students also highlights the need for strengthened equity-focused interventions. Overall, the school is making incremental progress, but current strategies are not yet sufficient to close achievement gaps or bring most students to proficiency.
- While some student groups are showing modest gains, students with disabilities remain the most at-risk subgroup academically. The depth of the performance gap highlights an urgent need for stronger implementation of

differentiated instruction, more consistent co-teaching practices, and more intensive, targeted interventions aligned to individual student needs.

Filipino students are performing 32.9 points below standard, indicating they are below grade-level proficiency but closer to meeting standards compared to several other subgroups.

While this group is still not meeting proficiency expectations, the gap is relatively smaller than that of English Learners, Students with Disabilities, and socioeconomically disadvantaged students. This suggests that Filipino students are experiencing some access to effective instruction and supports, but not enough to consistently reach or exceed grade-level standards.

Filipino students remain an underperforming subgroup, though not at the most severe level compared to other groups. Continued instructional support, targeted interventions, and monitoring are needed to help accelerate growth and close the remaining achievement gap so that more students can reach proficiency..

# School and Student Performance Data

## Academic Performance Science

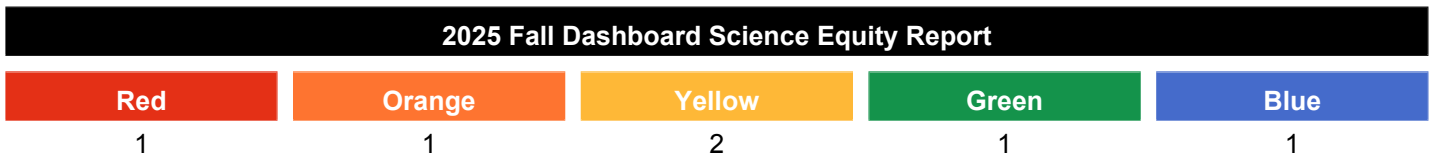
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>47.7 science points</p> <p>Maintained 1.9 points</p> <p>271 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>35.7 science points</p> <p>Increased 4.6 points</p> <p>61 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>32.3 science points</p> <p>Increased 7.7 points</p> <p>21 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>43.8 science points</p> <p>Increased 2.6 points</p> <p>133 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>25.2 science points</p> <p>Declined 6 points</p> <p>35 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>63.7 science points</p> <p>Increased 7.2 points</p> <p>34 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>58.3 science points</p> <p>Maintained -0.9 points</p> <p>50 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>41.4 science points</p> <p>Maintained 0.5 points</p> <p>155 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>50.3 science points</p> <p>Increased 2.2 points</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>38.8 science points</p> <p>Increased 5.3 points</p> <p>16 Students</p>

### Conclusions based on this data:

- Overall, science performance data indicates mixed outcomes across student groups, with modest gains in several areas but persistent and significant achievement gaps, particularly among historically underserved populations. For all students (271 students), performance is at 47.7 points, reflecting a slight increase of 1.9 points. This suggests relatively stable performance with minimal growth, indicating that current instructional strategies are maintaining outcomes but not yet accelerating achievement at a meaningful rate.
- English Learners demonstrated improvement, with performance at 35.7 points, increasing by 4.6 points, while Long-Term English Learners (LTELs) showed stronger growth at 32.3 points, with an increase of 7.7 points. Although these gains are promising, both groups remain below standard, indicating a continued need for targeted language development and access to grade-level science content. Hispanic students (146 students) are performing 145 points below standard, indicating a significant achievement gap and a need for continued targeted intervention and support.
- Asian students (31 students) are performing 58.6 points above standard, with a significant increase of 64 points, demonstrating strong achievement and continued growth. Filipino students (35 students) are 32.9 points below standard, but showed notable improvement with a 21.8-point increase, indicating positive momentum toward closing the gap. While there are areas of growth, particularly among English Learners, LTELs, and Filipino students, overall science performance remains below standard for most student groups. Significant disparities persist, especially for students with disabilities and Hispanic students. The data suggests that while current strategies are yielding incremental improvements, stronger implementation of differentiated instruction, language supports, and targeted interventions is necessary to accelerate achievement and close persistent gaps across subgroups.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 41.9 making progress. Number Students: 203 Students	<b>Long-Term English Learner Progress</b>  Green 46.7 making progress. Number Students: 107 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 17.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 40.4%	<b>Maintained ELPI Level 4</b> 5.9%	<b>Progressed At Least One ELPI Level</b> 36%

### Conclusions based on this data:

- Overall, the data shows that English Learner progress is uneven, with a mix of positive movement and continued areas of concern, particularly for students at lower proficiency levels. A total of 41.9% of English Learners are making progress, representing 203 students, which indicates that less than half of the EL population is currently advancing toward English proficiency. This suggests that while instructional supports are having some impact, they are not yet reaching a majority of students consistently.
- For Long-Term English Learners (LTELs), 46.7% are showing progress (107 students), which is slightly higher than the overall EL group. However, this also means that more than half of LTEL students are not demonstrating measurable progress, highlighting a continued need for targeted interventions for this subgroup. The ELPAC performance distribution further shows challenges in upward mobility across proficiency levels:
  - 17.7% decreased one ELP level, indicating regression for a significant group of students
  - 40.4% maintained ELD Level 1, showing that a large proportion of students at the lowest level are not progressing
  - 5.9% maintained ELD Level 4, suggesting stronger stability at higher proficiency but limited advancement beyond that point
  - Only 36% progressed at least one ELP level, meaning that fewer than half of EL students are moving forward in language proficiency overall

3. The data indicates that while there is some evidence of progress—particularly among LTEL students—overall English Learner growth is limited and inconsistent, with a large proportion of students either remaining at the same level or showing regression. The high percentage of students maintaining ELD Level 1 is especially concerning, as it suggests persistent barriers in foundational language development. These results suggest a need for stronger implementation of designated and integrated ELD instruction, more targeted supports for lower-proficiency students, and improved consistency in intervention and instructional practices to increase the percentage of students making measurable annual progress.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

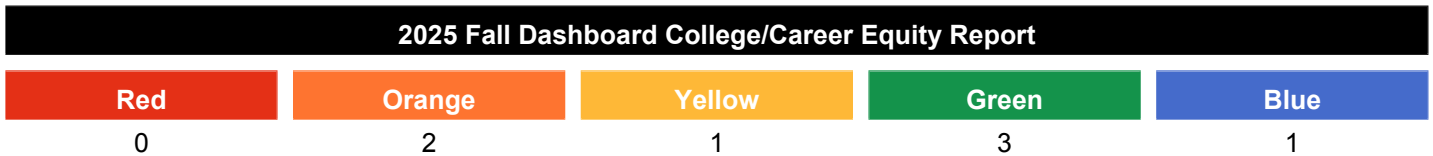
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>Prepared 60.3%</p> <p>Increased 3%</p> <p>310 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>Prepared 33.8%</p> <p>Increased 4.4%</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>Prepared 33.3%</p> <p>Declined 5.6%</p> <p>42 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>Prepared 57.6%</p> <p>Increased 8.2%</p> <p>205 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>Prepared 27.5%</p> <p>Maintained 1.5%</p> <p>40 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>Prepared 82.9%</p> <p>Declined 11.7%</p> <p>35 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>Prepared 82.1%</p> <p>Maintained 1.4%</p> <p>56 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>Prepared 49.7%</p> <p>Increased 6.2%</p> <p>183 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Prepared 83.3%</p> <p>Increased 16.7%</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Prepared 68.8%</p> <p>Increased 13.2%</p> <p>16 Students</p>

### Conclusions based on this data:

- Overall, the data reflects mixed outcomes across student groups, with areas of growth alongside notable declines, indicating a continued need for targeted support and consistent implementation of instructional strategies. For all students, 33.5% are prepared, reflecting an increase of 4.4% (77 students). This indicates modest overall improvement; however, the majority of students are still not meeting preparedness benchmarks, suggesting that continued focus on core instruction and intervention is needed.
- For Long-Term English Learners (LTELs), 33.3% are prepared, representing a decline of 5.6%. This is a significant concern, as it indicates that this subgroup is not making adequate progress and may require more targeted and intensive supports to address persistent academic and language development needs. Socioeconomically disadvantaged students show a positive trend, with 57.8% prepared, an increase of 8.2% (205 students). This suggests that current supports and interventions are having a positive impact for this group, although continued monitoring is needed to sustain growth. Hispanic students show improvement, with 49.7% prepared, an increase of 6.2% (183 students). While this growth is positive, nearly half of students remain below preparedness levels, indicating a continued need for targeted supports.
- For Asian students, 82.9% are prepared, but this reflects a decline of 11.7% (35 students). Despite remaining the highest-performing subgroup, the decline signals a need to monitor trends and ensure continued academic rigor and support. Filipino students demonstrate stability, with 82.1% prepared and a 1.4% increase, indicating consistent performance and maintenance of strong outcomes.

The data demonstrates incremental progress in overall student preparedness and for several subgroups, particularly socioeconomically disadvantaged and Hispanic students. However, declines among Long-Term English Learners

and Asian students, along with overall low preparedness rates for all students, highlight ongoing achievement gaps. These results reinforce the need for strengthened instructional practices, targeted subgroup interventions, and consistent progress monitoring to improve outcomes for all students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

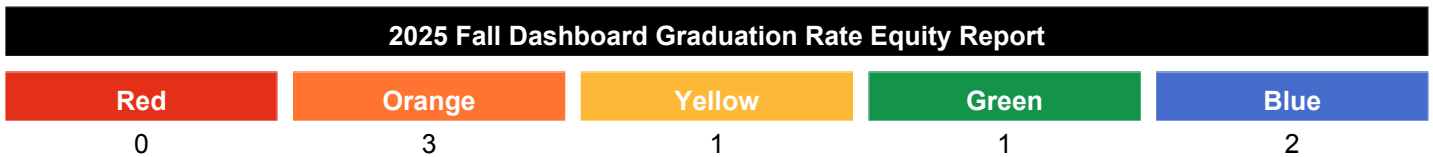
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>92.3% graduated</p> <p>Declined 2.1%</p> <p>311 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>77.9% graduated</p> <p>Declined 6%</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>Green</p> <p>90.5% graduated</p> <p>Increased 1.3%</p> <p>42 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>90.8% graduated</p> <p>Declined 2.7%</p> <p>206 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>85.4% graduated</p> <p>Declined 8.8%</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 2.7%</p> <p>35 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>98.2% graduated</p> <p>Increased 1.7%</p> <p>56 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>88% graduated</p> <p>Declined 4.5%</p> <p>183 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>94.1% graduated</p> <p>Maintained -0.3%</p> <p>17 Students</p>

### Conclusions based on this data:

- Overall, the data reflects strong outcomes for most student groups, with high percentages of students meeting the identified measure. However, disparities remain for English Learners, indicating a need for targeted support. For all students (311 students), 92.3% met the identified criteria, demonstrating a high level of overall success and suggesting that schoolwide systems and supports are largely effective. The data indicates that most students, including socioeconomically disadvantaged students and LTELs, are meeting expectations at high rates. However, the lower performance of English Learners highlights a persistent gap and the need for strengthened instructional supports, language development strategies, and targeted interventions to ensure more equitable outcomes across all student groups.
- Long-Term English Learners (42 students) showed strong outcomes as well, with 90.5% meeting the criteria, suggesting that targeted supports for LTEL students may be having a positive impact. In contrast, English Learners (77 students) had a lower rate of 77.9% meeting the criteria, indicating a notable gap compared to other student groups. This suggests that while many EL students are experiencing success, a significant portion are not yet fully benefiting from current supports.
- Socioeconomically disadvantaged students (206 students) performed similarly, with 90.8% meeting the criteria, indicating that current strategies are supporting this group at levels comparable to the overall population.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

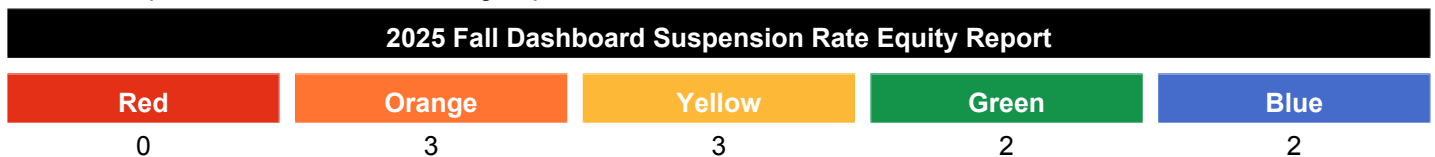
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>4.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>1307 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>6.3% suspended at least one day</p> <p>Increased 0.8%</p> <p>284 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>141 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p> Green</p> <p>4.7% suspended at least one day</p> <p>Declined 2%</p> <p>64 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>5.4% suspended at least one day</p> <p>Maintained -0.1%</p> <p>691 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>10.1% suspended at least one day</p> <p>Declined 2.3%</p> <p>198 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>31.3% suspended at least one day</p> <p>Increased 14.6%</p> <p>16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.5%</p> <p>133 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1.5%</p> <p>198 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>5.5% suspended at least one day</p> <p>Maintained -0.1%</p> <p>823 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 0.5%</p> <p>49 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>Declined 10.4%</p> <p>16 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 4.2%</p> <p>66 Students</p>

### Conclusions based on this data:

- Overall, suspension data indicates that while the majority of students are not being suspended, disproportionate rates among specific student groups—particularly English Learners and Long-Term English Learners—highlight ongoing equity concerns in student discipline outcomes. For all students (1,307 students), 4.4% were suspended at least one day, indicating that most students are not experiencing exclusionary discipline. This reflects generally positive schoolwide behavior systems; however, subgroup disparities remain. The data shows that overall suspension rates are relatively low, and some subgroups are demonstrating strong outcomes. However, English Learners, Long-Term English Learners, and socioeconomically disadvantaged students continue to experience higher suspension rates, indicating a need for more consistent implementation of restorative practices, MTSS-aligned behavioral supports, and culturally responsive interventions.

Moving forward, the school should continue to strengthen proactive behavior supports and ensure equitable discipline practices to reduce disparities and improve outcomes for all student groups. We have to implement MTSS with full fidelity.

Asian students (35 students) had 0% suspension, indicating no students were suspended  
 Filipino students (56 students) had 98.2% with no suspensions  
 Hispanic students (183 students) had 88% with no suspensions, with a 4.5% decline in suspension rates, indicating improvement
- English Learners (284 students) had a 6.3% suspension rate, which is higher than the overall average, and Long-Term English Learners (141 students) had an even higher rate at 7.8%. These elevated rates suggest that EL and LTEL students are disproportionately impacted by disciplinary actions and may benefit from more targeted behavioral supports, culturally responsive practices, and restorative interventions.

3. Socioeconomically disadvantaged students (691 students) had a 5.4% suspension rate, also above the overall average, indicating a need for continued focus on equitable behavior supports for this group. For students with disabilities (41 students), 85.4% were not suspended, reflecting a decline in suspensions for this group. This suggests progress in implementing supportive and inclusive behavioral strategies, though continued monitoring is necessary.n.

# 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.

## **LCAP 1: High Quality Programs ACADEMIC ACHIEVEMENT/INSTRUCTIONAL PROGRAM FOR ALL STUDENTS (ELA/MATH)-INCLUDING INTERVENTIONS**

### **ENGLISH LANGUAGE ARTS**

CAASPP ELA data shows a modest overall improvement in student performance. The percentage of juniors not meeting standard decreased from 41.78% (Spring 2023) to 39.40% (Spring 2024), a 2.38% improvement. However, significant achievement gaps remain across student subgroups.

Hispanic/Latino students experienced an 11.81% increase in students not meeting standard over the two-year period, indicating a critical area of need. Asian students showed a slight increase of less than 1%, while Filipino students showed a minimal decrease of 0.28%. White students demonstrated a notable decrease in students not meeting standard.

Increase the percentage of students meeting or exceeding standards on the CAASPP ELA assessment by at least 5% overall, while reducing subgroup performance gaps.

#### **Measurable Outcomes**

5% decrease in overall students not meeting standard in ELA

5% decrease for Hispanic/Latino students not meeting standard

2–5% decrease for Asian, Filipino, and White subgroups not meeting standard

#### **Key Actions**

Implement standards-aligned literacy instruction with consistent scaffolding for multilingual learners

Increase use of formative assessments and data-driven instructional adjustments

Strengthen academic vocabulary development across all content areas

Provide targeted intervention and support for identified students

Conduct ongoing PLC data cycles focused on subgroup performance and instructional refinement

### **MATHEMATICS**

Math CAASPP data indicates that a majority of juniors continue to not meet proficiency standards. In Spring 2022, 74.21% of juniors did not meet standard, compared to 74.92% in Spring 2023, showing a slight increase of 0.71%.

Subgroup data reflects uneven outcomes:

Hispanic/Latino students increased by 2.12% not meeting standard

Asian students decreased by 15.43%

Filipino students increased by 4.09%

White students increased by 2.73%

These results highlight the need for strengthened instructional support across all student groups, especially with the implementation of the new 3-year math graduation requirement.

Decrease the percentage of students not meeting proficiency in mathematics by at least 5% overall and across all major subgroups.

#### **Measurable Outcomes**

5% reduction in overall students not meeting standard in math

5% reduction for all identified subgroups (Hispanic/Latino, Asian, Filipino, White)

#### **Key Actions**

Strengthen Tier 1 instruction emphasizing conceptual understanding and mathematical reasoning

Provide targeted Tier 2 interventions based on formative assessment data

Expand small-group instruction and structured academic support periods

Provide professional development on differentiation and supporting multilingual learners in math

Implement consistent data cycles in PLCs to monitor subgroup performance and adjust instruction

Administration will continue to support the CoH pilot by coaching teachers to strengthen instructional practice, with a focus on improving lesson design, instructional pacing, and alignment to standards. This work will include ongoing coaching cycles, classroom observations, and feedback to support consistent implementation of effective instructional strategies that improve student learning outcomes.

## **LCAP Goal to which this School Goal is Aligned**

LCAP goal to which this school goal is aligned.

LCAP GOAL 1: The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

WASC Goal 3: Academic- South San Francisco High School will provide equitable and culturally relevant curriculum that will raise student proficiency as measured by their overall academic achievement on state assessments, California Dashboard results, interim assessment data and ELPAC and Reclassification data.

## 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.

In English Language Arts, our juniors did not perform as well in the spring 2023 testing as compared to spring 2022. The change was significant in that the percentage of students not meeting standard increased by 7.14%. As for the math scores over the two year period, there was a less dramatic change in the percentage of students not meeting standard. While significant, our goal for both ELA and math in spring 2024 is to decrease standards not being met by a minimum of 5% overall.

## 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
SBAC Scores-ELA Percentage Scoring below standard-Asians	SBAC ELA scores-Asians-8.57% scored in the below standard range-2023	SBAC scores - Asians- decrease by at least 2% to 5% scoring in below standard range - 2024
SBAC Scores-ELA Percentage Scoring below standard-Filipinos	SBAC ELA scores-Filipinos-16.66% scored in the below standard range-2023	SBAC scores - Filipinos - decrease by at least 2% to 5% scoring in below standard range - 2024
SBAC Scores-ELA Percentage Scoring below standard-Hispanics	SBAC ELA scores-Hispanics 55.93% scored in the below standard range-2023	SBAC scores - Hispanics- decrease by at least 5% scoring in below standard range - 2024
SBAC Scores-ELA Percentage Scoring below standard-Whites	SBAC ELA scores-Whites-33.33% scored in the below standard range-2023	SBAC scores - Whites - decrease by at least 5% scoring in below standard range - 2024
SBAC Scores-ELA Percentage Scoring below standard-Two or more races	SBAC ELA scores-Two or more races -35.71% scored in the below standard range- 2023	SBAC scores - Two or more races - decrease by at least 5% scoring in below standard range - 2024
SBAC Scores-Math Percentage Scoring below standard-Asians	SBAC Math scores-Asians-28.57% scored in the below standard range-2023	SBAC Math scores - Asian - decrease by at least 5% scoring in below standard range - 2024
SBAC Scores-Math Percentage Scoring below standard-Filipinos	SBAC Math scores-Filipinos-59.26% scored in the below standard range-2023	SBAC scores - Filipinos - decrease by at least 5% scoring in below standard range - 2024
SBAC Scores-Math Percentage Scoring below standard-Hispanics	SBAC Math scores-Hispanics-87.15% scored in the below standard range-2023	SBAC scores - Hispanic - decrease by at least 5% scoring in below standard range - 2024

SBAC Scores-Math Percentage Scoring below standard-Whites	SBAC Math scores-Whites-93.75% scored in the below standard range-2023	SBAC scores - Whites - decrease by at least 5% scoring in below standard range - 2024
SBAC Scores-Math Percentage Scoring below standard-Two or more races	SBAC Math scores-Two or more-35.71% scored in the below standard range- 2023	SBAC scores - Two or more races - decrease by at least 5% scoring in below standard range - 2024
CA Dashboard-Graduation Rate - ALL STUDENTS	CA Dashboard - Graduation Rate - All Students	CA Dashboard - Graduation Rate - All Students - Increase to a minimum of 94% - 2024

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1A: CURRICULUM DEVELOPMENT: CONTINUED WORK ON LESSON PLANNING AND DEPARTMENTAL COLLABORATION (ELA , SCIENCE AND Math) Task:</p> <p>Provide opportunities for members of the ELA ,science and math departments to continue to collaborate on lesson design, grading practices and also support new teachers to the departments (ELA ,Science and Math)</p>	All Students	<p>3600 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP At Risk Student Support- ELA</p> <p>Teacher collaboration to support lesson design, grading practices and general support for new teachers (ELA Departments)(mgmt 180)</p> <p>3,600 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries</p> <p>Teacher collaboration to support lesson design, grading practices and general support for new teachers (Math Departments)(mgmt 180)</p> <p>10,000 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Collaborate with professional development partners, such as 2Teach, to provide co-teaching support in Special Education and Multilingual Learner (ML) classrooms. This partnership will focus on strengthening instructional</p>

			practices through collaborative planning, co-delivered instruction, and job-embedded coaching to improve access to grade-level content and support student achievement.
<b>1.2</b>	<p>1B: CREATION OF FLEX ROOM FOR 2ND SEMESTER TO PROVIDE TUTORING FOR MATH, ELA STUDENTS</p> <p>Task: Math and ELA department member pick up a FLEX class for the second semester and provide math tutoring/test makeups during 87-minute FLEX class.</p>	1B: ALL STUDENTS	<p>1500 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP At Risk Student Support (mgmt 180)</p> <p>Timecard teacher not assigned a FLEX class to provide support during FLEX.</p>
<b>1.3</b>	<p>1C: AFTER SCHOOL HOMEWORK CENTER</p> <p>Task: Departments provide support to the students through after school tutoring two days per week.</p> <p>Measures: Sign in Sheets provided for each of the days the tutoring occurs</p>	1C: ALL STUDENTS	<p>6300 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries (LCAP At Risk Support - MGMT 180)</p> <p>After school Homework Center for math (3 days per week)</p>
<b>1.4</b>	<p>1D: WRITING/ACADEMIC SUPPORT NATIONAL HISTORY DAY</p> <p>Task: For staff, provide additional time to support student's writing and inquiry on history projects/exhibits for National History Day</p>	1D: ALL STUDENTS	<p>2000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP At Risk Student Support (mgmt 180_</p> <p>Staff will provide additional support so students can improve academic skills in preparation for National History Day projects</p>
<b>1.5</b>	<p>1E: EL FLEX Classroom</p> <p>Task: Provide an EL Flex classroom with a bilingual paraprofessional to offer tutoring support for math, English and other subject support.</p>	1E. All EL Students	<p>3150 ELO and/or ESSER 1000-1999: Certificated Personnel Salaries ESSER Funds</p> <p>Additional FLEX Classroom Created for EL Students to get support in English/math and other subjects</p>

## 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 overall implementation of the strategies and activities to achieve the articulated goals in both English Language Arts (ELA) and Mathematics has been partially effective, with early signs of progress in some areas but continued need for improvement, particularly in addressing subgroup disparities.

The overall implementation of strategies and activities has been partially effective in moving toward the articulated goals in both ELA and Mathematics, with some progress in ELA and limited change in Math, while achievement gaps remain a concern.

In ELA, strategies such as standards-aligned instruction, formative assessment use, vocabulary development, targeted intervention, and PLC data cycles were generally implemented with consistency. CAASPP data shows a modest improvement, with students not meeting standard decreasing from 41.78% (2023) to 39.40% (2024), a 2.38% gain. However, subgroup data shows persistent inequities, particularly for Hispanic/Latino students, indicating that current supports are not fully closing gaps.

In Math, implementation included strengthened Tier 1 instruction, Tier 2 interventions, small-group support, PLC data monitoring, and coaching through the CoH pilot. Despite these efforts, CAASPP results show little overall change (74.21% not meeting standard in 2022 to 74.92% in 2023), with uneven subgroup performance. This suggests limited effectiveness to date in improving outcomes at scale.

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

The intended implementation of strategies in both ELA and Mathematics focused on consistent standards-aligned instruction, targeted interventions, PLC data cycles, and professional development to improve student outcomes and reduce subgroup gaps. Budgeted expenditures supported these efforts through staffing for intervention support, professional development, instructional materials, and coaching (including the CoH pilot). In Mathematics, although funds supported Tier 1 and Tier 2 instructional improvements and coaching through the CoH pilot, overall achievement remained largely unchanged, suggesting that implementation did not fully translate planned investments into measurable gains.

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.

Overall, strategies are in place and partially implemented with moderate impact in ELA and minimal impact in Math. Continued focus on instructional consistency, targeted subgroup support, and stronger data-driven adjustments is needed to fully achieve goals.

# 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.

#### LCAP 4: Empowered Educators

To improve student outcomes for all students with emphasis on Special Education and Multilingual Learner (ML) students, the school will implement a coordinated professional development plan focused on co-teaching practices and Multi-Tiered System of Supports (MTSS) alignment.

#### Goal

Increase instructional effectiveness and student access to grade-level standards by strengthening co-teaching practices and MTSS implementation in Special Education and ML classrooms.

#### Actions

Partner with professional development organizations, such as 2Teach, to provide ongoing co-teaching training and coaching for general education, Special Education, and ML teachers.

Provide targeted professional development (PD) focused on effective co-teaching models, lesson co-planning, differentiation strategies, and instructional alignment to standards

Implement MTSS-focused PD to support teachers in identifying student needs, delivering Tier 1 instruction with built-in supports, and designing effective Tier 2 and Tier 3 interventions.

Establish structured co-planning time for co-teaching teams to design lessons, analyze student data, and adjust instruction.

Use instructional coaching cycles, including classroom observations and feedback, to support implementation fidelity and continuous improvement.

#### Expected Outcomes

Improved access to grade-level instruction for Special Education and ML students

Increased consistency and effectiveness of co-teaching practices across classrooms

Strengthened Tier 1 instruction and more effective MTSS implementation

Improved student academic performance through differentiated and collaborative instructional practices

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP 4: Empowered Educators:

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LEA Goal 2: Professional Development-Professional Development will support student proficiency on local, state, and/or national level assessments

### 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.

Professional Development is an essential need for our faculty and staff to meet the SPSA Goals #1 and #4. In order to achieve the academic successes we have set as goals in math, ELA, EL population and SPED population, professional development opportunities for our faculty/staff are critical to meeting these goals.

### 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
Comparison of time spent in collaboration (district and site level), iLT (Instructional Leadership Team) meetings/professional development and PLC work in 2024-25 as compared to 2023-24.	Results from spring 2021 CAASPP Academic Performance Data	Increased opportunities to participate in the learning/PD opportunities for 2024-25 will aid in meeting the goals built into this SPSA.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>2A. PROFESSIONAL DEVELOPMENT AND COLLABORATION TIME OF STAFF AND FACULTY (WASC 2, ACTION 3) Task:</p> <p>Departments will be provided dedicated collaboration time to support the development of coherent scope and sequence, high-quality lesson design, and common assessment creation. This time will also be used to strengthen Professional Learning Communities (PLCs) within and across departments, with a focus on analyzing student data and improving instructional practices. In addition, we are aligning ILT during the day, so admin can coach and work closely with faculty.</p> <p>Instructional priorities include continued implementation of NGSS standards within the Science Department, supported by the recent adoption of new science curriculum materials. In addition, the Mathematics Department is implementing an Illustrative Mathematics (IM) curriculum for the first year in Algebra and Geometry courses. Both departments will continue to receive targeted support from district Teachers on Special Assignment (TOSAs) to ensure effective implementation.</p> <p>The adoption and implementation of new science instructional materials is ongoing, and associated professional development is essential to ensure effective instructional alignment and student access to rigorous content.</p> <p>Professional development opportunities will also be supported across all departments, including Career Technical Education (CTE), Special Education (SPED), English Learners (EL), English, Social Science, Science, Mathematics, and English Language Arts (ELA), with the goal of improving instructional practice and student outcomes across all content areas.</p> <p>Measures of Effectiveness</p>	All Students	<p>750 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures LCAP -mgmt 180</p> <p>Conferences for UC and CSU campuses</p> <p>7500 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures LCAP - 180</p> <p>Four BARR Teachers Attend the Annual Conference Spring 2025</p> <p>5000 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures LCAP - 180</p> <p>Social Science Conferences - Mock Trial, National History Day, Grading Written Projects, MTSS conferences, 2 Teach PD</p> <p>3000 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures LCAP - 180</p> <p>Conferences and PD for AVID Program</p> <p>2000</p>

	<p>Staff who attend conferences and professional learning opportunities will share key takeaways and instructional strategies during department meetings and collaboration time. For example, mathematics teachers who attended the NCTM conference will present learned strategies and instructional practices to their department colleagues during scheduled collaboration and PLC meetings. These structured sharing practices will ensure that professional learning is distributed and integrated into classroom instruction to support continuous improvement in teaching and learning.</p>	<p>LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures LCAP - 180</p> <p>Science Teacher Collaboration and PD for NGSS Implementation</p> <p>15000 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures LCAP -180</p> <p>Conferences and PD for Faculty</p> <p>5,000 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures (LCAP At Risk Support - mgmt 180)</p> <p>Provide an allocation for school to find a partner to assist in providing training on improving school climate</p> <p>20000 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures LCAP - 180</p> <p>Weekly BARR program meetings for BARR teachers to identify attendance, academic, behavioral and SEL supports for the freshman students on campus.</p> <p>3200 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures LCAP - 180</p> <p>AP Conferences and Time for Lesson Development (for new AP teachers AND those who need a refresher course)</p>
--	--	---

			<p>5000 EI Support 1000-1999: Certificated Personnel Salaries LCAP - 123</p> <p>Training for LTEL teachers in strategies that will aid our Long Term English Learners in being redesignated.</p>
<p><b>2.3</b></p>	<p><b>Action</b> The school will provide ongoing professional development opportunities for classified paraprofessionals supporting English Learner (EL) and Special Education (SPED) students in order to strengthen instructional support and improve student outcomes. Using the 2Teach platform as a year-long professional learning system, paraprofessionals will engage in structured training focused on effective strategies for supporting multilingual learners and students with disabilities. This will include summer professional development sessions to build foundational skills, followed by continued year-long learning modules, coaching, and job-embedded application throughout the school year. Focus Areas Professional development will emphasize:</p> <p>Strategies for supporting English Language Development (ELD) in classroom setting Academic language development and scaffolding techniques Support strategies for students with IEPs, including accommodations and modifications Effective collaboration with teachers in co-teaching and push-in/pull-out models Behavior support strategies aligned with MTSS frameworks</p> <p>Expected Outcomes</p> <p>Increased paraprofessional capacity to support EL and SPED students in accessing grade-level content Improved consistency in instructional support across classrooms Stronger alignment between paraprofessionals and classroom teachers in supporting student learning goals Enhanced student engagement and academic progress for targeted student groups</p>	<p>All Students</p>	<p>1500 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries LCAP - 180</p> <p>Paraprofessionals for both departments participate in PD prior to school starting. PD provided through district to advance skills in supporting teachers and these two populations of students.</p>
<p><b>2.4</b></p>	<p><b>2C: PROFESSIONAL DEVELOPMENT FOR THE COLLEGE AND CAREER CENTER TECHNICIAN AND TEACHERS</b></p>	<p>All Students</p>	<p>500 LCAP At-Risk Student Support 5000-5999: Services And Other Operating Expenditures</p>

	<p>The school will provide comprehensive training on the Multi-Tiered System of Supports (MTSS) for all staff in order to strengthen academic achievement, social-emotional well-being, and behavioral supports for all students.</p> <p>All teachers will receive professional development and ongoing support in the MTSS framework to ensure effective implementation of Tier 1 instruction, as well as appropriate identification and intervention for students requiring Tier 2 and Tier 3 supports. This training will focus on using data-driven decision-making, implementing differentiated instruction, and integrating academic and behavioral supports within the classroom.</p> <p>In addition, all school counselors will be trained in MTSS to support the delivery of academic guidance, social-emotional learning, and mental health supports. Counselors will play a key role in coordinating interventions, monitoring student progress, and connecting students to appropriate supports and services.</p> <p>Expected Outcomes  Increased consistency in MTSS implementation across classrooms and support services  Improved identification and support of student academic, behavioral, and social-emotional needs  Strengthened collaboration between teachers, counselors, and support staff  Increased student access to timely and appropriate interventions leading to improved academic outcomes and school engagement</p>		<p>LCAP - 180</p> <p>College and Career Center Technician , counselors will attend various conferences to facilitate the growth in learning (CSU/UC, ACSA and WACAC Conference)</p> <p>1000  LCAP At-Risk Student Support  5000-5999: Services And Other Operating Expenditures  LCAP - 180</p> <p>Senior and AVID Teachers attend CSU/UC Conferences to better support students in their college pursuits.</p>
2.8			
2.10			

## 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 overall implementation of the co-teaching and MTSS-focused strategies has been in progress and moderately effective, with early indicators of growth but inconsistent implementation across classrooms. Professional development focused on co-teaching practices, MTSS alignment, differentiation, and instructional planning was delivered through partnerships (including 2Teach), coaching cycles, and staff training sessions. These efforts helped increase teacher awareness and foundational understanding of effective co-teaching models and tiered instructional supports. Structured co-planning time and instructional coaching were also provided to support lesson design, data analysis, and instructional refinement.

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

Overall, there were no major differences in how funds were allocated; resources were used as planned to support PD, coaching, and collaboration structures. However, there were differences between the intended and actual implementation of the strategies. While training sessions and coaching were delivered, the level of participation and consistency varied across co-teaching teams and classrooms. In addition, although co-planning time was provided, scheduling constraints and competing priorities limited full and consistent use of this time in some cases. As a result, MTSS practices and co-teaching strategies were not implemented with full fidelity across all classrooms, which reduced the overall impact of the intended plan.

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 a result of the implementation analysis, the school will maintain the overall goal of improving instructional effectiveness and student outcomes for Special Education and Multilingual Learner (ML) students, but several adjustments will be made to strengthen clarity, implementation fidelity, and impact. Overall, the adjustments are intended to shift the focus from primarily providing training and structures to ensuring consistent, high-quality implementation that directly improves outcomes for Special Education and ML 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 3

### Title and Description of School Goal

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

**STUDENT, PARENT, COMMUNITY ENGAGEMENT AND SCHOOL CLIMATE**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve students' sense of belonging and connection to school, resulting in improved attendance and reduced behavior incidents. The school will strengthen a positive, inclusive school climate that promotes respect, responsibility, and awareness of diversity.

#### Measurable Outcomes

Reduce overall student behavior referrals and consequences by at least 5%

Decrease suspensions by at least 5% compared to the prior school year

Decrease chronic absenteeism and overall absenteeism by at least 5%

Increase student and family participation in on-campus and school community events by at least 5%

#### Actions

To support these goals, South San Francisco High School will implement the following strategies:

Continue and strengthen implementation of Alternative to Suspension (ATS) programs to support restorative practices, student accountability, and relationship-building.

Expand MTSS-aligned behavioral and attendance supports to proactively identify and intervene with students demonstrating risk factors for disengagement.

Utilize district partnership with Everyday Labs to improve attendance monitoring, early identification of chronic absenteeism, and timely communication with students and families.

Leverage the newly established Community Liaison position to strengthen family engagement, build relationships with caregivers, and support student attendance and behavior improvement efforts.

Increase consistent communication with families through platforms such as Infinite Campus, Parent square, and the school website.

Provide targeted outreach and intervention supports through counseling services, attendance protocols, and family engagement meetings.

Expand student leadership opportunities and campus involvement activities to strengthen student voice, belonging, and connection to school.

Increase participation in school events such as Back to School Night, College/Career nights, financial aid workshops, counseling information sessions, and parent organization meetings.

#### Expected Outcomes

Through these integrated efforts, the school will strengthen a positive school climate characterized by increased student belonging, improved attendance, reduced disciplinary incidents, and stronger family and community engagement, leading to improved academic and behavioral outcomes for all students.

### 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.

Chronic absenteeism is currently at 17.8%, defined as students missing 10% or more of the school year, with disproportionately higher rates among Socioeconomically Disadvantaged (SED) and Multilingual Learner (ML) student groups. Discipline data further indicates disproportionate referral and suspension rates for SED and Special Education students, resulting in significant loss of instructional time and reduced access to learning opportunities. In addition, student survey data reflects that fewer than 70% of students report a strong sense of belonging at school. Collectively, these data points indicate a need to strengthen Tier 1 schoolwide climate and culture systems, including the consistent implementation of restorative practices and increased staff capacity to foster inclusive, supportive, and relationship-centered learning environments. There is also a demonstrated need to expand family engagement and targeted outreach efforts to improve attendance, strengthen school-home communication, and increase student connection to school. Furthermore, the school will strengthen Tier 2 and Tier 3 supports, including wellness services, coordinated intervention systems, and structured student engagement strategies, to more effectively address the needs of students at risk of chronic absenteeism, disengagement, and behavioral challenges—particularly among underserved student populations.

## 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
Tracking of Parent/Community Involvement in meetings outside the school day.	Parent engagement during 2026-2027	Parent participation will increase by 5% Examples are parent group meetings (ie PTSA), evening meetings for , financial nights, college/career opportunities, safety, 8th grade transition, Back to School Night, Parent Intervention Nights, Folklorico.
Parent Survey to gauge involvement and community efficacy	Parent Survey Results from surveys conducted prior to the mid-term WASC review. and ELAC meetings	Results will be monitored through WASC surveys that occur in preparation for accreditation visit in Fall 2030. The goal is to improve by 10%.
Chronic Absenteeism	17.8% of students identified as chronically absent (missed 10%+ of school days	[Reduce to 12.8% (-5 percentage points)
Behavior Incidents	2025 site data indicates high rates of referrals and suspensions, particularly among SED and Special Education students]	Reduce overall incidents by 5% and reduce subgroup disproportionality. Referrals on IC will follow Board policy and MTSS
Student Survey -Belonging	Student survey data indicates fewer than 70% of students report strong sense of belonging]	Increase to at least 75% reporting positive belonging indicators

## 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	3A: SCHOOL-WIDE CLIMATE AND CULTURE EVENTS  The school will implement a comprehensive, schoolwide climate and culture system grounded in restorative practices to improve student behavior outcomes, strengthen relationships, and reduce disciplinary incidents. This system will be	ALL Students	8000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP-180 mgmt

	<p>integrated across all classrooms and support services to ensure consistent expectations and equitable practices for all students.</p> <p>The school will:</p> <p>Provide ongoing professional development for all staff on restorative practices, relationship-building strategies, and culturally responsive behavior supports</p> <p>Implement restorative circles and community-building practices in classrooms to proactively strengthen student-staff and student-student relationships</p> <p>Establish structured restorative interventions for students involved in disciplinary incidents, focusing on reflection, accountability, and repair of harm</p> <p>Strengthen Tier 1 classroom management systems to support positive behavior expectations and reduce the need for exclusionary discipline</p> <p>Utilize MTSS-aligned supports to identify students in need of additional behavioral or social-emotional interventions</p> <p>Expand coordinated intervention systems to ensure timely and appropriate supports for students demonstrating behavioral challenges</p> <p>Expected Outcomes</p> <p>This comprehensive system is intended to reduce discipline referrals and suspensions, improve student relationships with staff and peers, and create a more inclusive and supportive school climate. As a result, the school expects to strengthen student engagement, increase sense of belonging, and improve overall academic and behavioral outcomes.</p>		<p>Freshman Student Orientation and NEW transfer student orientation created by ASB Moderator and Moderator</p> <p>4500 Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures Site Discretionary - 070</p> <p>Speaker Presentations during FLEX (as identified through faculty/staff/student survey)</p> <p>2000 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Discretionary- 070</p> <p>Intramurals During Lunch (Basketball, soccer and volleyball tournaments) involving students and staff</p> <p>1200 Site Discretionary 2000-2999: Classified Personnel Salaries Site Discretionary - 070</p> <p>Football Stadium Monitoring during lunch for students to access the field</p> <p>1500 Site Discretionary 5000-5999: Services And Other Operating Expenditures Site Discretionary - 070</p> <p>Events during the school year sponsored by ASB with an effort to improve culture/climate for students (ie Day on the Green, Quad Events, Car Show)</p>
<p><b>3.2</b></p>	<p>3B: PARENT OUTREACH</p> <p>Task: The school will implement targeted outreach to students through classroom visits, small group engagement, and school-based belonging activities, with a focus on Special Education, Multilingual Learner (ML), and Socioeconomically Disadvantaged (SED) students. These efforts are designed to strengthen relationships, increase</p>	<p>ALL Students</p>	<p>20000 EI Support 1000-1999: Certificated Personnel Salaries (LCAP EL SUPPORT mgmt 123)</p> <p>Certificated staff participation in meetings that aid parents in their participation in our</p>

	<p>awareness of academic and wellness supports, and ensure students feel seen, supported, and connected to the school community.</p> <p>The school will also expand and sustain family engagement opportunities through both virtual and in-person formats to increase accessibility and participation. Opportunities will include meetings such as CBOs and PTSA, Back to School Night and ELAC meetings.</p> <p>During the 2026-2027 school year, SSFHS will continue implementation of a Parent Education Series to support families in promoting student success. Topics will include social media awareness, Social-Emotional Learning (SEL), bullying prevention, and drug and alcohol education.</p> <p>Measures</p> <p>Family engagement and participation will be monitored through attendance sign-in sheets for all parent and community meetings and events to evaluate outreach effectiveness and participation trends. All meetings will include translation and interpretation services to ensure equitable access for all families. These data will be used to assess progress in increasing family engagement and strengthening school-community partnerships.</p>		<p>school community (ie Intervention Nights, ELAC parent meetings, College/Counselor nights.</p> <p>1000 EI Support 2000-2999: Classified Personnel Salaries EL Support - 123</p> <p>Translation support for in person meetings that provides opportunities for speaking community that prefers meetings to be in their preferred language: ELAC, Back to School Night, BARR Parent Conference Nights, College/Counseling Nights.</p> <p>1000 EI Support 2000-2999: Classified Personnel Salaries EL Support - 123</p> <p>Paraprofessional phone calling to invite parents in the EL program to attend bi-monthly meetings.</p> <p>750 Gift Fund 0000: Unrestricted To provide support for families with young children, we will have student volunteers in classrooms for childcare/food/snacks while the adults attend meetings. 750 EI Support 5000-5999: Services And Other Operating Expenditures EL Support - 123</p> <p>For ELAC meetings (4 times per year), provide food for families in attendance</p>
<p><b>3.3</b></p>	<p>3C: COUNSELING and COLLEGE/CAREER CENTER TECHNICIAN OUTREACH EVENINGS</p> <p>Task: Parent meetings provided through the College and Career Center Technician. These meetings will provide support for such topics as "CASH for COLLEGE", filling out the FAFSA (Free Application for Federal Student Aid), College Application Nights and other events to support the</p>	<p>ALL STUDENTS</p>	<p>1500 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP - 180</p> <p>Counselor supported meetings for parents including</p>

	<p>college/career going culture in our community. Academic counselor nights will involve the topics of academic support, course selection, general student support and Advanced Placement Night in the spring to provide information for AP course selection.</p>		<p>AP Information Night, Cash for College, FAFSA</p> <p>750 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries LCAP - 180</p> <p>College and Career Center Technician facilitating presenters and content, as well as coordinating on-site career fair in the spring.</p> <p>500 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries LCAP - 123</p> <p>Translation support from certificated staff members</p>
<p><b>3.4</b></p>	<p><b>3D: PARENT EDUCATION SERIES MEETINGS TO ADDRESS ISSUES FACING HIGH SCHOOL STUDENTS</b></p> <p>Task: After a year of being back on campus after distance learning, the school has determined that there is a significant need to provide support for parents that will aid in supporting their student(s). Some of the key issues our students are currently facing are 1) Drug/Alcohol usage, 2) Pressures related to social media, 3) Social Emotional Needs, 4) Dealing with the challenges of negative interactions with other students that may lead to physical interactions. The Parent Education Series will bring in presenters to support our parent/guardian community.</p>	<p>ALL STUDENTS</p>	<p>750 Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures Site Funds - 070</p> <p>Parent Education Series - Drug/Alcohol Concerns, Social Media, Social Emotional Learning challenges and Social Interaction Challenges our students are facing.</p> <p>250 EI Support 2000-2999: Classified Personnel Salaries EL Support - 123</p> <p>Translation services provided for the Parent Education Series evenings.</p> <p>360 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Funds - 070</p> <p>Certificated staff support for these evenings (ie Counselors)</p>

<p><b>3.5</b></p>	<p>The school will strengthen Tier 2 and Tier 3 student support systems to provide timely, targeted interventions for students demonstrating attendance, behavioral, academic, or social-emotional needs. This work will be coordinated through wellness services, the Coordinated Care Team, and intervention specialists to ensure a systematic and data-driven approach to student support.</p> <p>Implementation Strategies  Expand and coordinate Tier 2/3 supports through wellness services, counseling, and intervention specialists to address student needs related to attendance, behavior, and social-emotional well-being  Utilize the Coordinated Care Team to regularly review student data, identify students of concern, and assign appropriate interventions and supports. A licensed social worker to work with SEL  Implement targeted intervention plans that include progress monitoring and follow-up to ensure student growth and re-engagement  Strengthen collaboration between teachers, counselors, and support staff to ensure aligned and consistent support for identified students</p> <p>Peer Leadership Program</p> <p>The school will establish and sustain a Peer Leadership Program supported by two 0.2 FTE teacher leaders. This program will coordinate peer mentors, advisory supports, and structured student leadership opportunities designed to increase student belonging and school engagement.</p> <p>Peer Leadership Components</p> <p>Peer mentoring programs that connect students with trained student leaders  Advisory-based support structures that promote connection to trusted adults and peers  Leadership development opportunities that empower students to contribute positively to school culture  Activities designed to strengthen student voice, engagement, and school connectedness</p> <p>Expected Outcomes</p> <p>These efforts are intended to improve student attendance, reduce behavioral incidents, and increase access to academic and social-emotional supports. Additionally, the Peer Leadership Program will strengthen student belonging, increase meaningful connections to school, and improve overall engagement and school climate.</p>	<p>At- Risk students, Foster Youth, SED, Special Education students</p>	<p>35000  Title I Part A: Disadvantaged Students  5800: Professional/Consulting Services And Operating Expenditures</p>
<p><b>3.6</b></p>	<p>Conduct targeted outreach through classroom visits, small group engagement, and school-based</p>		

	belonging activities, prioritizing Special Education, multilingual (ML), and socioeconomically disadvantaged (SED) students to focus on building relationships, increasing awareness of academic and wellness supports, and ensuring students feel seen, supported, and connected to the school community.		
--	--	--	--

# 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.

Overall implementation of the strategies to improve school climate, belonging, attendance, and behavior has been in progress and moderately effective. The school implemented Alternative to Suspension (ATS) practices, MTSS-aligned behavioral and attendance supports, attendance monitoring through Everyday Labs, and increased family engagement efforts supported by the Community Liaison position. Communication tools such as Infinite Campus, ParentSquare, and the school website were used more consistently to strengthen family outreach. These efforts contributed to early signs of improvement in school culture, particularly in increased awareness of attendance concerns, more restorative approaches to discipline, and stronger systems for identifying at-risk students earlier. Expanded student leadership opportunities and school events also supported increased engagement and school connectedness for some students.

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

There were differences between intended and actual implementation. While systems and supports were put in place, the level of consistency in implementation varied across staff and departments. For example, ATS and restorative practices were not always implemented uniformly, and MTSS behavioral and attendance interventions were not consistently applied at all levels. In addition, while communication tools and family engagement efforts were expanded, participation in school events and family involvement did not increase at the intended rate. This suggests that although resources were funded and available, implementation fidelity and full integration of practices were not consistently achieved across the school.

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

Based on this analysis, the overall goal will remain the same, but adjustments will be made to strengthen implementation consistency and improve measurable impact on attendance, behavior, and engagement.

- Strengthening expectations for consistent implementation of ATS and restorative practices across all staff
- Increasing focus on early, proactive MTSS interventions for attendance and behavior rather than reactive supports
- Improving tracking systems for attendance and behavior data to ensure timely and consistent responses
- Enhancing coordination between the Community Liaison, counseling, and attendance teams to ensure more structured follow-up with families
- Refining family engagement strategies to increase participation in school events and reduce barriers to involvement
- Adding clearer benchmarks for implementation fidelity in addition to outcome-based metrics

# 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.

## **Academic Achievement and Support for both EL and Special Education students**

### **Goal 4 GOAL STATEMENT FOR EL STUDENTS:**

South San Francisco High School continues to strive to meet the needs of our English learners. We currently offer a newcomer program for students in the country 24 months or less. We offer EL classes across the curriculum including ELA, Science, Social Sciences, and Math. In our English department, we offer EL CP 1-4, EL Labs 1-4, Long Term English Learner (LTEL) English support and three years ago added a Controversial Issues in American Society course for our Long Term English Learner (LTEL) students. For the current year, we have added an Introduction to Ethnic Studies for our freshmen who are LTEL. These courses are designed to provide support in critical thinking and writing skills, as well as opportunities to continue improvement in speaking skills. In math, we offer EL Algebra 1, EL Geometry and EL Algebra 2. In science we offer EL Biology and EL Earth Science and EL Chemistry. In our social science department, we offer EL Modern World History and EL US History and Health. One of South San Francisco High School's goals is to continue to offer a-g courses for our English Language Learners to prepare them for college. We have designated LCAP funds to 1) provide targeted support to fund opportunities for the EL department to collaborate once per month; 2) after school tutoring for EL students 1-2 times per week; 3) provide paraprofessional bilingual support in the EL classes. SSFHS continues to receive support for a designated Teacher on Special Assignment (TOSA). This TOSA has provided presentations to the entire faculty, works with EL teachers on GLAD and Study Sync strategies, in addition to visiting EL classrooms to provide curriculum support. We have added a Community Liaison position to our campus to provide support for all families. In conjunction with the EL CP 1-4 English classes the TOSA and EL Department chair collaborates to develop benchmarks. Our professional development for staff focuses on the new ELD standards aligned to CCSS, Designated and Integrated ELD, effective ELD strategies and to support students in each of the ELPAC task types.

SSFHS's 2022 CAASPP data revealed that 13% of the EL students met or exceeded standard on the ELA section of CAASPP. For 2023, only 2.63% of EL students met or exceeded standard on the ELA section of CAASPP.

The goal for our EL students on the 2025 ELA section of CAASPP is to improve 5% in meeting or exceeding standard.

SSFHS's 2022 CAASPP data revealed that 3% of the EL Learners met or exceeded the CAASPP math standards. For 2023, this percentage dropped to 0% meeting or exceeding standard in math. It is important to note that the school now has a three year math requirement for graduation. With this in place all juniors will be taking math during their junior year at SSFHS.

Additionally, our goal is to have a 5% increase in the reclassification for our LTEL and our non-LTEL students.

### **GOAL STATEMENT FOR SPECIAL EDUCATION STUDENTS:**

Our primary goal for our students with Special Education needs (SPED) is to continue to strive for increasing the percentage of time spent in the general education environment. Currently South San Francisco High School has 42 students with Special Education needs in the general education environment less than 40% of the day. Additionally we have 63 SPED in the general education environment between 41-79% of the day. Our long term goal is for all our mild/mod students to be in the general education environment 80% or more of their day. To strive to make this happen, we continue to increase the number of PUSH classes that have both a general education and special education teacher in the classroom. We currently have 17 PUSH classes on our campus in the math, science and English departments.

The goal for our SPED students to create the Least Restrictive Environment (LRE) is to increase the number of PUSH classes by two (2) additional sections in the coming school year.

The second goal is to increase the percentage of SPED in general education classes above 80% of the school day by 5%.

Ultimately, creating these two scenarios will aid in the overall scoring success in the ELA and Math CAASPP test scores. One goal is to increase the number of students with special education needs to meeting standards in both ELA and math by 5%. For the spring 2025 testing cycle, increasing the scores in both ELA and math by 5%, the distance below standard will decrease and the performance indicator for this subgroup of students will improve.

## **LCAP Goal to which this School Goal is Aligned**

LCAP goal to which this school goal is aligned.

**LCAP Goal 1:**

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data. All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

LCAP Goal 4: The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

LEA Goal: All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens in our ever-changing society.

WASC Goal 3: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ELL Students-CENTRALIZED SERVICES

## 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.

For both our SPED and EL students, there is a need to improve our a-g rates for these two groups of students. It is also imperative to increase the number/percentage of our EL students who are Redesignated as Fluent English Proficient.

## 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
SBAC scores - EL Students (Met/Exceeded) Standard	SBAC Scores - English Learner (ELA) - 13.89% (Met/Exceeded) 2019 and 13.04% (Met/Exceeded) 2022. For 2023, the Met/Exceeded decreased by 10% to 2.63% in ELA.	SBAC Scores - English Learner (ELA) - Increase by 3% or more (Met/Exceeded) 2024
SBAC scores - EL Students (Met/Exceeded) Standard	SBAC Scores - English Learner (Math) - 4.88% (Met/Exceeded) 2019 and 3.85% (Met/Exceeded) 2022. For, 2023, the Met/Exceeded decreased to 0% in Math	SBAC Scores - English Learner (Math) - Increase by 3% or more (Met/Exceeded) 2024
English Learner Progress Indicator - Performance Levels	Number of Students Advancing at least 1 performance level	Increase the number and percentage (20%) of students advancing at least 1 performance level - 2024
SBAC scores - Students with Disabilities Students (Met/Exceeded) Standard	SBAC Scores - Students with Disabilities (ELA) - 3.70% (Met/Exceeded) 2019 and 27.27%(Met/Exceeded) 2022. For 2023, the Met/Exceeded decreased by 2.27% in ELA.	SBAC Scores - Students with Disabilities (ELA) - Increase by 3% or more (Met/Exceeded) 2024
SBAC scores -Students with Disabilities Students (Met/Exceeded) Standard	SBAC Scores - Students with Disabilities (Math) - 3.45% (Met/Exceeded) 2019 and 5.88% (Met/Exceeded) 2022. For 2023, the Met/Exceeded decreased by 1.12% in Math..	SBAC Scores - Students with Disabilities (Math) - Increase by 3% or more (Met/Exceeded) 2024

## 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	<p>4A: EL Teacher Collaboration</p> <p>Task: For the 2024-25 year, the EL Department will meet monthly to collaborate and discuss strategies to better support the students in their department. The school's EL TOSA (teacher on special assignment) will continue to provide support to EL teachers and share strategies for language acquisition. She will also spend time in the classrooms providing ongoing support for our EL classes, identifying strategies to aid teachers and language acquisition for the EL students. Part of this collaboration also includes the work on LTEL support through the Controversial Issues (1/2) and the newly created Intro to Ethnic Studies classes that will aid students with critical thinking, speaking and writing. There will also be an ongoing effort to provide professional development opportunities for our EL teachers. Our intention will be to send two EL teachers to the annual CAFE Conference.</p>	All EL Students	<p>2500 EI Support 1000-1999: Certificated Personnel Salaries EL Support- 123</p> <p>EL teacher collaboration for the department members once per month (30-45 minutes each meeting)</p> <p>1500 EI Support 5000-5999: Services And Other Operating Expenditures EL Support - 123</p> <p>EL Professional Development for Staff</p> <p>2000 EI Support 5800: Professional/Consulting Services And Operating Expenditures EL Support - 123</p> <p>CAFE Conference for one additional EL Teachers</p> <p>2000 EI Support 4000-4999: Books And Supplies EL Support - 123</p> <p>Translators and Supplies for EL math classes</p> <p>2000 EI Support 4000-4999: Books And Supplies EL Support - 123</p> <p>Buddy Reading and Reading Choice Books for EL English classes</p> <p>1500 EI Support 5800: Professional/Consulting Services And Operating Expenditures EL Support - 123</p>

			Differentiation Teaching Strategies for EL & RFEP Students
4.2	<p>4B: EL Tutoring Center</p> <p>Task: All EL students will have access to EL tutoring in core subject areas (EL CP 1-4, social studies, science and math) two days per week at the conclusion of the school day. This support will occur for the entire school year and will be expanded, as needed.</p>	All EL Students	<p>750 EI Support 2000-2999: Classified Personnel Salaries EL Support - 123</p> <p>EL Tutoring Center (2 days per week w/paraprofessional)</p> <p>1800 EI Support 1000-1999: Certificated Personnel Salaries EL Support -123</p> <p>EL Tutoring Center (2 days per week)</p>
4.3	<p>4C: SPECIAL ED/General Education Teachers COLLABORATION TIME (WASC Goal 2, Action 1)</p> <p>Task: Special Education department will have collaboration time throughout the year as needed to align curriculum, procedures, and processes. Special Education teachers have partnered to co-teach English, Algebra I, Geometry, Biology and Earth Science classes. Special education department will meet monthly as a team. These meetings allow for collaboration around systems and processes (IEP, communications, forms, etc.) to best serve the school and students. Department chair, along with department members, will provide a paraprofessional training including strategies of support for the paraprofessionals in their classrooms, as well as general education classrooms.</p>	Students with Disabilities	<p>1500 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP - 180</p> <p>Although there is time provided by the master schedule for SPED/Gen Ed teachers to collaborate for PUSH classes, additional time is provided, as necessary.</p> <p>500 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries LCAP - 180</p> <p>Each year, there are new additions to the paraprofessional team and it is essential for training to occur in an effort to enable all paraprofessionals to better understand expectation and their roles in the classroom.</p> <p>5000 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures LCAP - 180</p>

		<p>During the summer and prior to the 2024-25 year, there will be a training facilitated by the District SPED department for the general education and SPED teachers involved in teaching PUSH classes for the following year.</p> <p>5000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP - 180</p> <p>SPED department retreat in the summer to prepare for the courses the coming school year. This retreat will either be one full day or two half days. The aim of the retreat is to discuss best practices, IEPs, accommodations, utilization of paraprofessionals and working in PUSH classes.</p> <p>2000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP - 180</p> <p>Collaboration Time for Math/English Support classes to meet and align strategies for supporting students for their math, English and core area classes.</p>
--	--	---

# 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.

Overall implementation of strategies to support English Learner (EL) and Special Education students has been ongoing and moderately effective, with clear systems in place but uneven outcomes across programs. For EL students, implementation included designated EL courses across core subjects (ELA, math, science, and social science), newcomer programming, LTEL-specific courses, after-school tutoring, paraprofessional bilingual support, monthly EL department collaboration, and targeted professional development on ELD standards and instructional strategies. The EL TOSA and EL Department Chair also provided ongoing coaching, classroom support, and benchmark development. These efforts helped strengthen instructional consistency and provided multiple layers of academic support.

For Special Education students, implementation focused on increasing access to the general education environment through co-taught PUSH classes, expanding collaborative teaching models, and increasing the number of inclusion opportunities in core subjects. The goal of increasing Least Restrictive Environment (LRE) access was supported by structured co-teaching and placement in general education classrooms.

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

The differences exist in implementation outcomes rather than funding allocation. While resources were provided, the impact has been limited by inconsistent instructional outcomes and varying levels of implementation fidelity across classrooms. For EL services, although tutoring, designated instruction, and support classes were implemented, student achievement gains did not reflect the intended level of improvement.

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.

Strengthen alignment between EL instruction (ELD, Designated/Integrated ELD) and CAASPP performance expectations

Increase monitoring of EL instructional effectiveness through more frequent data cycles

Adjust focus from access alone to measurable growth in language proficiency and academic achievement

Strengthen intervention systems for LTEL students with more structured progress tracking

Increase accountability for implementation of tutoring and intervention attendance

Key Changes for Special Education Program:

Strengthen scheduling and staffing structures to increase consistency of PUSH/co-taught instruction

Increase monitoring of LRE placement progress with clearer quarterly benchmarks

Improve co-teaching implementation fidelity through coaching and professional development

Expand collaboration time with clearer expectations for instructional planning and differentiation

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

--

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

--

### 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.

--

### 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
------------------	-------------------------	------------------

### 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
5.1			None Specified None Specified  None Specified None Specified  None Specified None Specified  None Specified None Specified L
5.2			None Specified None Specified
5.3			None Specified None Specified

			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
<b>5.4</b>			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
<b>5.5</b>			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
<b>5.6</b>			<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>

## 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.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
6.1			None Specified None Specified  None Specified None Specified
6.2			None Specified None Specified
6.3			None Specified None Specified

## 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.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
7.1			None Specified None Specified  None Specified None Specified  None Specified None Specified  None Specified None Specified  None Specified None Specified

			None Specified None Specified
7.2			None Specified None Specified  None Specified None Specified  None Specified None Specified  None Specified None Specified

# 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.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

--

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

--

### 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.

--

### 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
------------------	-------------------------	------------------

### 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
8.1			None Specified None Specified  None Specified None Specified  None Specified None Specified
8.2			None Specified None Specified  None Specified None Specified  None Specified None Specified

8.3			None Specified None Specified  None Specified None Specified

# 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.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
---------------------	-------------	-----------------------	-----------------------

## 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.

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
---------------------	-------------	-----------------------	-----------------------

## 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.

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

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.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,460.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## 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: Disadvantaged Students	\$35,000.00
Title II Part A: Improving Teacher Quality	\$10,000.00

Subtotal of additional federal funds included for this school: \$45,000.00

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 (\$)
EI Support	\$42,050.00
ELO and/or ESSER	\$3,150.00
Gift Fund	\$750.00
LCAP At-Risk Student Support	\$106,200.00
Site Discretionary	\$10,310.00

Subtotal of state or local funds included for this school: \$162,460.00

Total of federal, state, and/or local funds for this school: \$207,460.00

# 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
Site Discretionary	152475	142,165.00
Site Allocation	3,500.00	3,500.00
Site Allocation	100,000.00	100,000.00
Instructional Media	2,431	2,431.00
Site Allocation	61950	61,950.00
EI Support	28284	-13,766.00
LCAP At-Risk Student Support	94684	-11,516.00
Gift Fund	70879.15	70,129.15
Local Categorical		
Title I Part A: Basic Grants Low-Income and Neglected	251854	251,854.00

## Expenditures by Funding Source

Funding Source	Amount
EI Support	42,050.00
ELO and/or ESSER	3,150.00
Gift Fund	750.00
LCAP At-Risk Student Support	106,200.00
Site Discretionary	10,310.00
Title I Part A: Disadvantaged Students	35,000.00
Title II Part A: Improving Teacher Quality	10,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	69,810.00
2000-2999: Classified Personnel Salaries	7,450.00
4000-4999: Books And Supplies	4,000.00

5000-5999: Services And Other Operating Expenditures	48,500.00
5800: Professional/Consulting Services And Operating Expenditures	76,950.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EI Support	29,300.00
2000-2999: Classified Personnel Salaries	EI Support	3,000.00
4000-4999: Books And Supplies	EI Support	4,000.00
5000-5999: Services And Other Operating Expenditures	EI Support	2,250.00
5800: Professional/Consulting Services And Operating Expenditures	EI Support	3,500.00
1000-1999: Certificated Personnel Salaries	ELO and/or ESSER	3,150.00
0000: Unrestricted	Gift Fund	750.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	35,000.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	3,250.00
5000-5999: Services And Other Operating Expenditures	LCAP At-Risk Student Support	44,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	23,200.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	2,360.00
2000-2999: Classified Personnel Salaries	Site Discretionary	1,200.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Site Discretionary	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

Goal 1	30,150.00
Goal 2	69,450.00
Goal 3	79,810.00
Goal 4	28,050.00

# 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
- 3 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Shari Balisi Manalang	Principal
Andrea Gonzales	Classroom Teacher
Tiffany Ng	Other School Staff
Vera Ahiyya	Other School Staff
Christelle Cerezo	Parent or Community Member
Aileen Aguilar Frias	Other School Staff
Aubrianna Fontela	Secondary Student
Chauntel Oseguera	Classroom Teacher Parent or Community Member
Collen Rudd	Other School Staff
Dina Harris	Other School Staff
Fatima Maldonado	Other School Staff
Janice Mullen	Classroom Teacher
Joseph Ramahi	Classroom Teacher
Phoenix Gudiel	Secondary Student
Kally Ong	Other School Staff
Megumi Muro	Classroom Teacher

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 4/13/2026.

Attested:



Principal, Shari Balisi on 4/13/2026

SSC Chairperson, Andrea Gonzalez on 4/13/2026

# 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](mailto: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](mailto: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](mailto: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