



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara High School	43-69674-4330122	April 22, 2026	June 11, 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 Santa Clara High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Santa Clara High School's plans and goals are strategically developed based on data analysis with input from multiple stakeholders. The school's plan is aligned with the district's LCAP goal(s) in order to enhance student achievement in support of underserved students, with particular focus on our socio-economically disadvantaged students, EL/ML students, students with IEPs, and foster or homeless students. The majority of shifts this year reflect an effort to ensure that all SPSA funded activities either affect targeted unduplicated students or classes/activities that include approximately the same percentage of unduplicated students as the school as a whole. Each goal or subgoal that specifically addresses a WASC goal denotes that connection. The School Wide Plan will be reviewed annually with our School Site Council through a continuous cycle of action, reflection, and improvement to establish an annual budget, make modifications to the plan, and reflect changing needs and priorities.

Educational Partner Involvement

How, when, and with whom did your Santa Clara 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

School Site Council Meetings: September 25, 2025; October 22, 2025; November 25, 2025; January 28, 2026; March 25, 2026; April 24, 2026. Meetings are open to the public and begin with items from the public. Per the SSC's bylaws, agendas are posted at least 72 hours in advance in the main office. Agendas include time for current and future SPSA feedback.

English Learner Advisory Committee Meeting: September 10, 2025; October 22, 2025; December 3, 2025; January 28, 2026; March 11, 2025; April 29, 2026. Each year, the English Learner Site Coordinator shares information about the SSC and SPSA to members of the ELAC and asks for feedback regarding school support offered to the EL community. All EL parents and guardians are invited to the ELAC meetings via a letter and phone call. Agendas for ELAC are posted at least 72 hours in advance in the main office and on Parent Square; presentations are also shared via Parent Square

Dashboard data is reviewed annually with the staff, students, parents, and community members at faculty, PTSA, and SSC meetings. The school is working to expand the students with which this data is reviewed to extend beyond the student council and students on the School Site Council to include a wider array of students, such as our new Diversity Council.

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 only.

Santa Clara High School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

1 - Suspension Rate - Orange due to 2.9% suspension rate, increased by 1.4%. Our rate matches the state average, but reflects an increase to 2.9% while the state reflected a decrease to 2.9%.

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.

1 - English Language Arts - Overall in Green with 49.9 points above standard, but Students with Disabilities in Red at 96.7 points below standard, and English Learners and Hispanic students in Orange at 58 and 23 points below standard, respectively.

2- Mathematics - Overall in Yellow with 11.2 points below standard, but Students with Disabilities in Red at 180.7 points below standard.

3- Science - Overall in Green with 63.5 science points, but Student with Disabilities in Red at 41.8 science points.

No other indicators showed a group that was two or more performance categories below the "all student" performance.

Other Needs

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

Our six SPSA goals are all tied directly to the CA Dashboard 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 Santa Clara 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	0.42%	0.39%	4	7	6
African American	2.83%	2.59%	2.16%	49	43	33
Asian	23.90%	26.76%	28.03%	414	445	428
Filipino	8.49%	6.73%	5.96%	147	112	91
Hispanic/Latino	37.88%	38.54%	39.23%	656	641	599
Pacific Islander	0.58%	0.60%	0.46%	10	10	7
White	20.21%	18.64%	17.68%	350	310	270
Multiple/No Response	5.66%	5.29%	5.44%	98	88	83
Total Enrollment				1732	1663	1527

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	367	387	373
Grade 10	441	368	376
Grade 11	467	425	356
Grade 12	457	483	422
Total Enrollment	1,732	1,663	1,527

Conclusions based on this data:

1. Enrollment declined from 23-24 to 24-25. This is part of a four year trend due to the addition of a third comprehensive high school in our district. While enrollment may continue to drop due to declining district enrollment overall, this is the last year of large drops in enrollment as the other school now has students at all four grade levels.
2. Grade 10 class size is smaller than Grades 9, 11, and 12.
3. Hispanic/Latino subgroup continues to be the largest plurality, although not a majority. Asian subgroup has overtaken White subgroup as the second largest within the last three years.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	203	197	158	13.0%	11.7%	10.3%
Fluent English Proficient (FEP)	637	634	616	33.7%	36.7%	40.3%
Reclassified Fluent English Proficient (RFEP)	524	518		28.3%	30.30%	

Conclusions based on this data:

1. EL enrollment has steadily decreased for the past three years, consistent with over all enrollment declines.
2. IFEP enrollment has increased by 1.4% from 23-24 to 24-25.
3. RFEP percentage has increased by .3% from 23-24 to 24-25.

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	452	479	423	423	448	396	423	446	396	93.6	93.5	93.6
All Grades	452	479	423	423	448	396	423	446	396	93.6	93.5	93.6

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	2647.	2652.	2631.	41.84	45.07	40.40	32.62	27.58	27.27	14.42	17.49	15.91	11.11	9.87	16.41
All Grades	N/A	N/A	N/A	41.84	45.07	40.40	32.62	27.58	27.27	14.42	17.49	15.91	11.11	9.87	16.41

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	40.76	39.55	36.36	48.34	50.11	47.47	10.90	10.34	16.16
All Grades	40.76	39.55	36.36	48.34	50.11	47.47	10.90	10.34	16.16

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	44.42	44.49	42.68	43.47	44.04	38.38	12.11	11.46	18.94
All Grades	44.42	44.49	42.68	43.47	44.04	38.38	12.11	11.46	18.94

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	19.43	23.60	22.22	74.41	69.66	65.66	6.16	6.74	12.12
All Grades	19.43	23.60	22.22	74.41	69.66	65.66	6.16	6.74	12.12

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	37.91	38.65	33.33	55.69	53.71	55.56	6.40	7.64	11.11
All Grades	37.91	38.65	33.33	55.69	53.71	55.56	6.40	7.64	11.11

Conclusions based on this data:

1. The percentage of students tested has remained consistent for the past three years, currently 93.6%.
2. The percentage of students who exceeded standard has increased from 22-23 to 23-24, but decreased in 24-25 to 40.40%
3. Overall, students exceed standard most often in Reading (36.36%) and Writing (42.68%); they are least likely to exceed standard in Listening (22.22%)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	452	479	423	419	459	395	419	459	395	92.7	95.8	93.4
All Grades	452	479	423	419	459	395	419	459	395	92.7	95.8	93.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2615.	2609.	2620.	25.54	26.80	29.62	20.76	18.30	17.47	20.53	20.48	20.25	33.17	34.42	32.66
All Grades	N/A	N/A	N/A	25.54	26.80	29.62	20.76	18.30	17.47	20.53	20.48	20.25	33.17	34.42	32.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	29.83	28.32	31.39	39.86	38.78	31.39	30.31	32.90	37.22
All Grades	29.83	28.32	31.39	39.86	38.78	31.39	30.31	32.90	37.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.97	27.02	29.11	54.18	51.63	50.63	18.85	21.35	20.25
All Grades	26.97	27.02	29.11	54.18	51.63	50.63	18.85	21.35	20.25

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	23.39	25.93	26.58	58.23	54.68	57.72	18.38	19.39	15.70
All Grades	23.39	25.93	26.58	58.23	54.68	57.72	18.38	19.39	15.70

Conclusions based on this data:

1. The percentage of students tested increased from 92.7% in 22-23 to 95.8% in 23-24, but decreased to 93.4% in 24-25.
2. The percentage of students who exceeded standard has increased steadily for the past three years, currently 29.62%.
3. The percentage of students who met standard declined from 20.76% in 22-23 to 18.30% in 23-24, and currently 17.47 in 24-25

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1538.2	1517.7	1515.8	1536.8	1506.2	1512.0	1539.1	1528.7	1519.0	68	48	48
10	1537.3	1551.0	1520.7	1533.3	1545.7	1517.6	1540.8	1555.8	1523.3	79	51	52
11	1514.7	1509.2	1541.9	1495.6	1498.6	1545.8	1533.3	1519.3	1537.4	53	70	41
12	1515.8	1522.5	1537.3	1499.9	1517.7	1533.5	1531.1	1526.9	1540.7	45	44	64
All Grades										245	213	205

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	19.12	18.75	8.33	36.76	25.00	27.08	16.18	22.92	29.17	27.94	33.33	35.42	68	48	48
10	21.52	27.45	15.38	29.11	29.41	21.15	24.05	17.65	32.69	25.32	25.49	30.77	79	51	52
11	13.21	11.43	24.39	15.09	22.86	17.07	30.19	27.14	21.95	41.51	38.57	36.59	53	70	41
12	11.11	15.91	20.63	33.33	27.27	23.81	20.00	18.18	25.40	35.56	38.64	30.16	45	44	63
All Grades	17.14	17.84	17.16	28.98	25.82	22.55	22.45	22.07	27.45	31.43	34.27	32.84	245	213	204

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	36.76	22.92	20.83	25.00	29.17	31.25	11.76	16.67	22.92	26.47	31.25	25.00	68	48	48
10	31.65	39.22	32.69	27.85	21.57	19.23	18.99	15.69	17.31	21.52	23.53	30.77	79	51	52
11	20.75	22.86	34.15	16.98	31.43	17.07	30.19	8.57	21.95	32.08	37.14	26.83	53	70	41
12	22.22	27.27	39.68	26.67	34.09	15.87	17.78	6.82	20.63	33.33	31.82	23.81	45	44	63
All Grades	28.98	27.70	32.35	24.49	29.11	20.59	19.18	11.74	20.59	27.35	31.46	26.47	245	213	204

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	5.88	8.33	2.08	23.53	18.75	14.58	35.29	31.25	35.42	35.29	41.67	47.92	68	48	48
10	7.59	11.76	3.85	17.72	33.33	25.00	44.30	25.49	15.38	30.38	29.41	55.77	79	51	52
11	9.43	7.14	9.76	11.32	10.00	14.63	35.85	32.86	29.27	43.40	50.00	46.34	53	70	41
12	4.44	2.27	7.94	20.00	22.73	22.22	37.78	22.73	23.81	37.78	52.27	46.03	45	44	63
All Grades	6.94	7.51	5.88	18.37	20.19	19.61	38.78	28.64	25.49	35.92	43.66	49.02	245	213	204

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	16.18	6.38	8.33	61.76	61.70	56.25	22.06	31.91	35.42	68	47	48
10	12.66	11.76	21.57	67.09	58.82	49.02	20.25	29.41	29.41	79	51	51
11	7.55	8.57	12.20	54.72	41.43	46.34	37.74	50.00	41.46	53	70	41
12	4.44	4.55	9.52	51.11	56.82	46.03	44.44	38.64	44.44	45	44	63
All Grades	11.02	8.02	12.81	60.00	53.30	49.26	28.98	38.68	37.93	245	212	203

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	60.29	43.75	47.92	13.24	25.00	27.08	26.47	31.25	25.00	68	48	48
10	60.76	60.78	54.00	18.99	21.57	22.00	20.25	17.65	24.00	79	51	50
11	36.54	43.48	56.10	26.92	24.64	26.83	36.54	31.88	17.07	52	69	41
12	51.11	58.14	63.49	13.33	11.63	15.87	35.56	30.23	20.63	45	43	63
All Grades	53.69	50.71	55.94	18.03	21.33	22.28	28.28	27.96	21.78	244	211	202

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	8.82	16.67	2.08	51.47	31.25	39.58	39.71	52.08	58.33	68	48	48
10	16.46	23.53	7.69	44.30	43.14	34.62	39.24	33.33	57.69	79	51	52
11	9.43	5.71	9.76	32.08	37.14	31.71	58.49	57.14	58.54	53	70	41
12	13.33	9.09	14.29	31.11	34.09	34.92	55.56	56.82	50.79	45	44	63
All Grades	12.24	13.15	8.82	41.22	36.62	35.29	46.53	50.23	55.88	245	213	204

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
9	5.88	0.00	0.00	61.76	72.34	68.75	32.35	27.66	31.25	68	47	48
10	1.27	0.00	0.00	73.42	76.47	66.00	25.32	23.53	34.00	79	51	50
11	5.77	5.80	12.20	53.85	59.42	46.34	40.38	34.78	41.46	52	69	41
12	8.89	4.55	4.76	60.00	59.09	58.73	31.11	36.36	36.51	45	44	63
All Grades	4.92	2.84	3.96	63.52	66.35	60.40	31.56	30.81	35.64	244	211	202

Conclusions based on this data:

1. 245 students tested in 22-23, 213 in 24-25, and 205 in 24-25
2. Areas of strength are in Oral Language and Speaking Domains.
3. Areas for growth are in Reading and Writing Domains.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1663	28.4%	11.8%	0.1%
Total Number of Students enrolled in Santa Clara 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	197	11.8%
Foster Youth	2	0.1%
Homeless	8	0.5%
Socioeconomically Disadvantaged	472	28.4%
Students with Disabilities	227	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	2.6%
American Indian	7	0.4%
Asian	445	26.8%
Filipino	112	6.7%
Hispanic	641	38.5%
Two or More Races	88	5.3%
Pacific Islander	10	0.6%
White	310	18.6%

Conclusions based on this data:

1. Socioeconomically disadvantaged students comprise the largest at-risk group (28.4%)

2. Hispanic students are the majority student group, followed by Asian and White students, respectively; this is consistent from last year where White students were second and Asian students were third.
3. Student diversity includes 11.8% EL and 13.7% students with disabilities.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Green		
College/Career  Blue		

Conclusions based on this data:

1. Academic Performance in English Language Arts stayed consistent in high (green) from the previous year. College/Career was maintained the very high (blue) rating from the previous year.
2. Academic Performance in Mathematics and Graduation rates dropped from high (green) to medium (yellow), and EL Progress dropped from medium (yellow) to low (orange) from the previous year.
3. Suspension Rate returned to (orange) from high (green) from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 49.9 points above standard Declined 20.4 points 388 Students	English Learners Orange 58 points below standard Increased 3.9 points 85 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Yellow 1.2 points above standard Maintained -1.3 points 112 Students

Students with Disabilities  Red 96.7 points below standard Declined 25.8 points 51 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Green 100 points above standard Declined 19.2 points 110 Students	Filipino  No Performance Color 53.8 points above standard Declined 19.9 points 27 Students	Hispanic  Orange 23 points below standard Declined 28 points 153 Students
Two or More Races  No Performance Color 70.1 points above standard Declined 17 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 91.2 points above standard Declined 17.4 points 75 Students

Conclusions based on this data:

1. Students with Disabilities declined 25.8 points to very low (red) at 96.7 points below standard.
2. EL increased 3.9 points from very low (red) to low (orange) at 58 points below standard.
3. Overall ELA performance maintained high (green), but declined 20.4 points at 49.9 points above standard.

School and Student Performance Data

Academic Performance Mathematics

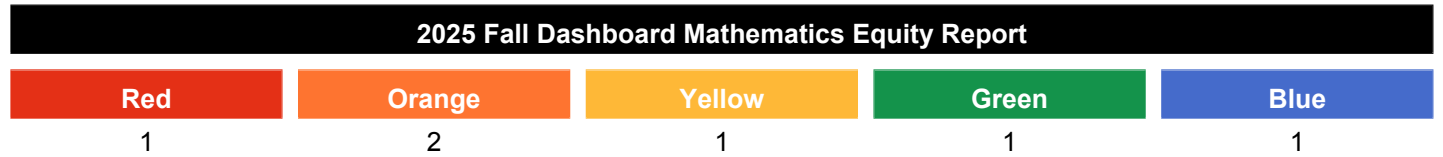
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 11.2 points below standard Maintained -1.3 points 393 Students	English Learners  Orange 125.9 points below standard Increased 25.8 points 91 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 78.8 points below standard Increased 18.5 points 116 Students

Students with Disabilities  Red 180.7 points below standard Declined 17.9 points 51 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Green 69.9 points above standard Declined 4.8 points 113 Students	Filipino  No Performance Color 12.1 points below standard Declined 7.7 points 27 Students	Hispanic  Orange 105.9 points below standard Declined 3.9 points 155 Students
Two or More Races  No Performance Color 3.1 points below standard Increased 9.7 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 35.9 points above standard Maintained -2.8 points 75 Students

Conclusions based on this data:

1. EL increased 25.8 points from very low (red) to low at 125.9 points below average; Hispanic declined 3.9 points to low (orange) at 105.9 points below standard
2. Socioeconomically Disadvantaged increased 18.5 points to medium (yellow) at 78.8 points below standard. Students with Disabilities declined 17.9 points to very low (red) at 180.7 points below standard.
3. Overall Math Performance was maintained medium (yellow) at 11.2 points below standard.

School and Student Performance Data

Academic Performance Science

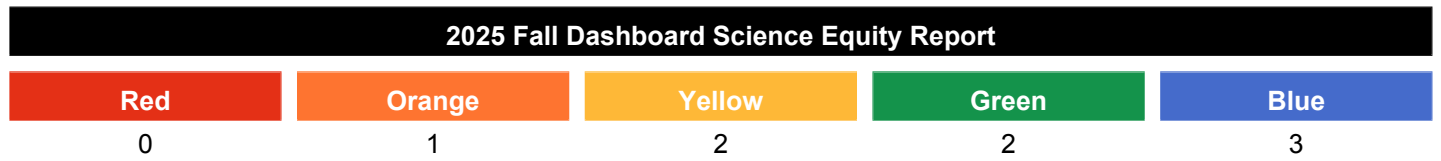
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 63.5 science points Maintained 1.8 points 703 Students	English Learners  Yellow 43.1 science points Increased 3.3 points 163 Students	Long-Term English Learners  No Performance Color 33.3 science points Declined 7.1 points 23 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 52 science points Maintained 1.2 points 210 Students

Students with Disabilities  Orange 41.8 science points Maintained 0.8 points 76 Students	African American  No Performance Color 65.1 science points Increased 22.4 points 16 Students	American Indian  No Performance Color 0 Students
Asian  Blue 72.2 science points Maintained -1.5 points 199 Students	Filipino  Green 63 science points Declined 3.4 points 58 Students	Hispanic  Green 50.3 science points Increased 2 points 252 Students
Two or More Races  Blue 68 science points Increased 2.9 points 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Blue 73.8 science points Increased 5.1 points 137 Students

Conclusions based on this data:

1. Overall students have maintained in the green with 63.5 science points, noting that, while this not the first year of CAST data, it is the first year where the data is included in the CA Dashboard.
2. English Learners, Hispanic, 2+R, and African American students have increased science points.
3. Students with Disabilities scored in the orange, which is two levels below the school as a whole, noting that their score was approximately equal to the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
53.8 making progress.	53.8 making progress.
Number Students: 160 Students	Number Students: 52 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.3%	39.6%	0%	54.1%

Conclusions based on this data:

- 54.1% of EL students progressed at least one ELPI level in 2025, an increase from the previous year of 45.2%.
- 39.6% of EL students maintained their ELPI Level in 2025, a decrease from the previous year of 41%.
- 6.3% of EL students decreased their ELPI Level in 2025, an decrease from the previous year of 10.8%.

School and Student Performance Data

Academic Performance College/Career Report

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

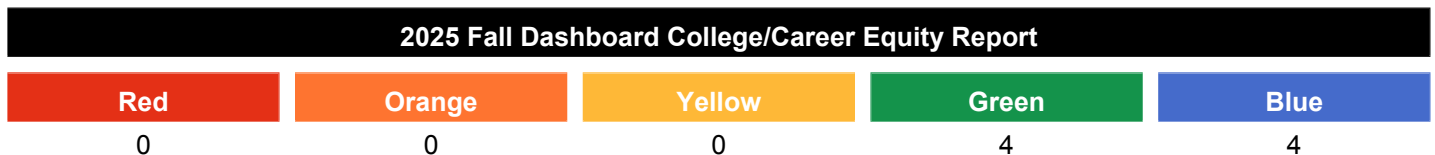
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Blue Prepared 83.7% Increased 3.3% 486 Students	English Learners Green Prepared 58.1% Increased 3.3% 124 Students	Long-Term English Learners Green Prepared 67.2% Increased 13.4% 61 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Blue Prepared 76.5% Increased 2.8% 238 Students

Students with Disabilities  Green Prepared 65.2% Increased 19.2% 66 Students	African American  No Performance Color Prepared 86.7% Increased 9.4% 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue Prepared 91.6% Increased 3.6% 119 Students	Filipino  Blue Prepared 95.1% Increased 5.1% 41 Students	Hispanic  Green Prepared 69.2% Increased 5% 169 Students
Two or More Races  No Performance Color Prepared 77.8% Declined 22.2% 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue Prepared 95.5% Increased 4.9% 110 Students

Conclusions based on this data:

1. Overall, students were very prepared (blue) for College/Career (83.7% of 486 students).
2. EL and Students with Disabilities' ranked high (green) increased from past year 3.3% and 19.2%, respectively. Hispanic students increased by 5% from medium (yellow) to high (green). LTELs increased 2.8% from low (orange) to high (green) at 67.2% prepared.
3. Asian, Filipino, and White groups ranked very high (blue).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data provided.
2. This is not part of our CA Dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

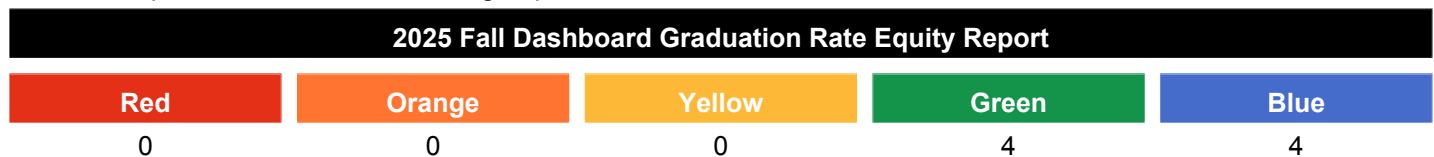
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 94.7% graduated Increased 3.5% 487 Students	English Learners Green 84.8% graduated Increased 8.8% 125 Students	Long-Term English Learners Green 86.9% graduated Increased 6.1% 61 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Green 91.2% graduated Maintained 0.8% 238 Students

Students with Disabilities  Green 86.4% graduated Increased 10.9% 66 Students	African American  No Performance Color 93.3% graduated Increased 7% 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 96.6% graduated Maintained 0.6% 119 Students	Filipino  Blue 97.6% graduated Maintained 0.8% 41 Students	Hispanic  Blue 91.8% graduated Increased 8.7% 170 Students
Two or More Races  No Performance Color 92.6% graduated Declined 7.4% 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 97.3% graduated Maintained 0.8% 110 Students

Conclusions based on this data:

- Overall graduation rate increased 3.5 points from 91.2% medium (yellow) to 94.7 % high (green)
- Students with Disabilities increased 10.9% to high (green) at 86.4% graduated. EL increased 8.8% from low (orange) to high (green) with 84.8% graduated. LTEL increased 6.1% from low (orange) to high (green) at 86.9% graduated. Hispanic increased 8.7% from low (orange) to very high (blue) at 91.8% graduated.
- Asian, Filipino, and White groups maintained at very high (blue) with 96.6-97.3% graduated.

School and Student Performance Data

Conditions & Climate Suspension Rate

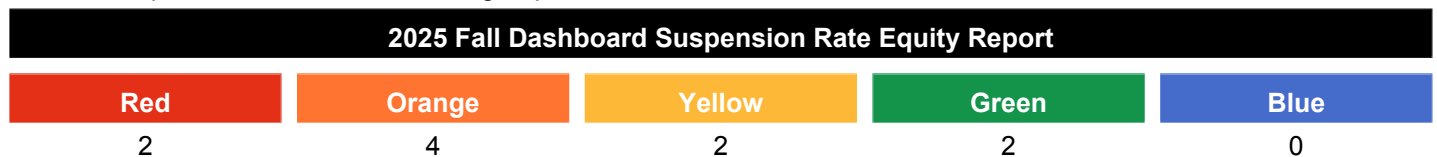
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 2.9% suspended at least one day Increased 1.4% 1736 Students	English Learners Red 9.5% suspended at least one day Increased 7.6% 241 Students	Long-Term English Learners Red 13.9% suspended at least one day Increased 11.2% 79 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 6.3% suspended at least one day 16 Students	Socioeconomically Disadvantaged Orange 5.7% suspended at least one day Increased 3% 561 Students

Students with Disabilities  Orange 7.5% suspended at least one day Increased 2.7% 240 Students	African American  Green 2.3% suspended at least one day Declined 1.6% 44 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Yellow 1.3% suspended at least one day Increased 1.3% 458 Students	Filipino  Yellow 0.9% suspended at least one day Increased 0.9% 113 Students	Hispanic  Orange 5.4% suspended at least one day Increased 2.6% 683 Students
Two or More Races  Orange 3% suspended at least one day Increased 3% 100 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Green 0.9% suspended at least one day Declined 1% 321 Students

Conclusions based on this data:

1. African American, and White groups are in the high (green) ranking. Asian, Filipino, and Two or More Races groups declined and are in the green ranking.
2. Students with Disabilities decreased from high (green) to low (orange) with 7.5% of 240 students suspended at least one day.
3. Overall suspension rate increased from 2023/2024 to 2024/2025 from 1.6% to 2.9%. However, 2024/2025 had a lower suspension rate than any year since 2016/2017 (when the CA Dashboard started) with the exception of 2023/2024.

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.

Academic Performance - English Language Arts

Goal 1 Subject: Academic Performance - English Language Arts - Addresses California Dashboard Indicator: How well students are meeting grade-level standards on the English Language Arts assessment; increased educational opportunities; and intra/interdepartmental. (WASC Goal 1)

1. Increase the percentage of students who score Standard Met or Standard Exceeded on the English Language Arts (ELA) portion of the California Assessment of Student Performance and Progress (CAASPP).
2. Support teachers as they continue to incorporate the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), World Language Standards (WLS), and Multi-tiered System of Supports (MTSS) into their curriculum to foster improved student literacy skills in all subject areas.
3. Support student reading for enjoyment as indicated by an increase in library circulation of materials and student satisfaction levels with the library.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

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

Identified Need

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

Basis for Goal

1. Goals set in alignment with the district's 3-year goal for ELA CAASPP improvement.
2. 2024-2025 ELA CAASPP scores: 40.40% Standard Exceeded, 27.27% Standard Met, 15.91% Standard Nearly Met, 16.41% Standard Not Met
3. 2023-2024 ELA CAASPP scores: 45.07% Standard Exceeded, 27.58% Standard Met, 17.49% Standard Nearly Met, 9.87% Standard Not Met
4. 2022-2023 ELA CAASPP scores: 41.84% Standard Exceeded, 32.62% Standard Met, 14.42% Standard Nearly Met, and 11.11% Standard Not Met
5. 2021-2022 ELA CAASPP scores: 40.29% Standard Exceeded, 28.16% Standard Met, 18.45% Standard Nearly Met, and 13.11% Standard Not Met
6. 2020-2021 ELA CAASPP scores: 36.9% Standard Exceeded, 29.46% Standard Met, 21.43% Standard Nearly Met, and 12.20% Standard Not Met
7. 2018-2019 ELA CAASPP scores: 36.01% Standard Exceeded, 33.94% Standard Met, 17.66% Standard Nearly Met, and 12.39% Standard Not Met
8. 2017-2018 ELA CAASPP scores: 25.69% Standard Exceeded, 33.75% Standard Met, 26.7% Standard Nearly Met, and 13.85% Standard Not Met
9. Average monthly library circulation numbers (not including textbooks): 806 (22-23), 898 (21-22), 395 (20-21), 822 (19-20), 921 (18-19), 991 (17-18), 1,164 (16-17), 1,049 (15-16), 1,004 (14-15), 982 (13-14)

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
CAASPP ELA	67.% Met or Exceeded Standard (45.07% Exceeded, 27.58% Met) (23-24) (dropped overall from 22-23 by 2%, improved 4% in Exceeded subcategory)	75% Met or Exceeded (24-25) 79% Met or Exceeded Standard (25-26)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy/Activity 1: Curriculum and Materials (Improvement of instruction strategies and materials) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) 2. Provide and update supplementary instructional, educational technology, and test preparatory materials to subject areas during instructional materials adoption. 3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies.	All Students	8000 Targeted Allocation Supplementary Materials
1.2	Strategy/Activity 2: Develop Rigorous Curriculum (Alignment of instruction with content standards) 1. Create opportunities for collaboration between Social Science, English Language Arts, World Language, and Science teachers to provide students with cross-curricular exposure to CCSS. 2. Continue to develop data driven curriculum, instructional practices, and common assessments that align with CCSS, NGSS, and WLS. 3. Utilize TOSA secondary curriculum specialists to support teachers and students in the classroom.	All Students	
1.3	Strategy/Activity 3: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Provide departmental professional development through conferences and workshops designed to address CCSS for ELA and Social Science, NGSS for Science, and World Language Standards (WLS) for World Language. 2. Support on-site professional development opportunities with expert consultants. 3. Foster course-alike, departmental, and interdepartmental discussions and collaboration through the Wednesday and Friday meeting times. 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS, NGSS, WLS, and MTSS into the curriculum and deepen interdisciplinary understanding of CCSS, NGSS, WLS, and MTSS for literacy.	All Students	24000 Targeted Allocation Professional Development on Common Core

	5. Support teachers observing other teachers and students to develop and improve instructional strategies.		
1.4	Strategy/Activity 4: Parent Communication and Involvement (Involvement of staff, parents and community) 1. Communicate with parents regularly about CCSS literacy skills development efforts (including efforts in English, History, Science, CTE, and other subjects). 2. Communicate to staff, parents, and students the importance of student performance on the literacy portion of standardized exams and college entrance testing (particularly PBA and CAASPP). 3. Get feedback from parents through surveys and other means.	All Students	
1.5	Strategy/Activity 5: Student Support (Auxiliary services for students and parents) 1. Seek opportunities to find local writers and school and community members to share book talks with students. 2. Provide resources and materials to support Teen Read Week on campus. 3. Support teachers observing other teachers and students to develop and improve instructional strategies.	All Students	3500 Targeted Allocation Teen Read Week Resources and Materials 2000 Targeted Allocation Peer-to-peer observations
1.6	Strategy/Activity 6: Data and Assessment (Monitoring program implementation and results) 1. Utilize English-Language Arts data from testing scores on the CAASPP and the districtwide Performance-Based Assessments to better understand schoolwide areas of literacy concerns and implement action plans to address these concerns. 2. Ensure all teachers know how to access student databases such as Aeries to analyze student data.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. Departments are working in collaborative grade-level teams to address targeted goals per WASC recommendations. Collaborative teams share their progress with the School Learning Team (SLT) Liaisons, who then share progress at the SLT meetings.
2. The librarian works with students, staff, and community members to promote literacy through Teen Read book talks and guest speakers.

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

Peer-to-peer observations have been seen as helpful for teachers to observe and learn from the strategies and approaches of other teachers from a variety of departments in terms of both teacher learning and instigating productive conversations amongst teachers. Fortunately, the district has begun funding site-based Instructional Rounds, which

allowed us to reduce our own site's spending in this area. We are continuing to fund \$2000 to supplement district sources so that we can offer this opportunity to more teachers than is available via district funded opportunities.

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.

Addition of MTSS to Staff Development and Professional Collaboration to address student wellness as it relates to academic performance and literacy. Removal of the strategy/activity related to journalism as this support did not proportionally address needs of unduplicated student target groups.

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.

Academic Performance - Mathematics

Goal 2 Subject: Academic Performance - Mathematics - Addresses California Dashboard Indicator: How well students are meeting grade-level standards on the Mathematics assessment; increased educational opportunities; and intra/interdepartmental collaboration.

(WASC Goal 1)

1. Increase the percentage of students who score Standard Met or Standard Exceeded on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP) test.
2. Support teachers as they continue to incorporate the Common Core State Standards (CCSS) and Multi-tiered System of Supports (MTSS) into their curriculum and develop benchmark assessments to foster improved student academic skills in mathematics.
3. Support efforts to promote Girls Achieving in Nontraditional Subjects (GAINS)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

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

Identified Need

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

Basis for Goal

1. Goals set in alignment with the district's 3-year goal for ELA CAASPP improvement.
2. 2024-2025 Mathematics CAASPP scores: 29.62% Standard Exceeded, 17.47 Standard Met, 20.25% Standard Nearly Met; 32.66% Standard Not Met
3. 2023-2024 Mathematics CAASPP scores: 26.8% Standard Exceeded, 18.30% Standard Met, 20.48% Nearly Met, 34.42% Not Met
4. 2022-2023 Mathematics CAASPP scores: 25.54% Standard Exceeded, 20.76% Standard Met, 20.53% Standard Nearly Met, 33.17% Standard Not Met
5. 2021-2022 Mathematics CAASPP scores: 21.46% Standard Exceeded, 19.51% Standard Met, 24.39% Standard Nearly Met, 34.53% Standard Not Met
6. 2020-2021 Mathematics CAASPP scores: 29.94% Standard Exceeded, 22.67% Standard Met, 23.26% Standard Nearly Met, and 24.13% Standard Not Met
7. 2018-2019 Mathematics CAASPP scores: 20.92% Standard Exceeded, 19.77% Standard Met, 27.82% Standard Nearly Met, and 31.49% Standard Not Met
8. 2017-2018 Mathematics CAASPP scores: 14.89% Standard Exceeded, 19.11% Standard Met, 31.76% Standard Nearly Met, and 34.24% Standard Not Met
9. GAINS participation: 26 (25-26), 37 (24-25), 31 (23-24), 21 (22-23), 25 (21-22), 29 (20-21), 35 (19-20), 50 (18-19), 67 (17-18), 95 (16-17), 65 (15-16)

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
CAASPP Mathematics	47.09% Met or Exceeded Standard (24-25) (increased 1.99% from 23-24)	50% Met or Exceeded Standard (24-25) 55% Met or Exceeded (25-26)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy/Activity 1: Curriculum and Materials (Improvement of instruction strategies and materials) 1. Purchase library materials based on library and curriculum standards, student demographics, circulation and collection data. (Aligned with SCUSD Board Approved Library Plan, June 2009) 2. Provide and update supplementary instructional, educational technology, and test preparatory materials to subject areas during instructional materials adoption. 3. Utilize and continue to build the staff development library to support staff professional development and training in pedagogy, classroom management, cultural proficiency, and discipline-specific teaching strategies.	All Students	3000 Targeted Allocation Supplementary Materials
2.2	Strategy/Activity 2: Develop Rigorous Curriculum (Alignment of instruction with content standards) 1. Create opportunities for collaboration between level teams as they develop common lesson plans and assessments, and collect and analyze test result data. 2. Continue to develop data-driven curriculum, instructional practices, and common assessments that align with CCSS. 3. Utilize TOSA secondary curriculum specialists to support teachers and students in the classroom.	All Students	
2.3	Strategy/Activity 3: Access to Rigor (Increased educational opportunity) 1. Support the Girls Achieving in Non-traditional Subjects (GAINS) Program to increase interest of female students in math and science fields.	All Students	1500 Targeted Allocation Support for GAINS Activities
2.4	Strategy/Activity 4: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Provide departmental professional development through conferences and workshops designed to address CCSS and MTSS for Mathematics. 2. Support on-site professional development opportunities with expert consultants. 3. Foster couse-alike, departmental, and interdepartmental discussions and collaboration through the Wednesday and Friday meeting times. 4. Research teaching materials, strategies, and professional development opportunities to improve the incorporation of CCSS into the curriculum and deepen interdisciplinary understanding of CCSS for Mathematics.	All Students	3000 Targeted Allocation Professional Development on Common Core

	5. Support teachers observing other teachers and students to develop and improve instructional strategies.		
2.5	Strategy/Activity 5: Parent Communication and Involvement (Involvement of staff, parents and community) 1. Communicate with parents regularly about CCSS mathematics skills development efforts. 2. Communicate to staff, parents, and students the importance of student performance on the mathematics portion of standardized exams and college entrance testing, particularly with information on the CAASPP. 3. Get feedback from parents through surveys and other means.	All Students	
2.6	Strategy/Activity 6: Data and Assessment (Monitoring program implementation and results) 1. Collect data on mathematics programs and formative assessments to monitor progress. 2. Ensure all teachers know how to access student databases such as the California Dashboard and Aeries to analyze student data. 3. Use data to build a structure for supporting Algebra 1, Geometry, and Algebra 2 Common Core courses.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. The math department is working in collaborative grade-level teams to address targeted goals per WASC recommendations. Collaborative teams share their progress with the School Learning Team (SLT) Liaisons, who then share progress at the SLT meetings.
2. The Mathematics department continues to work with the district on the development of benchmark assessments.
3. The SCHS GAINS program hosts six guest speaker presentations per year in which female speakers from various industries share their experiences in the and challenges in the industry, educational requirements for their field. Students also have the opportunity to attend three district-sponsored events and one invite-only event hosted by Google.

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

N/A

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.

Addition of MTSS to Staff Development and Professional Collaboration to address student wellness as it relates to academic performance and mathematics

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.

Academic Performance - English Language Development

Goal 3 Subject: Academic Performance - English Language Learners - Addresses California Dashboard Indicator: The percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC); community engagement, involvement; and student support. (WASC Goal 1)

1. Continue to help each ELL student advance in their English language course placement at least one course level annually.
2. Monitor the appropriate placement of each ELL student through the use of language assessment scores and teacher recommendations.
3. Provide support to all teachers of EL students in the form of professional development, collaboration time, and materials to help students achieve language development targets.
4. Provide support to EL families through site, district, and community partnership resources.
5. Promote and celebrate Reclassification and Seal of Biliteracy through the EL program, the Counseling department, and school-wide celebrations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s)

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

Identified Need

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

Basis for Goal

1. The EL Support Teacher (ELST) and EL Support and Assessment Technician (ELSAT) provide anecdotal information about the current rate of course placement changes made by each EL.
2. 2025 CA Dashboard indicates 53.8% (160) of EL students are making progress toward English language proficiency compared to 46.4% (777,537) at the state level; 54.1% progressed at least one level or maintained a level of 4, 39.6% maintained levels 1-3, and 6.3% decreased one level.
3. 2024 CA Dashboard indicates 47% (166) of EL students are making progress toward English language proficiency compared to 45.7% (796,176) at the state level; 46.9% progressed at least one level or maintained a level of 4, 42% maintained levels 1-3, and 11.1% decreased one level.
4. 2023 CA Dashboard indicates 55.5 points above standard for making progress towards English language proficiency (green level) (n182); 99 progressed, 1 maintained ELPI Level 4, 63 maintained ELPI Level 1, 2L, 2H, 3L, 3H, 16 decreased ELPI
5. In 2022-2023, EL student comprised 13% (n240) of the total population; IFEP 33.7% (n623)
6. In 2021-2022, EL students comprised 15.6% of the total population (n2940; IFEP 31% (585)
7. In 2020-2021, EL students comprised 15.2% (n308) of the total population; 14.7% (n299) (19-20), 13.1% (n255) (18-19).
8. 2021-2022 Seal of Biliteracy not provided by the state.
9. In 2020-2021, 18.4% of graduates (n89) earned the Seal of Biliteracy.
10. In 2021-2022, 50.7% (n203) of EL students made progress toward English Language Proficiency; 32.5% maintained ELP levels 1, 2L, 2H, 3H; 16.7% decreased at least one ELPI level
11. In 2020-2021, 251 EL students scored 22.18% Level 4, 30.24% Level 3, 20.16% Level 2, and 27.42% Level 1 on the ELPAC. EL students comprised 15.2 % of the total population.
12. In 2018-2019, 238 EL students scored 18.07% Level 4, 35.29% Level 3, 28/15% Level 2, and 18.49% Level 1 on the ELPAC. EL students comprised 13.1 % of the total population.
13. In 2017-2018, 220 EL students scored 22.73% Level 4, 41.82% Level 3, 19.09% Level 2, and 16.36% Level 1 on the ELPAC. EL students comprised 11.1% of the total student population.
14. In 2018-2019 there were 237 EL students (167 EL and 70 Long Term English Learner (LTEL)) and 667 Reclassified Fluent English Proficient Students (RFEP).
15. In 2017-2018 there were 243 EL students (159 EL, 84 LTEL) and 686 RFEP students.
16. In 2018-2019, 15% of the grades earned by LTELs were Ds and 8% were Fs, 12% of the grades earned by ELs (non LTEL) were Ds and 14% were Fs, 5% of the grades earned by RFEP students are Ds and 5% are Fs, and 6% of grades earned by EOs were Ds and 5% Fs.
17. In 2017-2018, 16% of the grades earned by LTELs were Ds and 11% were Fs, 13% of the grades earned by ELs (non LTEL) were Ds and 11% were Fs, 7% of the grades earned by RFEP students were Ds and 4% Fs, and 7% of the grades earned by EOs were Ds and 5% Fs.

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
English Learner Progress	53.8% Making Progress towards English Language Proficiency (2025) (increased 6.8% from 2024)	55% Making Progress towards English Language Proficiency (2026) 60% Making Progress towards English Language Proficiency (2027)
Seal of Biliteracy	21.3% (102 out of 478) (2025) 9.45% improvement from 2023 and exceeded 2025 goal by 5.3%	23% of graduates (2026) 25% of graduates (2027)

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	Strategy/Activity 1: Curriculum and Materials (Alignment of instruction with content standards) 1. Research and implement best practices in EL teaching strategies.	English Language Learner Students	500 Targeted Allocation Supplemental materials for ELL classes

	2. Build and support the Designated EL classes through various means, including the purchase of supplemental texts and multimedia tools that are Lexile-level and age-appropriate. 3. Support the use of expert tutors in EL support classes.		
3.2	Strategy/Activity 2: Develop Rigorous Curriculum (Alignment of instruction with content standards) 1. Utilize the services of an EL consultant to work with teachers to develop a rigorous curriculum. 2. All classes where ELs are enrolled will follow district-adopted standards.	English Language Learner Students	
3.3	Strategy/Activity 3: Access to Rigor (Increased educational opportunity) 1. Utilize student placement data to place students in appropriate Designated EL courses. 2. Provide an additional two-period dELD Beginning section to decrease the student-teacher ratio and increase targeted instructional support	English Language Learner Students	73542 Targeted Allocation dELD Beginning Support
3.4	Strategy/Activity 4: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Support all departments as they continue to support EL students in subject-specific courses. 2. Provide professional development for teachers of dELD classes. 3. Provide staff development training on tested research-based SDAIE strategies for mainstream classes with substantial numbers of EL students.	English Language Learner Students	8000 Targeted Allocation EL/SDAIE Professional Development
3.5	Strategy/Activity 5: Parent Communication and Involvement (Involvement of staff, parents, and community) (WASC Goals 1, 2, and 3) 1. Use district office translation services for school communications. 2. EL Support Teacher will hold quarterly English Language Advisory Committee (ELAC) parent meetings. 3. Site administration or appointed designee will attend quarterly District English Language Advisory Committee meetings (DELAC). 4. EL Support Teacher will provide parents of English Learners with relevant information via the Parent Portal. 5. Utilize the services of the district and community programs, such as the Family Resource Center and Parent Institute for Quality Education (PIQE), to provide additional support to EL families.	English Language Learner Students	1200 Targeted Allocation Parent Participation in Meetings
3.6	Strategy/Activity 6: Student Support (Auxiliary services for students and parents) 1. Execute a culturally-informative field trip for EL students that is aligned with ELA Common Core State Standards (CCSS).	English Language Learner Students	3000 Targeted Allocation EL Field Trip
3.7	Strategy/Activity 7: Academic Support for ELL Students (Extended learning time) 1. Provide Designated EL classes for all EL students to support advancement toward reclassification. 2. Support tutorial sessions for EL students who are earning Ds or Fs in their core classes.	English Language Learner Students	

3.8	Strategy/Activity 8: Data and Assessment (Monitoring program implementation and results) 1. Collect and record assessment data for EL students. 2. Support the coordination and teaching of site EL intervention programs.	English Language Learner Students	26,520 Targeted Allocation EL Support and Assessment Technician
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. At the beginning of each school year, the EL Support Teacher (ELST) collects student data regarding EL student placement, assessments, grades, and counselor and teacher recommendations to confirm that students are placed appropriately.
2. The process of compiling EL student data and sharing this data with administrators, counselors, and teachers has improved communication between stakeholders. Teacher recommendations for the following year's student placement are collected from dELD and EL English teachers during the second semester and are shared with the counseling department.
3. Through collaboration with faculty members and solicitation of parent feedback, the ELST and ELSAT can share pertinent information with the ELAC and address specific concerns regarding student needs.
4. The ELSAT, ELST, and administration have worked collaboratively with district personnel to improve the efficiency of ELPAC administration and to decrease the amount of class time students miss to complete the assessment.
5. Through collaboration with site and district stakeholders, the ELST addresses concerns regarding the availability of curriculum, materials, support, and reclassification guidelines.

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

N/A

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.

N/A

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 Performance - College/Career

Goal 4 Subject: Academic Performance - College/Career - Addresses California Dashboard Indicator: How well high school students are prepared for success after graduation based on measures like graduation (A-G completion) rate, performance on state tests, and college credit courses. (WASC Goal 2)

1. Ensure that 40% of staff members are AVID trained and pursue AVID Demonstration School status.
2. Promote a school-wide culture of college and career readiness through student recruitment into advanced-level courses and Career Technical Education (CTE) pathways and Advanced Placement (AP) and Advancement Via Individual Determination (AVID) staff development.
3. Reduce the AP access gap and provide support to first-time AP students from all demographic groups at the junior and senior levels.
4. Provide a credit recovery course to support students who are credit-deficient.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s)

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

Identified Need

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

Basis for Goal

1. Number of faculty members who received AVID training: 38 teachers total (25-26), 4 (24-25), 11 (23-24), (19-20), 14 (18-19), 18 (17-18), 48 (16-17), 32 (15-16).
2. In 2025, 83.7% of graduates were Prepared for College, 5.3% Approaching Prepared, 10.9% Not Prepared (N486), Asian 91.6% (N119), Filipino 95.1% (N41), SED 76.5% (N238), White 95.5% (N110). African American 86.7% (N15), Hispanic 69.2% (N169), EL 58.1% (N124), SWD 65.2% (N66)
3. 79.6% of graduates Prepared for college, 8.8% Approaching Prepared, 11.7% Not Prepared (N445), Asian 85.7% (N91), Filipino 90% (N40), SED 70.4% (N247), White 84.7% (118), African America 72.2% (18), Hispanic 69.1% (N152), EL 52.8% (N89), SWD 46.8% (N77)
4. Percentage of graduates who were A-G UC/CSU eligible: N/A(2022), 55.5% (2021), 51% (2019), 54.3% (2018), 41.8% (2017), 42% (2016), 34.9% (2015), 35.5% (2014), 39.6% (2013).
5. Percentage of students who completed at least one CTE pathway: 21.2% of 103 total cohort (2021)
6. In 2019, 51% (-3.2) of high school graduates were placed in the "Prepared" level on the College/Career indicator according to the California School Dashboard.
7. In 2018, 281 students (68.5% of students who took an AP Exam) scored 3+ or higher compared to 283 (67.2%) in 2017, 221 (61.9%) in 2016, 180 (58.8%) in 2015, and 199 (68.4%) in 2014. In 2018, 410 students took 822 AP tests compared to 421 students who took 758 tests in 2017, 357 students who took 612 tests in 2016, 306 students who took 514 tests in 2015, and 291 who took 499 tests in 2014.

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
CA Dashboard "Prepared" Level on College/Career Indicator	83.7% of Seniors "Prepared" on the College/Career Indicator (2025) (improved 4.1%, exceeded 2024 expectation of 82%)	82% of Seniors "Prepared" on the College/Career Indicator (2025) 84% of Seniors "Prepared" on the College/Career Indicator (2026)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy/Activity 1: Access to Rigor (Increased educational opportunity) 1. Continue to increase student enrollment in higher-level college preparatory courses (Advanced Placement (AP) and Honors), which will be achieved in part through the encouragement provided by Advancement Via Individual Determination (AVID) teachers to their students, as well as through a combined effort by administrators and teachers to identify and encourage students who belong to underrepresented minorities to take a higher level course. 2. Continue development, support, and growth of the AVID program to support students who are first-generation college-bound students and/or who are socioeconomically disadvantaged, to excel in AP and Honors courses. 3. Continue support of AVID's tutoring program.	All Students	
4.2	Strategy/Activity 2: Staff Development and Professional Collaboration (Staff Development and Professional Collaboration) 1. Collect data about potential candidates for AP classes and use this data to recruit students into AP-level courses, with emphasis on closing the AP access gap for underrepresented groups. 2. Review and redefine AP course prerequisites to ensure equitable student access to take AP courses. 3. Provide training in AVID techniques to teachers of mainstream and AP classes. 4. Provide leadership training to school planning team leaders and other staff members with leadership roles.	All Students	10000 Targeted Allocation AVID Staff Training
4.3	Strategy/Activity 3: Parent Communication and Involvement (Involvement of staff, parents, and community) 1. Utilize AP Parent Night to communicate the selection, standards, and rigor of AP courses.	All Students	
4.4	Strategy/Activity 4: Student Support (Auxiliary services for students and parents) 1. Provide any interested students with AVID-style strategy materials, such as Cornell notes and AVID-style calendars. 2. Provide appropriate binder for AVID-style organization for all freshmen, all foster youth, and other students as needed.	All Students	1500 Targeted Allocation College/Career Awareness Field Trips

	3. Support AVID’s efforts to promote a school-wide recycling program. 4. Continue to increase visibility of the AVID program through student activities and the maintenance of the AVID Center. 5. Send underrepresented student demographic groups to college/career awareness events.		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. AVID courses are offered at all grade levels. AVID and non-AVID teachers attend an annual summer institute to develop classroom strategies that address academic performance and school connectedness.
2. Recruitment efforts are made to increase the number of students who take an AP class. Teachers complete a survey each year in which they identify potential students who are not currently enrolled in AP classes. Identified students are invited to AP informational sessions and to one-on-one meetings with their counselors. The structure of AP parent night has also been adjusted to allow AP teachers more time to field parent/student questions.
3. The school has demonstrated an increase in the percentage of students who enroll in an AP course without a loss in AP test performance.

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

N/A

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.

1. AVID Summer institute is now hosted locally by the district with the aim to increase attendance and decrease cost.
2. Personalized Learning will be supported through the general fund, rather than through 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 5

Title and Description of School Goal

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

Academic Engagement

Goal 5 Subject: Academic Engagement - Addresses California Dashboard Indicator: Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school. (WASC Goal 3)

1. Encourage real-world curricular connections by supporting academic field trips
2. Utilize tutorial time for struggling students who are earning Ds or Fs in their core classes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s)

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

Identified Need

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

Basis for Goal

1. 2025 graduation rate: 94.7%, EL 84.8%, LTEL 86.9%, SED 91.2%, SWD 86.4%, African American 93.3%, Asian 96.6%, Filipino 97.6%, Hispanic 91.8%, T+R 92.6%, White 97.3%
2. 2024 graduation rate: 91.2%, EL 76%, LTEL 80.8%, SED 90.4%, SWD 75.5%, African American 86.4%, Asian 96%, Filipino 96.7%, Hispanic 83%, T+R 100%, White 96.5%
3. 2023 graduation rate: 92.4%, EL 84.6%, SED 90.4%, SWD 77.9%, African American 100%, Asian 91.2%, Filipino 92.5%, Hispanic 91.6%, White 93.2%, T+R 95.2%
4. 2022 graduation rate: 92.9%, EL 84.5%, Socioeconomically Disadvantaged 89.4%, Students with Disabilities 88.9%, African American 85.7%, Asian 92.9%, Filipino 96.6%, Hispanic 90.6%, and White 95%
5. 2021 graduation rate: 95.5%(+3.4), EL 82.7% (+4.9), Socioeconomically Disadvantaged 93.5% (+2.6), Students with Disabilities 84.7% (-3.6), African American 100% (+11.1), Asian 96.1% (+6.3), Filipino 96.8% (+3.2), Hispanic 92.2% (+2.6), and White 97.4% (+1.4)
6. 2019 graduation rate 92.1%, EL 77.8% (-9.5), SED 90.9% (+1.8), SWD 88.3% (+2.5), African American 88.9% (-11.1), Asian 89.8% (-0.1), Filipino 93.6% (-0.9), Hispanic 89.6% (-1), and White 96% (+3.6)
7. 2018 graduation rate: 91.8%, EL 86.2% (+8.7), SED 88.8% (+1.6), SWD 80% (-1.3), African American 100% (+7.7), Asian 89.3% (+1.1), Filipino 94.4% (+3.), Hispanic 90.3% (+0.9), and White 92.4% (-1.3).
8. First semester D and F rates in English courses: 9.8% (25-26), 12% (24-25), 13% (23-24), 11% (22-23), 12%, (21-22), 18% (20-21), 13% (19-20) 13% (18-19), 9.7% (17-18), 13% (16-17), 15% (15-16)
9. Second semester D and F rates in English courses: 12.02% (24-25), 15% (23-24), 14% (22-23) 13% (21-22), 16% (20-21), 3% (19-20), 15% (18-19) 8.2% (17-18), 16% (16-17), 15% (15-16)
10. First semester D and F rates in Science courses: 10.98% (25-26) 10% (24-25), 11% (23-24), 12% (22-23), 14% (21-22), 21% (20-21), 13% (19-20), 15% (18-19), 14% (17-18), 16% (16-17), 19% (15-16).
11. Second semester D and F rates in Science courses: 11.34% (24-25), 12% (23-24), 17% (22-23), 12% (21-22), 18% (20-21), 4% (19-20), 17% (19-20), 19% (17-18), 18% (16-17), 21% (15-16).
12. First semester D and F rates in Social Science courses: 10.11% (25-26), 11% (24-25), 10% (23-24), 13% (22-23), 9% (21-22), 15% (20-21), 14% (19-20), 11% (18-19), 11% (17-18), 11% (16-17), 11% (15-16).
13. Second semester D and F rates in Social Science courses: 11.34% (24-25), 12% (23-24), 14% (22-23), 8% (22-22), 11% (20-21), 3% (19-20), 10% (18-19), 13% (17-18), 15% (16-17), 15% (15-16).
14. First semester D and F rates in Algebra 1: 22.22% (25-26), 18% (24-25), 23% (23-24), 15% (22-23), 17% (21-22), 32% (20-21), 25% (19-20), 24% with 19.03% 9th and 50% 10th-12th graders (18-19), 26% with 25.86% 9th and 44.64% 10th-12th (17-18), 37% with 32.48% 9th and 59.15% 10th-12th (16-17), 39% with 35.14% 9th and 52.75% 10th-12th (15-16).
15. Second semester D and F rates in Algebra 1: 44% (24-25), 26% (23-24), 25% (22-23), 23% (21-22), 29% (20-21), 15% (19-20), 30% (18-19), 37% (17-18), 46% (16-17), 54% (15-16).
16. First semester D and F rates in Geometry: 20.95% (25-26), 19% (24-25), 14% (23-24), 9% (22-23), 11% (21-22), 26% (20-21), 22% (19-20) 20% (18-19), 14% (17-18), 24% (16-17), 32% (15-16).
17. Second semester D and F rates in Geometry: 23.02% (24-25), 17% (23-24), 9% (22-23), 16% 21-22), 16% (20-21), 5% (19-20), 23% (18-19), 25% (17-18), 30% (16-17), 36% (15-16).
18. First semester D and F rates in Algebra 2: 16.28% (25-26), 19% (24-25), 20% (23-24), 13% (22-23), 17% (21-22), 24% (20-21), 16% (19-20), 28% (18-19), 28% (17-18), 27% (16-17), 29% (15-16).
19. Second semester D and F in Algebra 2: 15.115% (24-25), 17% (23-24), 17% (22-23), 12% (21-22) 15% (20-21), 9% (19-20), 21% (18-19), 37% (17-18), 38% (16-17), 46% (15-16).

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
D and F Rates in English, Science, and Social Science	First Semester English 9.8% Ds and Fs (25-26) First Semester Science 10.98% Ds and Fs (25-26) First Semester Social Science 10.11% Ds and Fs (25-26)	First Semester English 9% Ds and Fs (25-26) First Semester Science 7% Ds and Fs (25-26) First Semester Social Science 8% Ds and Fs (25-26) First Semester English 6% Ds and Fs (26-27) First Semester Science 4% Ds and Fs (26-27) First Semester Social Science 5% Ds and Fs (26-27)
D and F Rates in Algebra 1, Geometry, and Algebra 2	First Semester Algebra 1 22.22% Ds and Fs (25-26) First Semester Geometry 20.95% Ds and Fs (25-26) First Semester Algebra 2 16.28% Ds and Fs (25-26)	First Semester Algebra 1 15% Ds and Fs (25-26) First Semester Geometry 16% Ds and Fs (25-26) First Semester Algebra 2 16% Ds and Fs (25-26) First Semester Algebra 1 12% Ds and Fs (26-27) First Semester Geometry 13% Ds and Fs (26-27) First Semester Algebra 2 13% Ds and Fs (26-27)
Graduation Rate	94.7% (increased 3.5% from 2024)	94% (2025) 95% (2026)

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	Strategy/Activity 1: Develop Rigorous Curriculum (Alignment of instruction with content standards) 1. Encourage real-world curricular connections by supporting academic field trips for classes with either increased or roughly equivalent percentages of unduplicated students as the school as a whole, which primarily means field trips for on-level and remedial classes.	All Students	22741 Targeted Allocation Field Trip Support
5.2	Strategy/Activity 2: Stakeholder Involvement (Involvement of staff, parents, and community) 1. Increase attendance of teachers at 504 meetings. 2. Increase attendance of teachers at SST meetings.	All Students	
5.3	Strategy/Activity 3: Parent Communication and Involvement (Involvement of staff, parents and community) 1. Communicate with parents regarding opportunities for academic support. 2. Require all staff members to update their Google Classroom and Aeries Gradebook communication platforms sites at least once a week.	All Students	

5.4	Strategy/Activity 4: Student Support (Auxiliary services for students and parents) 1. Support tutorial sessions for students who are earning Ds or Fs in their classes through Student Support time embedded in the school day.	All Students	
5.5	Strategy/Activity 5: Data and Assessment (Monitoring program implementation and results) 1. Gather and analyze available assessment data over the past five years to track Algebra achievement.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. The Math Department has created a Problem of Practice and a set of strategies to improve Math CAASPP scores, including regular use of MARS tasks, Desmos activities, CAASPP FIABs, test promotional activities, and more.
2. Algebra 1 and Geometry curriculum reconfigured to better match Common Core State Standards with increased emphasis on real-world applications.
3. Results of the new implementation are pending.

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

N/A

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.

Addition of LTEL data on CA Dashboard.

Last year, we moved from all field trips being equal to prioritization of funding to on-level and remedial class field trips. This year, we are moving to only funding field trips for those classes with either increased or roughly equivalent percentages of unduplicated students as the school as a whole, which primarily means field trips for on-level and remedial classes.

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.

Conditions and Climate

Goal 6 Subject: Conditions and Climate - Addresses California Dashboard Indicator: The percentage of students who have been suspended at least once in a given school year; student engagement and connectedness; and student wellness. (WASC Goal 4)

1. Maintain a high level of turnout among freshmen students and junior/senior Link Crew leaders to the Freshman and Sophomore Orientation over the summer so as to see low levels of students transferring to New Valley within their four years at SCHS.
2. Implement alternative discipline strategies to decrease student suspension rates.
3. Promote a school-wide culture of emotional and physical wellness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s)

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

Identified Need

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

Basis for Goal

1. In 2025-2026, 106 students served as Link Crew Leaders, 106 Link Crew leaders, and 318/370 students participated in Freshman Orientation
2. In 2024-2025, 84 students served as Link Crew leaders, 62 Link Crew leaders and 294/371 students participated in Freshman Orientation (23-24); 75 Link Crew leaders, 458 students (22-23); 63 Link Crew leaders (21-22); 114 Link Crew leaders, 492/550 students (19-20); 103 Link Crew leaders, 483 students, 12 students enrolled in the Link Crew class (18-19); 116 Link Crew leaders, 580 students, 16 students enrolled in Link Crew class (17-18). In 2017-2018; 134 Link Crew leaders, 504 students (16-17); 110 Link Crew leaders, 449/530 students (15-16).
3. 2024 Fall Suspension Rates: All Students 1.6%, EL 1.9%, LTEL 2.8%, SED 2.7%, SWD 4.8%, African American 3.8%, Asian 0%, Filipino 0%, Hispanic 2.8%, T+R 0%, White 1.9%
4. 2023 Fall Suspension Rates: All Students 4%, EL 8.2%, SED 6.2%, SWD 12%, African American 7.7%, Asian 0.2%, Filipino 0.6%, Hispanic 7.3%, White 3.3%, T+R 0.9%
5. In Fall 2019, 4% (-2.5) of students were suspended at least once compared to 6.5% in 2018, 9.8% in 2017, and 7.2% in 2016.
6. In Fall 2019, percentages of student groups who were suspended at least once are as follows: EL 6.3% (-6.7), Homeless 6.8% (-6.6), Socioeconomically Disadvantaged 5.5% (-3.7), Students with Disabilities 7.2% (-5), African American 12.3% (+1.4), Asian 7% (-2.1), Filipino 2.7% (-0.7), Hispanic 5.8% (-4.5), Two or More Races 4.2% (-4.6), White 3.5% (-0.5).
7. In Fall 2018, percentages of student groups who were suspended at least once are as follows: EL 12.9% (-6.8%), Homeless 13.5% (-25%), Socioeconomically Disadvantaged 9.3% (-6.6%), Students with Disabilities 12.2% (-7.7%), African American 11% (-11.7%), Asian 2.8% (-0.2%), Filipino 3.31% (0.2%), Hispanic 10.3% (-5%), Two or More Races 8.8% (-1.6%), White 3.9% (-3%).
8. in 2024-2025, the Wellness Center received 506 referrals (391 student self-referrals and 115 staff referrals)
9. In 2023-2024, the Wellness Center received 409 referrals (270 student self-referrals and 139 staff referrals)
10. In 2021-2022, the Wellness Center received 65 referrals, 70 students and families received direct school-based counseling services, and 600 total services were provided as of November 1, 2022.
11. In 2020-2021, the Wellness Center received 210 referrals, and 215 students and families received direct school-based counseling services as of March 24, 2022
12. In 2019-2020, the Wellness Center received 272 referrals, and 78 families received direct school-based counseling services as of March 3.

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
Suspension Rates	1.6% suspended at least once (Fall 2024) (declined from 4% in 2023, exceeded goal)	1% suspended at least once (Fall 2025) 0.5% suspended at least once (Fall 2026)

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	Strategy/Activity 1: Connectedness to School (Auxiliary services for students and parents) 1. Utilize school-wide events and celebrations to promote student engagement.	All Students	
6.2	Strategy/Activity 2: Stakeholder Involvement (Involvement of staff, parents, and community) 1. Ensure diversity in types of student activities and rally themes to increase student involvement in school. 2. Support the Visual and Performing Arts Department's Day of the Arts showcase. 3. Utilize the services of a site council coordinator to work with stakeholders to develop a School Plan for	All Students	1900 Targeted Allocation Day of the Arts 6448 Targeted Allocation SSC and SPSA Preparation

	Student Achievement that supports the needs of students, as well as school and district goals.		
6.3	Strategy/Activity 3: Improve Communication and Campus Culture (Staff Development and Professional Collaboration) 1. Provide translations of school communications. 2. Collect data on school climate from staff, students, and parents via surveys. 3. Uplift student voice and increase student engagement through creation of focus groups, including but not limited to, Diversity Council and Captain's Council 4. Utilize the services of a Multi-Tiered Systems of Support (MTSS) site coordinator to work with stakeholders to develop Tier 1 interventions that support the needs of students, and school and district goals, providing this MTSS Site Coordinator with a one-period release as well as paying for attendance at School Learning Team (SLT) preparations and meetings. 5. Utilize the services of a WASC site coordinator to support the WASC Focus on Learning: accountability, continuous improvement, and coherence, through the use of a set of comprehensive, data-informed, self-reflective, and evaluative tools and analysis, including paying for attendance at School Learning Team (SLT) preparations. 6. Utilize UTSC liaison to work collaboratively with the administrative team and School Learning Team (SLT), including paying for attendance at SLT preparations and meetings.	All Students	39922 Targeted Allocation MTSS Coordination 1500 Targeted Allocation WASC Coordination 3000 Targeted Allocation UTSC Liaison
6.4	Strategy/Activity 4: Student Support (Auxiliary services for students and parents) 1. Provide an orientation for freshmen students that connects them with a junior/senior student leader on campus. 2. Utilize the services of Link Crew coordinators and teachers to organize Link Crew events and provide training to Link Crew leaders. 3. Provide wellness and/or training events for students to address topics such as anti-bullying, anti-racism, consent, mental health, and anti-vaping. 4. Improve communication between students, parents, and staff via ParentSquare and other online tools. 5. Support Link Crew's efforts to continue school-wide student support and anti-bullying efforts initiated during Freshman Orientation. 6. Support work of California Youth Outreach in their support of students with family or other connections to gangs.	All Students	2000 Targeted Allocation Link Crew Support 1500 Targeted Allocation Link Crew Coordination 8700 Targeted Allocation CYO Services

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. In 2024-2025, Link Crew hosted Link Up events to increase student connectedness and academic preparedness through Cookies n' Cram, an event to help freshmen learn how to study for finals. Link Crew leader sign-ups have steadily increased since returning to school from the pandemic, demonstrating a desire for school connectedness.
2. Administration has worked to decrease student suspension rates by implementing alternative consequences (e.g. drug counseling in lieu of suspension) and early intervention regarding student attendance and classroom behavior that includes increased parent/teacher communication.
3. The Wellness Center continues to support students who are in distress or who are struggling with various forms of trauma.
4. In addition to a high annual turnout for Freshmen Orientation, Link Crew has received a higher number of applications for the upcoming year than in years past.
5. Suspension rates have dropped significantly within our high-risk populations (e.g. African American, EL, Hispanic, and socioeconomically disadvantaged subgroups).
6. Between August 2019 and March 2019, the Wellness Center received 272 referrals (114 student self-referrals and 128 staff referrals).
7. Between August 2018 and April 2019, the Wellness Center received 1,779 drop-in visits, provided 351 Wellness Coordinator services, and received 143 staff referrals for students.

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

N/A

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.

1. Addition of LTEL data on CA Dashboard.
2. Added funding of CYO Services for gang intervention.
3. Decrease Wellness Staffing Support (0.2), as this was previously supplemented by a PTSA donation that will not be continuing.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$256,973.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$256,973.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$256,973.00

Total of federal, state, and/or local funds for this school: \$256,973.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	256973.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	256,973.00

Expenditures by Budget Reference

Budget Reference	Amount
	41,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	256,973.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,500.00
Goal 2	7,500.00
Goal 3	112,762.00
Goal 4	11,500.00
Goal 5	22,741.00
Goal 6	64,970.00

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

Name of Members	Role
Gregory Shelby	Principal
Sara Carvalho	Classroom Teacher
Jen Herrera	Classroom Teacher
Michelle Kennison	Classroom Teacher
Neil Woodman	Classroom Teacher
John Nunes	Other School Staff
Flaviana Chelliah	Parent or Community Member
Brigitte Wood	Parent or Community Member
Aileen Eveleth	Parent or Community Member
Audrey Bartolome	Secondary Student
Ananya Das	Secondary Student
Devyn Tang	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Departmental 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 4/22/26.

Attested:



Principal, Gregory Shelby on 4/22/26



SSC Chairperson, Michelle Kennison on 4/22/26