



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kathleen MacDonald High School	43-69674-0000000	April 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 Kathleen MacDonald High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

MacDonald High School's plan was created with feedback from our School Site Council, English Learner Advisory Committee as well as our School Leadership Team, which includes department chairs and classified staff. These groups met throughout the school year to develop goals for achievement in all subjects so that students make measurable quarterly progress mastering the California standards to earn credits toward graduation. By doing so, students will meet A-G requirements needed for college admissions and CTE completion. During the 2026-2027 school year, MacDonald High School and the school district will focus on the Tier 1 instructional practice of Teacher Clarity; specifically focusing on Learning Intentions and Success Criteria. This approach will give students a clear understanding of the learning intentions ("what") and their relevance ("why"), as well as provide definitive evidence of their acquired knowledge and skills ("how they have learned"). Our school will also continue to focus on UDL, AVID and EL strategies by using critical reading strategies, providing sentence stems and frames, increased partner talk using academic vocabulary, and the use of graphic organizers. Since the school was founded on being fully inclusive, Co-teaching will be a necessary component to provide instructional support for our students with IEPs who are in mainstream classes. With the onboarding of new teachers as our school continues to grow, school wide commitments and proper training will need to be developed so that newly hired teachers are aligned with our school's mission and vision as well as our focus on Co-teaching and other instructional strategies. In addition to this, a goal for improving school culture, climate and community engagement was also created to address the need for promoting a culture of connectedness within the school community. With the addition of LINK crew last year to help the incoming Freshman class transition into high school, we hope to continue to establish a sense of belonging and connectedness within the student population. We will also be looking into creating more activities between our LINK crew and our new Freshman class throughout the year. Lastly, a goal to improve campus safety and student wellness was developed to address the need for supporting the whole child.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All MHS Staff, Parents, Students and Community members were welcome to attend our monthly School Site Council (SSC) meetings throughout the 2025-26 Academic Year. Meetings are open to the public and progress made towards our goals are reported as part of a standing agenda item. Our SSC met on 8/20/25, 9/17/25, 10/22/25, 11/19/25, 1/28/26, 2/25/26, 3/18/26, 4/22/26, 5/13/26 to discuss current and future school goals and review site data. All parents and guardians are invited to the SSC meetings via ParentSquare message.

MHS also held separate English Learner Advisory Committee (ELAC) meetings throughout the school year to address school goals and review site data. Information about the SSC and SPSA are shared to members of the ELAC and they are asked to provide feedback regarding school support offered to the EL community. All EL parents and guardians are invited to the ELAC meetings via an email, ParentSquare message and phone call. ELAC meetings were held on 9/17/25, 10/8/25, 11/12/25, 2/11/26, 4/8/26. A needs assessment survey was distributed to the members of the ELAC on 2/11/26, and reviewed where additional requests for input were presented.

Our School Leadership Team (SLT), composed of certificated and classified staff met monthly throughout the year to discuss current and future school goals and review site data. SLT Meetings were held on 8/1/25, 8/29/25, 9/26/25, 10/24/25, 11/21/25, 12/12/25, 1/30/26, 2/27/26, 3/27/26, 4/24/26, and 5/22/26. Specifically, our SPSA was discussed on 2/27/26 as well as on 4/7/26 in our Department Chair meeting. SPSA goals were also addressed through discussion of progress of our certain strategies during all other meeting dates.

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.

Kathleen MacDonald High School is not an STSI.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.

Our Suspension Rate was in the "Orange" range due to a 5.6% suspension rate which was a 1.1% increase from the previous year.

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

Our White students were in the "Orange" range due to a 6.5% suspension rate which was a 6.5% increase from the previous year.

Other Needs

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

Not at this time.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	0.73%	0.70%	1	5	6
African American	1.84%	2.93%	2.93%	8	20	25
Asian	19.35%	19.91%	19.95%	84	136	170
Filipino	11.98%	12.01%	12.09%	52	82	103
Hispanic/Latino	46.77%	45.97%	47.89%	203	314	408
Pacific Islander	0.69%	0.59%	0.47%	3	4	4
White	13.59%	12.59%	11.50%	59	86	98
Multiple/No Response	5.53%	4.98%	4.34%	24	34	37
Total Enrollment				434	683	852

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	224	259	194
Grade 10	205	217	242
Grade 11	4	204	214
Grade 12	1	3	202
Total Enrollment	434	683	852

Conclusions based on this data:

1. The current enrollment data shows an increase in student population, due to both an additional grade level being added each year as well as a substantial increase in the number of Freshmen being added each year.
2. In the 2023-2024 and 2024-2025 school year respectively, there was a 11% and 28% increase in the number of Freshman when compared to the 2022-2023 Freshmen class.
3. Our largest student subgroup ethnicity is Hispanic/Latino, followed by Asian, then white. When comparing 2024-2025 class to the 2023-2024 class, there was a slight decrease in the Hispanic/Latino and White population with a slight increase in the Asian subgroup ethnicity.

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	55	83	83		12.7%	9.7%
Fluent English Proficient (FEP)	160	259	361		36.9%	42.4%
Reclassified Fluent English Proficient (RFEP)	129	200			29.70%	

Conclusions based on this data:

1. 29.3% of our students will require Integrated ELD (during content area instruction) and 12.2% of our students will require Designated ELD (protected time during the school day).
2. About 41% of our students were English Learners at some point during their K-8 experience.
3. Our EL population has slightly decreased (0.5%) as our schools RFEPed students has slightly increased (0.6%)

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			199			193			193			97
All Grades			199			193			193			97

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			2618.			32.12			32.64			19.69			15.54
All Grades	N/A	N/A	N/A			32.12			32.64			19.69			15.54

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			27.75			55.50			16.75
All Grades			27.75			55.50			16.75

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			36.32			47.37			16.32
All Grades			36.32			47.37			16.32

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			16.23			75.39			8.38
All Grades			16.23			75.39			8.38

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			32.46			55.50			12.04
All Grades			32.46			55.50			12.04

Conclusions based on this data:

1. 64.8% of our Juniors in the 24-25 school year has met or exceeded standards.
2. In reading 83.3% scored at our above standard, demonstrating an understanding of literary and non-fictional texts. In listening, 91.62% scored at or above standard, demonstrating effective communication skills. In research and inquiry, 88% scored at or above standard, demonstrating effective investigating, analyzing, and presenting skills.
3. We will be able to compare data next year as the 24-25 school year was the first year for CAASPP data.

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			199			192			191			96.5
All Grades			199			192			191			96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11			2581.			19.37			15.71			23.04			41.88
All Grades	N/A	N/A	N/A			19.37			15.71			23.04			41.88

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			17.28			40.84			41.88
All Grades			17.28			40.84			41.88

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			20.42			54.45			25.13
All Grades			20.42			54.45			25.13

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			19.90			64.40			15.71
All Grades			19.90			64.40			15.71

Conclusions based on this data:

1. 35.1%% of our Juniors in the 24-25 school year has met or exceeded standards in Mathematics.
2. In Concepts & Procedures 58.1% scored at our above standard, demonstrating they are able to apply mathematical concepts and procedures. In Problem Solving & Modeling/Data Analysis, 74.9% scored at or above standards, demonstrating the use of appropriate tools and strategies to solve real world and mathematical problems. In Communicating Reasoning, 84.3% scored at or above standards, demonstrating their ability to support mathematical conclusions. This was an area they scored the highest showing success in the skills that were explicitly focused on by our math department.
3. We will be able to compare data next year as the 24-25 school year was the first year for CAASPP data.

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	1579.1	1558.7	1553.4	1577.9	1564.7	1565.4	1579.8	1552.1	1540.7	34	31	38
10		1609.9	1555.0		1618.2	1560.6		1601.2	1548.8		19	26
All Grades										34	50	74

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	32.35	19.35	23.68	35.29	38.71	34.21	17.65	25.81	18.42	14.71	16.13	23.68	34	31	38
10		55.56	44.00		16.67	4.00		11.11	20.00		16.67	32.00		18	25
All Grades	32.35	32.65	30.14	35.29	30.61	21.92	17.65	20.41	20.55	14.71	16.33	27.40	34	49	73

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	47.06	35.48	44.74	23.53	32.26	31.58	23.53	16.13	2.63	5.88	16.13	21.05	34	31	38
10		61.11	44.00		11.11	8.00		5.56	16.00		22.22	32.00		18	25
All Grades	47.06	44.90	41.10	23.53	24.49	24.66	23.53	12.24	8.22	5.88	18.37	26.03	34	49	73

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	26.47	3.23	5.26	26.47	38.71	21.05	29.41	32.26	42.11	17.65	25.81	31.58	34	31	38
10		27.78	12.00		38.89	24.00		27.78	28.00		5.56	36.00		18	25
All Grades	26.47	12.24	8.22	26.47	38.78	21.92	29.41	30.61	36.99	17.65	18.37	32.88	34	49	73

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	23.53	12.90	21.05	58.82	61.29	52.63	17.65	25.81	26.32	34	31	38
10		33.33	24.00		50.00	32.00		16.67	44.00		18	25
All Grades	23.53	20.41	20.55	58.82	57.14	46.58	17.65	22.45	32.88	34	49	73

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	73.53	67.74	78.95	23.53	16.13	2.63	2.94	16.13	18.42	34	31	38
10		72.22	58.33		11.11	12.50		16.67	29.17		18	24
All Grades	73.53	69.39	69.44	23.53	14.29	6.94	2.94	16.33	23.61	34	49	72

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	35.29	19.35	13.16	35.29	41.94	42.11	29.41	38.71	44.74	34	31	38
10		38.89	20.00		44.44	32.00		16.67	48.00		18	25
All Grades	35.29	26.53	16.44	35.29	42.86	36.99	29.41	30.61	46.58	34	49	73

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	0.00	3.23	0.00	88.24	77.42	78.95	11.76	19.35	21.05	34	31	38
10		11.11	4.00		83.33	68.00		5.56	28.00		18	25
All Grades	0.00	6.12	5.48	88.24	79.59	68.49	11.76	14.29	26.03	34	49	73

Conclusions based on this data:

1. The percentage of level 1 students increased 11.1% in the 24-25 school year compared to the previous year.
2. There was a slight decrease from 2023-24 to 2024-25 in the percentage of students who were well developed and somewhat/moderately developed in all components of the assessment.
3. This overall decrease in the well developed and somewhat/moderately developed scores are possibly due to the higher percentage of Level 1 students that we saw in the 24-25 school year.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
683	35.9%	12.2%	0.1%
Total Number of Students enrolled in Kathleen MacDonald High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	12.2%
Foster Youth	1	0.1%
Homeless	4	0.6%
Socioeconomically Disadvantaged	245	35.9%
Students with Disabilities	120	17.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.9%
American Indian	5	0.7%
Asian	136	19.9%
Filipino	82	12%
Hispanic	314	46%
Two or More Races	34	5%
Pacific Islander	4	0.6%
White	86	12.6%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students were the largest at risk group at 35.9% in the 24-25 school year. This percentage was a 6.7% decrease from 42.6% in 23-24.

2. Hispanic students are the majority student group (46%), followed by Asian (19.9%) and White (12.6%) students, respectively.
3. MHS serves a diverse student population that come with a variety of skills and assets.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our English Learner progress rates were high (green) in 23-24. This has gone down slightly to average (yellow) in the 24-25 school year.
2. Although our suspension rate was in the orange, a low number of students were suspended.
3. The suspension rate showed a 1.1% increase from the previous school year going up from 4.5% in 23-24 to 5.6% in 24-25.

School and Student Performance Data

Academic Performance English Language Arts

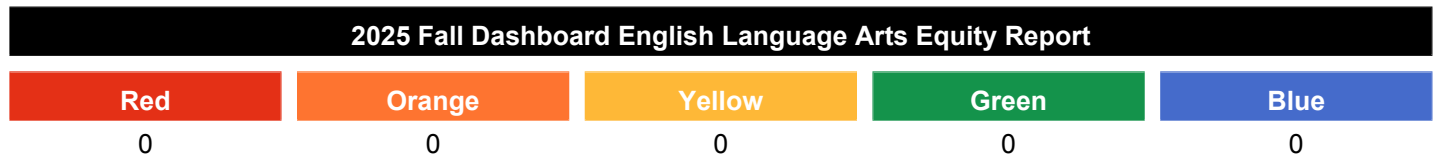
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 38.6 points above standard 189 Students	English Learners  No Performance Color 33.1 points below standard 41 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 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 1 Student	Socioeconomically Disadvantaged  No Performance Color 3.8 points above standard 67 Students

Students with Disabilities  No Performance Color 65.7 points below standard 39 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 99.5 points above standard 45 Students	Filipino  No Performance Color 63.6 points above standard 21 Students	Hispanic  No Performance Color 12.8 points below standard 83 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 70.3 points above standard 26 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

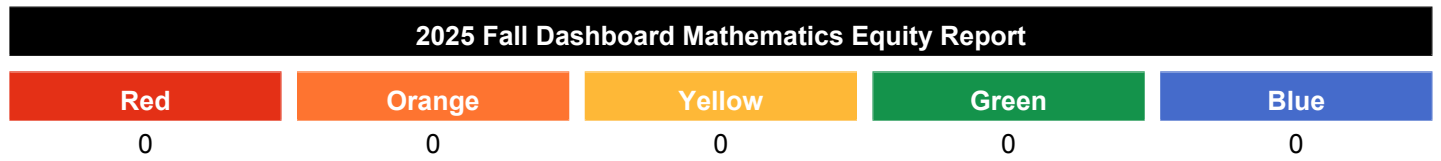
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 44.6 points below standard 188 Students	English Learners  No Performance Color 120.9 points below standard 43 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 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 1 Student	Socioeconomically Disadvantaged  No Performance Color 85.9 points below standard 67 Students

Students with Disabilities  No Performance Color 165.8 points below standard 40 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 80.4 points above standard 45 Students	Filipino  No Performance Color 29.9 points below standard 21 Students	Hispanic  No Performance Color 122.7 points below standard 83 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 31.3 points below standard 26 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

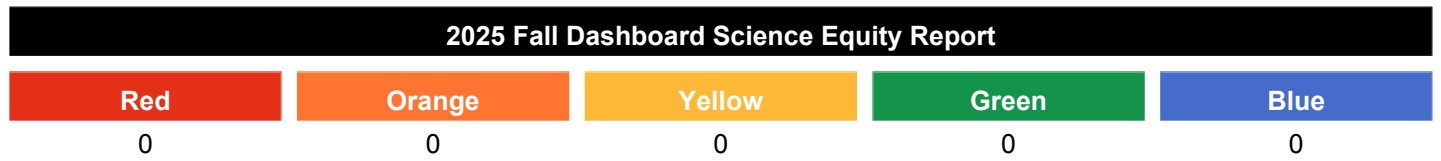
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color 63 science points 191 Students	English Learners  No Performance Color 49.9 science points 43 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 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 1 Student	Socioeconomically Disadvantaged  No Performance Color 57 science points 69 Students

Students with Disabilities  No Performance Color 44.3 science points 40 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 76 science points 46 Students	Filipino  No Performance Color 65.5 science points 21 Students	Hispanic  No Performance Color 53.2 science points 84 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 71 science points 26 Students

Conclusions based on this data:

1. Not applicable.
2. Not applicable.
3. Not applicable.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
55.7 making progress.	50 making progress.
Number Students: 61 Students	Number Students: 38 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
13.1%	31.1%	0%	55.7%

Conclusions based on this data:

- 55.7% of our EL students progressed at least one ELPI level in the 24-25 school year. This was a 2.4% decrease from 58.1% in the 23-24 school year.
- 31.1% of our EL students maintained an ELPI level of 1, 2L, 2H, 3L, or 3H in the 24-25 school year. This was a 5.5% increase from 25.6% in the 23-24 school year.
- 13.1 % of our EL students decreased one ELPI level in the 24-25 school year. This was a 0.9% decrease from 14% in the 23-24 school year.

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.

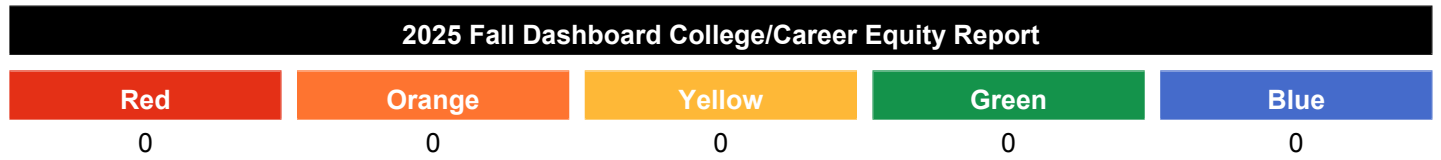
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

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

School and Student Performance Data

Academic Engagement Graduation Rate

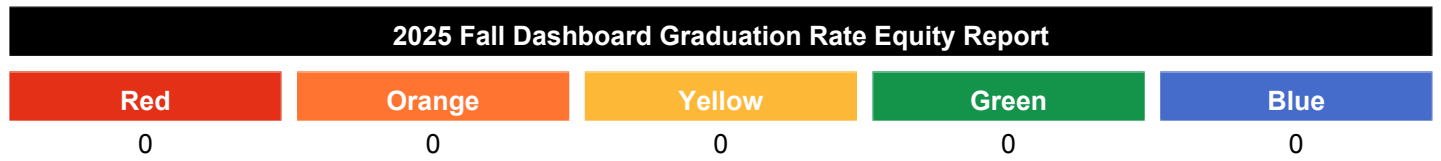
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

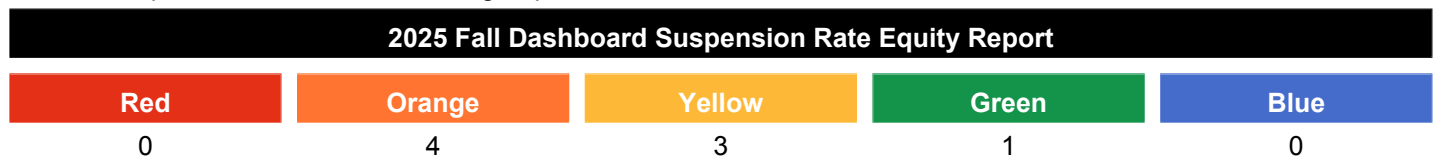
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 5.6% suspended at least one day Increased 1.1% 731 Students	English Learners Green 5.2% suspended at least one day Declined 3.2% 97 Students	Long-Term English Learners Yellow 8.8% suspended at least one day Declined 3.7% 57 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Orange 8.4% suspended at least one day Maintained 0.2% 287 Students

Students with Disabilities  Yellow 8% suspended at least one day Declined 0.6% 137 Students	African American  No Performance Color 19% suspended at least one day 21 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Orange 2.1% suspended at least one day Increased 1% 143 Students	Filipino  Orange 2.4% suspended at least one day Increased 2.4% 85 Students	Hispanic  Yellow 6.7% suspended at least one day Declined 1.5% 342 Students
Two or More Races  No Performance Color 7.9% suspended at least one day Increased 7.9% 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 6.5% suspended at least one day Increased 6.5% 92 Students

Conclusions based on this data:

1. Our LTEL and Hispanic students were in the Yellow range and our SED students were in the Orange range in the 24-25 school year. This was an improvement from the 23-24 school year where they were in the Red category.
2. Our EL students were in the Green category and our students with disabilities were in the Yellow category in the 24-25 school year. This was an improvement from the 23-24 school year where they were both in the Orange category.
3. Our Overall suspension rates remained in the Orange Category, where 5.6% of 731 students were suspended at least one day (41 students) This was a 1.1% increase from the 23-24 school year where 4.5% of 463 suspended at least one day (20 students).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will make measurable academic progress in all subjects.

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

1. Align Tier 1 instructional practice of Teacher Clarity; specifically focusing on Learning Intentions and Success Criteria, through district and school professional development.
2. Decrease the amount of students earning Ds and Fs by continuing quarterly grade reflections, aligning standards based grading practices and common assessments.
3. Support teachers to learn and incorporate teaching strategies and state standards to develop student literacy skills in all subjects with staff professional development.
4. Continue implementing UDL, AVID and EL strategies by using critical reading strategies, providing sentence stems and frames, increased partner talk using academic vocabulary, and the use of graphic organizers.
5. Provide onboarding support in AVID, Co-teaching, and literacy support strategies to new and current teachers.
6. Create effective structures for PCBL to provide specific interventions for students with Ds and Fs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal

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

Identified Need

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

1. Our identified need is for 85% or more of our students to succeed academically, as measured by earning Cs or better in each class, each semester.
2. With current rightsizing and welcoming new teachers transferring to our school, proper onboarding and support needs to be provided to our new teachers.
3. Effective structures for PCBL is needed for students who are receiving Ds and 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
Percentage of students receiving Cs or better	Examine grade data from each quarter. Baseline data would be Q1 and Q3. Q2 and Q4 would be the actual outcome since Q2 and Q4 marks the end of 1st and 2nd semester respectively.	85% of our students will receive Cs or better on their report cards for Q2 and Q4
Completed opportunities for Embedded Recovery	Final GPA of all students at the end of Spring semester will indicate the outcome of this goal	All students will complete 100% of opportunities for embedded recovery (i.e., revising/redoing performance tasks/assessments), when less than a C is earned.

Feedback on Performance-Based Assessments	PCBL appointments for retake opportunities on assessments will help with baseline data	For each performance-based assessment, all students will receive feedback regarding their proficiency in meeting the addressed standards
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide professional learning, collaboration, co-teaching and full inclusion planning time for staff to essentialize state standards	All students	8000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Professional Learning, Collaboration, Course alike coteaching planning. 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries Professional Learning, Collaboration 6000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Conferences and travel
1.3	Budget for elective instructional materials and printing services.	All students	2500 Targeted Allocation 4000-4999: Books And Supplies Supplies 2500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Printing Services for Journalism
1.4	Ensure equitable access to STEAM education - budget for Design Lab equipment and supplies	All students	12063 Targeted Allocation 4000-4999: Books And Supplies Design Lab Equipment and Supplies
1.5	Design Lab Technician for 25 hours per week (5 hours per day)	All students	78892.83 Targeted Allocation 2000-2999: Classified Personnel Salaries Design Lab Technician Salary
1.8	Instructional materials for all AP classes.	All students	3000 Targeted Allocation 4000-4999: Books And Supplies
1.9	Budget for Library media supplies	All students	2000 Targeted Allocation 4000-4999: Books And Supplies

			Library supplies
1.12	Academic Field Trips	All students	4000 Targeted Allocation 5700-5799: Transfers Of Direct Costs Cost for buses and admission fees 2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Sub coverage
1.15	Digital Educational Licenses	All Students	8107.17 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Ed Licences

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. All departments utilize the collaborative department time to develop common assessments and lessons to assist in students achieving this goal.
2. It was determined that additional funds were needed to support collaboration time to help onboard new staff.

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

Since we are a new school in its 4th year of operation, certain goals that were determined in the first few years were adjusted to fit the needs of a larger population of students as the school grew. Also, with a change in administration and school leadership team, the focus that was determined since the school's inception has changed.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

1. Counselors and college/career technician to present and emphasize A-G eligibility and promote CTE options for students.
2. Continue to train teachers and counselors in AVID strategies which aids in the promotion of college readiness and A-G requirements.
3. Provide and promote course offerings such as Advanced Placement and Career Technical Education that emphasize college and career readiness.
4. Provide additional after school tutoring support for students that need reteaching and 1:1 instruction.
5. Teach executive functioning skills for students in support classes, or developing the Horizon program to better prepare students to be ready for academic rigor.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

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

Identified Need

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

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

1. Our Academic Counselors planned to present at least a total of 20 times in 2025-2026. They will plan to continue these presentations in the 2026-2027 school year.
2. During our first year as a school, in 2022-2023, a total of nine staff members (Teachers, Counselors and Admin) were trained in AVID strategies. During the second year, in 2023-2024, an additional four staff members were trained in AVID strategies. During the third year, 2024-2025, we trained an additional 7 staff members making our total up to 21 total staff members trained in AVID strategies. This year we plan to train an additional 3 more staff members to bring our total up to 24 staff members.
3. Since this is the first year that we had a senior class, (60%) were on track to being A-G eligible. We need to increase this percentage.
4. Students who are failing need additional support outside of the school day. Students who need community service can also provide tutoring support for students in the library.
5. We need to provide late bussing for students after school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G/UC Eligibility	Based on the 60% of seniors who are currently on the A-G track.	1. 60% of Seniors will be prepared on the College/Career Indicator (2026) 2. A goal of 65% of Seniors will be A-G eligible for the 26-27 school year.
Number of Earned Credits	End of school year transcript data on credits earned for all students.	All students will earn 60 credits each year (with Cs or higher).
Number of Suspensions under EC48910	Analysis of suspension data at end of school year.	0 students will be suspended under EC48910, for which classroom level interventions and restorative practices have not taken place.
Number of Chronically Absent Students	Analysis of attendance data for end of school year.	Greater than 95% students in all subgroups will attend school

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Afterschool tutoring 2 days per week for 1.5 hour to be supervised by two certificated staff	Tier 2 and Tier 3 students	10,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
2.2	Substitutes for teachers to attend intervention meetings	All Students	2500 Targeted Allocation 1000-1999: Certificated Personnel Salaries
2.3	WASC accreditation release time for certificated staff		32000 Targeted Allocation 1000-1999: Certificated Personnel Salaries

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. By increasing the amount of presentations, our counselors will be able to have more contact with students to promote college level courses continue the growth of students being A-G eligible and or CTE ready.
2. Next year all grade levels will offer AVID courses. By training 3 additional teachers this year, we will be able to continue our growth as a school to develop classroom strategies in all content areas.
3. A need for providing sub coverage so that teachers can be present for 504 and SST meetings is necessary.
4. This year, we will be needing a teacher to help with the WASC report writing process.

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

The intended implementation met the articulated goal last year,

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.

We have made significant improvements to our school discipline policies in the 25-26 school year to decrease the suspension rate of our school. We expect to see this rate decline when we see the results in the next school year. We have also seen a decline from 64% of our juniors being A-G eligible in the 24-25 school year to only 60% of our current seniors that are A-G eligible in the 25-26 school year. We need to begin discussion with the school district to see why our standards for graduation does not align with A-G eligibility. Graduation requirements in our school is 2 years of math and science where you need 3 years of math and science to be A-G eligible.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Connectedness, Culture and Climate and Community Engagement

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

1. Establish meaningful engagement, through opportunities for students, stakeholders and families (in and out of the classroom) such as ASB rallies and Battle of the Condors.
2. Continue Link crew Freshman orientation at the start of the 2026-2027 school year and continue with LINK crew events throughout the school year to build connections and allies within the student population.
3. Implement alternative discipline strategies (restorative practices) to decrease the amount of suspensions.
4. Provide more opportunities and expectations for clubs, such as the Latinx Club, to promote community building events
5. Wellness to continue providing events during lunch (i.e. board game day, yoga on the field, etc.) that welcomes all students.
6. Continue building connection between parents/guardians during monthly "Principal's Coffee and Conversations"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

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

Identified Need

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

1. Our identified need is for social, emotional wellbeing of students and to provide extra support where needed.
2. A need for parental involvement and regular communication between parents/guardians and the principal.
3. Incoming Freshman need guidance from upper classmen to navigate the complexities of high school.
4. Our dashboard results show that we are in the Orange zone for suspensions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total amount of LINK crew leaders and Freshman participating in Orientation	There were approximately 63 students who became LINK crew leaders to help Freshman transition into high school. (13 more than expected)	We are expecting 250 Freshman participating in orientation and hope for a similar amount of participation in LINK crew leaders.
Stakeholder group records including agendas, attendance	SSC meetings, ELAC meetings, SLT meetings and ASB meeting	Provide information and equitable access to enable and encourage all students to participate in at least one extracurricular activity.
Stakeholder group records including agendas, attendance	SSC meetings, ELAC Meetings, SLT meetings and ASB meetings	All families will attend community building events (e.g., Orientation Day, Back to School Nite, Open House, Exhibitions for Learning)

Stakeholder group records including agendas, attendance	We had approximately 8 parents regularly attending the Principal's Coffee and Conversations in the 25-26 school year.	I expect to have more participants, 10-15, in the 26-27 school year.
Suspension rates as indicated on the California Dashboard	The rate of suspension for the 2024-2025 school year showed 5.6%, which was a 1.1% increase from the 2023-2024 school year.	The data this year (2025-2026) showed an increase from the previous year but we will aim for a decrease in suspension rate for the 2026-2027 school year,

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Spanish interpretation for all major school functions	All students	3,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Spanish Interpretation at all major school functions
3.2	Activities for school connectedness, climate and culture events	All students	1000 Targeted Allocation 4000-4999: Books And Supplies
3.3	Budget for Theater program stipend	All students	15000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Certificated Stipend
3.4	Supplies for Freshman Welcome Day	All students	4000 Targeted Allocation 4000-4999: Books And Supplies

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. Having LINK crew to support our incoming Freshman class throughout the school year will create a sense of student connectedness.
2. Our data shows that our number of suspension for our most vulnerable has come down slightly from Red to Yellow/Orange. We will work to decrease the amount of suspensions by utilizing a restorative approach to discipline.
3. Early intervention for trancies and providing workshops for students who are consistently tardy will help keep our attendance rate above 95%.
4. Our wellness center continued to host events this year and saw an increase in student participation from previous years. They also continued to support students who were in need of therapeutic services.

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

Since it has been difficult to hire a 0.2 FTE Theater teacher, we have decided to create funds to support the theater program by arranging for an outside provider to teach an after school theater program for our students.

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

The addition of LINK crew to help with Freshman orientation as well as decreasing the amount of suspensions will be continued in the 26-27 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

1. Specific SEL lessons to provide support for students' physical and mental well being.
2. School-wide culture that promotes safety and social emotional well being.
3. Quarterly survey to all students to address the effectiveness of the SEL lessons.
4. BCBA and Behavior techs to observe classrooms and student behavior regularly.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kid Survey	Baseline scores of "Caring Adult Relationships" from 25-26 school year	SEL lessons that is focused around physical and social emotional well being will help to improve student safety and show students that there are caring staff on campus
California Healthy Kid Survey	Baseline scores of "Meaningful Participation" from 25-26 school year	Lessons that engage students that connect to something meaningful will help increase this perception in students.

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	California Youth Outreach staff to provide wellness consultation to students	All Students	9000.00 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Contracted 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. With the increase of student population and being a school in its 4th year of operation, certain policies and procedures need to be put in place.
2. There needs to be an agreement made by students and staff so that we are all working toward our common goals.
3. School wide tier 1 SEL lessons need to be created for all students to participate.

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

There was an increase in the CYO funding due to the district putting the responsibility on the school sites.

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.

Possibly allow CYO to help create SEL lessons and run small restorative circles to connect more students to a caring adult on campus.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,563.00
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	\$206,563.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$206,563.00

Total of federal, state, and/or local funds for this school: \$206,563.00

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	206,563.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	206,563.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	69,500.00
2000-2999: Classified Personnel Salaries	82,892.83
4000-4999: Books And Supplies	24,563.00
5000-5999: Services And Other Operating Expenditures	25,607.17
5700-5799: Transfers Of Direct Costs	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	69,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	82,892.83
4000-4999: Books And Supplies	Targeted Allocation	24,563.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	25,607.17
5700-5799: Transfers Of Direct Costs	Targeted Allocation	4,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
130,063.00
44,500.00
23,000.00
9,000.00

School Site Council Membership

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

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

Name of Members	Role
Nelson Hori	Principal
Lillian Kwiatkowski	Classroom Teacher
Matt Kolda	Classroom Teacher
Azimbek Dadajonov	Secondary Student
Soma Baral	Other School Staff
Andrew Seago	Parent or Community Member
Jerry Buten	Parent or Community Member
Sumat Mehra	Parent or Community Member
Joo Yiu	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 23, 2025.

Attested:



Principal, Nelson Hori on 4/22/2026



SSC Chairperson, Andrew William Seago on 04/22/2025