



SUHSD Local Control and Accountability Plan Summary and Data Document For the 2021-22, 2022-23, and 2023-24 School Years (Revised for the 2022-23 School Year)

The Full District LCAP Document can be seen here: [6.17.22 First Reading Full LCAP Document](#)

California Schools Dashboard can be seen here: [SUHSD CA School Dashboard](#)

Data is updated as it is made available from state or local measures

Sources include:

[SUHSD CA School Profile Page](#), [SUHSD CA School Dashboard](#), [DataQuest \(CA Department of Education\)](#)

Mission

The Mission of the Siskiyou Union High School District is to ensure learning for **all** students.

Vision

The vision of the Siskiyou Union High School District is to provide the guidance, support, and autonomy necessary for our high schools to meet the educational needs of our students in each of the communities we serve. Based on this guidance, support, and autonomy, each high school will provide all students with an inspiring world class education.

This education will:

- foster student success through ensuring personal well-being, high expectations, individualized education, cultivation of thinking and problem-solving skills
- prepare students for a variety of quality post-secondary (college and career) options
- develop essential academic, technical and interpersonal/employability skills, and provide all students with the awareness and support to successfully enter these post secondary options
- prepare students for effective citizenship in their homes, community, country, and world

Student success is indicated by using the State of California's College and Career Readiness indicator, Achievement of the district-defined Employability Skills, and a student's awareness and plan to achieve their future college and career goals.

LCAP Goals

Our LCAP includes the following goals that work to address the state priorities and our identified needs:

All of our goals are of equal importance so the numbering does not reflect a priority or order of importance. -Revision 6/22/21

Broad Goal 1. Social Emotional Learning and Personal Health and Wellness

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will be provided with support and learn to work with and address their social, emotional and personal wellness needs as part of their daily learning experience.*

Broad Goal 2. Engaging, Rich, and Relevant Learning Experiences

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience engaging, rich, and relevant curricular learning opportunities.*

Math Focus Goal 2.1

All students will increase *math achievement by 2024 as measured by locally developed benchmark assessments, current course grades, and 11th grade CAASPP scores.*

Student Engagement Focus Goal 2.2

Students will engage in daily instruction that increases student engagement, relevance, and excitement in the learning process and maximizes the potential of every student.

Broad Goal 3. Guidance and Support for Student Success

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience growth and success in their academic, technical, interpersonal (social emotional) skills development, and future planning.*

College and Career Ready Focus Goal 3.1

All students will achieve a College and Career “prepared” indicator by the end of their high school experience.

Broad Goal 4. Climate and Culture

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience positive and nurturing school cultures and climates that foster exploration, learning, equity, and growth for all students.*

Broad Goal 5. Family and Community Engagement

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience support and involvement from their family and community as they work to become college and career ready.*

Activities and Budget

Broad Goal 1. Social Emotional Learning and Personal Health and Wellness

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will be provided with support and learn to work with and address their social emotional and personal wellness needs as part of their daily learning experience* as indicated by student's current grades and progress, Chronic Absenteeism rates, graduation rates, College and Career Readiness Indicator, California Healthy Kids Survey.

Targets Include (by 2024):

- Decrease Chronic Absenteeism rate from 13.40% to 4% for all students
- Increase graduation rate from 91.7% to 95% for all students
- Increase "Prepared" College and Career Readiness % "Prepared" from 45.90% to 80% for all students.
- Increase identified components of the California Healthy Kids Survey that indicate related wellness areas

Activities and Budget to support the achievement of Broad Goal 1:

#	Name and Description	Estimated cost/budget	Notes
1.1	Each school site will develop/refine a Multi Tiered System of Support that addresses the following areas: -Social/Emotional/Health/Wellness -Engaging, Rich and Relevant Learning Experiences -Climate and Culture (Including Behavior -Guidance and Support -Family and Community Engagement See the SUHSD Expanded Multi-Tiered System of Support linked here	No additional costs	
1.2	Social-emotional counseling services	120,000	COVID Funding Plan LCFF
1.3	Nursing services	48,153	
1.4	Stress management and social emotional learning curriculum including the Aperture Universal Screening Tool - implementation in advisory program and all classes	*	
1.5	Native American support services	5,342	Happy Camp Title IV
1.6	Improved Meal Services	No additional costs	Facility improvement costs will be associated with COVID and bond revenue
1.7	Drug and Alcohol District Wide Prevention Coordinator Added 8/22	91,000	COVID and Forest Reserve, LCFF

1.8	Attendance Improvement and Family Engagement Coordinator Added 1/22	86,600	COVID and Forest Reserves, LCFF
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Broad Goal 2. Engaging, Rich, and Relevant Learning Experiences

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience engaging, rich, and relevant curricular learning opportunities*, as indicated by: CAASPP, A-G Requirement Completion rates, Career Path Completion Rates, College Course Completion Rates, Current Grades (individual, school and district wide GPAs), AP Course and Test Completion Rates, District Performance Task, PSAT, SAT, ACT.

Targets Include (by 2024):

- Increase “Prepared” College and Career Readiness % “Prepared” from **45.90% to 80%** for all students.
- Increase current grades % of students achieving a C or better from **70%-77% to 87% to 92%** for all students.
- Increase CTE career pathway completion rates from **29% to 40%** for all students.
- Increase A-G course completion rates from **38.0% to 54%** for all students.
- Increase CAASPP % meeting or exceeding standard from **(Math) 27% to 58%, (ELA) 57% to 80%** for all students.
- Increase College Course Completion from **55% to 59%** for all students.
- Increase AP course test passage of 3 or higher from **57.41% to 60%** for all students.

Activities and budget to support the achievement of Broad Goal 2:

#	Name and Description	Estimated cost/budget	Notes
2.1	Certificated collaboration time (weekly at each site) <i>Monthly topics and designated time to include added for 2022-23:</i> • <i>Subject specific collaboration</i> • <i>Students of concern</i> • <i>WASC and school wide learning outcomes</i> • <i>School wide issues/culture</i>	108,265	To include cross curricular collaboration
2.2	Continue Performance Task (Humanities)-2	3,055	Stipends
2.3	Implement a Math/Science Performance Task (STEM) and Benchmark assessments for all core subject areas-2 Math; 4-NGSS	9,166	Stipends
2.4	Standards implementation/Scope and sequence - Content PLC meetings	27,000	Subs and teacher time
	Staff development leadership stipends: PLC leads (8, 1/2 stipends)	6,111	Stipends
2.5	5D Evaluation System implementation and continued follow-up at the district committee level	No additional costs	

2.6	Finalize and implement a new administrative evaluation process	No additional costs	
	Identify and Purchase instructional materials -Math, Science, Social Studies (Revised - 6/22/21) Math/Science Completed (6/22)	0	Textbook adoptions Lottery and ESSER III, 22-23 one-time funds
2.8	Annual chromebook purchase	40,000	Lottery
2.9	CTE equipment, supplies and materials purchases - grants	100,000	CTEIG and K-12 SWP Grants (Culinary Pathway)
2.10	CTE work-based experiences - grants	90,000	Advisor and transportation (K-12 SWP)
2.11	CTE implementation of SkillsUSA Organization on each campus.	12,000	Stipends CTEIG
2.12	Annual Facilities Maintenance (Master plan)	80,000	
2.7	Identify and Purchase instructional materials - Social Studies	200,00	New one-time funds
2.21	Additional class sections to maintain small class sizes - 12 sections or 2 FTE certificated staff to our district overall certificated staff.	183,591	

Math Focus Goal 2.1

All students will increase *math achievement* by 2024 as measured by locally developed benchmark assessments, current course grades, and 11th grade CAASPP scores:

% of students with C or higher in current math course (measured quarterly)

% of students achieving proficiency on local benchmark assessments

% of students achieving a 3 or higher on the 11th Grade CAASPP test.

Targets Include (by 2024):

- Increase current grades % of students achieving a C or better from **70%-75% to 87%** for all students.
- Increase CAASPP % meeting or exceeding standard from **(Math) 27% to 58%** for all students.
- Increase % of students achieving a “meeting standard” on locally developed benchmark assessments.
Set baseline % in 2021-22 and then set targets for 2022-23 and 2023-24

Activities and budget to support the achievement of Focus Goal 2.1

#	Name and Description	Estimated cost/budget	Notes
2.13	Develop and implement a K-12 articulation process for	8,000	Teacher time and subs

	curriculum selection and implementation. <i>Include K-8 and COS staff with district PLC meetings (added for 2022-23)</i>		
2.14	Continue to participate with the Silicon Valley Math Initiative (SVMI) Professional Development process to include mentoring for all Math staff (Revised 6/22/21)	8,000	Teacher time and subs
2.15	Select and purchase instructional materials for math and science - identified hands on and supplementary materials for new math and science curriculum	24,000	Pilot materials
2.16	Implement local benchmark assessments (SVMI MARS/MAC) to help determine student progress with math standards	No additional cost	

Student Engagement Focus Goal 2.2

Students will engage in daily instruction that increases student engagement, relevance, and excitement in the learning process and maximizes the potential of every student.

Targets Include (by 2024):

- Increase current grades % of students achieving a C or better from **70%-77% to 87% to 92%** for all students.
- Increase CAASPP % meeting or exceeding standard from **(Math) 27% to 58%, (ELA) 57% to 80%** for all students.
- Increase % of students achieving a “meeting standard” on locally developed benchmark assessments. **Set baseline % in 2021-22 and then set targets for 2022-23 and 2023-24.**
- Increase engagement questions on annual LCAP parent and student surveys.
 - [Providing you with engaging, rich and relevant curricular learning experiences that will help to prepare you for future college and career opportunities.]
 - **Very Effective 14.16% to 40%**
 - **Effective 50.87% to 50%**
 - **Not Effective 23.70% to 7%**
 - **Not Sure 11.27% to 3%**

Activities to support the achievement of Focus Goal 2.2

#	Name and Description	Estimated cost/budget	Notes
2.17	Provide staff with additional time to train and develop engaging curriculum experiences for all students: Extended Certificated Professional Development Time - Focus areas: • Student engagement, emotional Intelligence, social and emotional learning	300,637	21-22 Professional Development Stipends COVID Funding Plan

	• Universal Design For Learning (UDL), differentiated Instruction, reaching all students • Staff development in the areas of tolerance, anti-bias, anti-racism • Student centered learning, alternative assessment, project-based learning • Independent Study Utilizing Remote Learning Strategies - Virtual High School Completed 6/22		
2.18	Implement new courses and options across the district using a variety of digital and distance learning options	41,296	.5 additional for Virtual HS program COVID Funding Plan
2.19	Each staff member will participate in a Flexible professional development identified area related to one of the LCAP goals (Flex PD - 13 hours annually)	41,500	Teacher time
2.20	Identify and Purchase instructional materials, consulting services Completed 6/22	40,000	COVID Funding Plan

Broad Goal 3. Guidance and Support for Student Success

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience growth and success in their academic, technical, interpersonal (social emotional) skills development, and future planning as indicated by:* College and Career Readiness Indicator, CAASPP, A-G Requirement Completion rates, Career Path Completion Rates, College Course Completion Rates, Current Grades (individual, school and district wide GPAs), AP Course and Test Completion Rates, District Performance Task, PSAT, SAT, ACT

Targets Include (by 2024):

- Increase “Prepared” College and Career Readiness % “Prepared” from **45.90% to 80%** for all students.
- Increase current grades % of students achieving a C or better from **70%-77% to 87% to 92%** for all students.
- Increase CTE career pathway completion rates from **29% to 40%** for all students.
- Increase A-G course completion rates from **38.0% to 54%** for all students.
- Increase CAASPP % meeting or exceeding standard from **(Math) 27% to 58%, (ELA) 57% to 80%** for all students.
- Increase College Course Completion from **55% to 59%** for all students.
- Increase AP course test passage of 3 or higher from **57.41% to 60%** for all students.
- Decrease Chronic Absenteeism rate from **13.40% to 4%** for all students
- Increase graduation rate from **91.7% to 95%** for all students

Activities and budget to support the achievement of Broad Goal 3:

#	Name and Description	Estimated cost/budget	Notes
3.1	Each school site will develop/refine annual college and career guidance services and exploration activities that will be implemented each year at each grade level.	*	Field trips etc.
3.2	Provide academic support, alternative and credit recovery teaching sections	489,577	32 sections district wide Supplemental and Concentration \$\$
3.3	Provide supplemental academic support services including tutoring, afterschool programs, and mentoring	*	Tuesday tutoring after school, Sat. school
3.4	Identify and implement activities and supports to improve attendance rates and address Chronic Absenteeism (Attendance Works 3 tiered pyramid)	*	
3.5	Implement the Expanded Learning Multi-Tiered System of support to identify need and align services outlined in the LCAP to students in need. Link to SUHSD Multi-Tiered System of Support	No additional costs	
3.6	Develop and implement an annual student health and wellness survey to help inform support staff with needed information to provide targeted support for students. For the 2022-23 school year we will use the Aperture Universal Screening Tool	No additional costs	
3.7	College and Career Ready Guidance - Increased guidance services and develop/refine our district college and career guidance scope and sequence to include students' paths toward achieving a "Prepared" College and Career Indicator	84,686	Title 1
3.8	Increase the availability of A-G approved courses at all campuses to include advanced and support level courses		
3.11	Develop plans and concepts to use the 8 period schedule more effectively. Reduce unscheduled/free periods so students take advantage of courses and programs available	*	

College and Career Ready Focus Goal 3.1

All students will achieve a College and Career “prepared” indicator by the end of their high school experience.

Targets Include (by 2024)

- Increase “Prepared” College and Career Readiness % “Prepared” from **45.90% to 80%** for all students.
- Increase CTE career pathway completion rates from **29% to 40%** for all students.
- Increase A-G course completion rates from **38.0% to 54%** for all students.
- Increase CAASPP % meeting or exceeding standard from **(Math) 27% to 58%, (ELA) 57% to 80%** for all students.
- Increase College Course Completion from **55% to 59%** for all students.
- Increase AP course test passage of 3 or higher from **57.41% to 60%** for all students.

Activities and budget to support the achievement of Focus Goal 3.1

#	Name and Description	Estimated cost/budget	Notes
3.9	Increase the number of available CTE career paths	\$45,000	Animation, Game Design, Small engine repair, Education K-12 SWP, CTEIG
3.8	Increase the availability of A-G approved courses at all campuses to include advanced and support level courses.	No additional costs	
3.10	Identify/implement further structures to support the achievement of a College and Career “Prepared” indicator including advisory programs to support college and career exploration and guidance	*	

Broad Goal 4. Climate and Culture

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience positive and nurturing school cultures and climates that foster exploration, learning, equity, and growth for all students* as indicated by: student's current grades and progress, Chronic Absenteeism rates, Suspension Rates and the CA Healthy Kids Survey.

Targets Include (by 2024)

- Decrease Chronic Absenteeism rate from **13.40% to 4%** for all students
- Increase graduation rate from **91.7% to 95%** for all students
- Increase identified components of the California Healthy Kids Survey that indicate related wellness areas
- Increase safe campus questions on annual LCAP parent and student surveys.
[Providing a safe school environment]
Very Effective 27.17% to 40%

Effective 56.07% to 50%
 Not Effective 6.36% to 7%
 Not Sure 10.40% to 3%

Activities to support the achievement of Broad Goal 4:

#	Name and Description	Estimated cost/budget	Notes
4.1	Restorative Practice training and coaching	80,000	COVID Funding Plan
4.2	Professional Development in the areas of tolerance, anti-bias, anti-racism	No Additional costs	
4.3	Formalize the club development and implementation process. Clubs have the opportunity to write a grant that can include a staff member stipend, needed budget, etc.	*	

Broad Goal 5. Family and Community Engagement

While increasing achievement for all students and reducing the achievement gap that exists between our Economically Disadvantaged (ED) Subgroup and our All Student group, *students will experience support and involvement from their family and community as they work to become college and career ready* as indicated by the Family and Community Engagement indicator/rubric, student's current grades and progress, Chronic Absenteeism rates, and graduation rate

Targets Include (by 2024):

- Increase Measures on the [Family and Community Engagement Metric/Rubric](#)
- Increase Measures on the Annual LCAP parent and student survey

Activities and budget to support the achievement of Broad Goal 5:

#	Name and Description	Estimated cost/budget	Notes
5.1	Each site will develop and implement Family and Community Engagement Activities that address an element of the Family and Community Engagement Metric/Rubric	*	Spring Open house invite families, school community for an evening to browse classrooms and student activities
5.2	Coordination with Aeries and Google classroom for effective parent viewing and monitoring (Aeries and Google Classroom training for staff and parents)	*	An evening set up to help parents w/Aeries and G.C.
5.3	Each school site will have a parent group....	*	Continue trying to create a site council
5.4	Implement a process of including parents in the academic planning, college and career exploration, and	*	Normally, beginning of school year, anytime

	personal goal setting process of all students		during school year as needed.
5.5	Develop a “High School for Parents” series that can be offered through adult school	*	Survey site parents to learn what their needs are first, then use data for parent course offerings
5.6	Each school site will develop consistent ways to communicate, promote, and engage families and the community members in a variety of school activities. Examples include opportunities for parents and community members to visit campuses, be a guest speaker, tutor or mentor students, and be apart of a site parent or governance group like a school site council. Schools will also use a variety of methods to promote the variety of activities that students are accomplishing and engaged in.	8,111	Federal COVID Stipends

* Areas will total \$230,000.00. This total will be divided between the school sites to support the site defined activities that will support the achievement of the goals. This total will be divided up to the sites based on the number of students at each site to be served.

Indicator Data and Targets

Data is updated as it is made available from state or local measures

Sources include:

[SUHSD CA School Profile Page](#), [SUHSD CA School Dashboard](#), [DataQuest \(CA Department of Education\)](#)

23-24 Spring			87%			87%			87%			87%		92%	
23-24 Fall			86%			86%			86%			86%		92%	
22-23 Spring			85%			85%			85%			85%		91%	
22-23 Fall			84%			84%			84%			84%		91%	
21-22 Spring			82%			82%			82%			82%		90%	
21-22 Fall	70%	67%	80%	81%	75%	80%	73%	70%	80%	75%	71%	80%	71%	70%	80%
20-21 Spring (COVID)	73%	66%		63%	56%		75%	70%		72%	66%		71%	69%	
20-21 Fall (COVID)	75%	70%		70%	66%		77%	73%		76%	71%		71%	68%	
19-20 Spring (COVID)	83%	78%		80%	76%		84%	81%		68%	63%		86%	80%	
19-20 Fall (Pre COVID)	85%	78%		80%	74%		82%	76%		71%	64%		90%	85%	
18-19 Spring	82%	76%		79%	71%		70%	63%		71%	66%		86%	80%	
	All	ED	Target	All	ED	Target	All	ED	Target	All	ED	Target	All	ED	Target
	11-12 Social Studies			English			Math			Lab Science			Language		
% of Students achieving a C or Better on the most recent Transcript Grade															

Class	SUHSD	SUHSD ED	State	State ED	Future Target
2024					54%
2023					52%
2022					50%
2021	30.40%	24.50%	45.00%	36.00%	48%
2020	38.00%	37.70%	50.90%	41.64%	46%
2019	28.47%	25.30%	50.53%	42.70%	43%
2018	37.20%	32.30%	49.92%	42.00%	40%
2017	42.20%	32.10%	46.80%	38.50%	38%
2016	37.6%	28.4%	45.40%	36.70%	
2015	33.0%	25.3%	43.4%	34.2%	
2014	30.00%	24.00%	41.9%	32.7%	
2013	32.10%	25.00%	39%	30%	
A-G Course Completion Rates					

Class of	# of graduating seniors	Completing at least one CTE Career Pathway	%	Future Target
2024				40%
2023				38%
2022				36%
2021	138	40	29.00%	33%
2020	100	29	29.00%	30%
2019	144	40	27.00%	25%
2018	122	27	22.00%	20%
CTE Career Pathway Completion Rates				

Class of	# of graduating seniors	Completing at least one CTE Career Pathway	%	Completed A-G Requirements	%	Completed A-G Requirements and a CTE Career Path	%	Target
2024								21.00%
2023								18.00%
2022								15.00%
2021	138	40	29.00%	42	30.40%	18	13.00%	10.00%
2020	100	29	29.00%	38	38.00%	6	6.00%	n/a
2019	144	40	27.00%	41	28.47%	n/a	n/a	n/a
2018	122	27	22.00%	45	37.20%	n/a	n/a	n/a
A-G and CTE Career Pathway Completion Rates								

	ALL SUHSD										ALL State	
	9-12 number tested	AP Score =1 or 2 (#)	AP Score =1 or 2 (%)	AP Score = 3 (#)	AP Score = 3 (%)	AP Score = 4 (#)	AP Score = 4 (%)	AP Score = 5 (#)	AP Score = 5 (%)	AP Score % = 3 or higher	AP Score % = 3 or higher	Future SUHSD Target % = 3 or higher
2023-2024												60%
2022-2023												59%
2021-2022												58%
2020-2021												57%
2019-2020	54	51	94.44%	15	27.78%	11	20.37%	5	9.26%	57.41%	56.23%	55%
2018-2019	57	61	107.02%	26	45.61%	9	15.79%	2	3.51%	64.91%	55.88%	53%
2017-2018	52	25	48.08%	17	32.69%	9	17.31%	1	1.92%	51.92%	57.55%	
2016-2017	103	46	44.66%	34	33.01%	17	16.50%	6	5.83%	55.34%	55.88%	
AP Testing												

Class of	# of graduating seniors	Completing at least 1 semester of a college course with a C or better	%	Future Target
2024				59%
2023				58%
2022				57%
2021	138	72	52.17%	56%
2020	100	55	55.00%	45%
2019	144	79	54.86%	43%
2018	122	52	42.62%	
College Course Completion Rate				

Class of 2025													80%
Class of 2024													76%
Class of 2023													73%
Class of 2022													70%
Class of 2021													68%
Class of 2020	45.90%	17.10%	36.90%	42.40%	17.60%	40.00%	45.80%	16.70%	37.50%	37.90%	18.20%	32.20%	65%
Class of 2019	46.10%	16.40%	37.50%	42.30%	16.50%	41.20%	44.10%	17.10%	38.80%	35.80%	18.40%	48.80%	60%
Class of 2018	33.60%	25.20%	41.20%	24.40%	26.70%	48.90%	42.20%	17.10%	40.70%	33.70%	18.50%	47.80%	55%
Class of 2017	44.40%	18.30%	37.30%	36.30%	16.30%	47.40%	41.10%	18.70%	40.20%	NA	NA	NA	50%
Class of 2016	43.20%	33.10%	23.70%	28.10%	40.60%	31.30%	45%	23.10%	32.00%	NA	NA	NA	
	Prepared	Approachin g	Not Prepared	Prepared	Approaching	Not Prepared	Prepared	Approachin g	Not Prepared	Prepared	Approachi ng	Not Prepared	All Prepared
	All SUHSD			ED SUHSD			All State			ED State			Future Target
College and Career Ready Indicator													

See the State College/Career Indicator description and metrics here: [College/Career Indicator](#)

	All SUHSD	ED SUHSD	All State	ED State	Future Target
2024					58
2023					56
2022					54
2021	12	6	34	23	52
2020	N/A	N/A	N/A	N/A	50
2019	27	21	40	27	45
2018	23	11	31	20	41
2017	30	21	32	20	37
2016	32	23	33	21	
2015	25	19	29	19	
Math % CAASPP Met or Exceeded					

	All SUHSD	ED SUHSD	All State	ED State	Future Target
2024					80
2023					78
2022					77
2021	55	46	59	50	76
2020	N/A	N/A	N/A	N/A	75
2019	57	53	51	39	71
2018	49	40	56	46	67
2017	64	52	60	49	63
2016	58	39	59	49	
2015	49	36	56	45	
English Language Arts % CAASPP Met or Exceeded					

	ALL SUHSD						All State					
	Enrolment 12th/number tested	Average Math	Average Reading	Average English	Average Science	% of Scores>=21	Average Math	Average Reading	Average English	Average Science	% of Scores>=21	Future SUHSD Target % of Scores >=21
2022-2023												
2021-2022												
2020-2021												
2019-2020	105/22	19	22	21	20	50.00%	23	23	22	22	59.62%	69.00%
2018-2019	150/29	19	21	21	19	48.28%	22	22	22	22	55.00%	68.00%
2017-2018	134/29	21	22	21	21	44.83%	21	22	21	22	56.55%	67.00%
2016-2017	151/48	21.7	24.1	21.7	22.2	64.58%	22.7	23.1	22.5	22.1	58.11%	66.00%
2015-2016	147/31	22	25	22	23	77.42%	22	22	22	22	57.44%	65.00%
2014-2015	118/328	22	24	23	22	60.71%	22	23	22	21	57.45%	
2013-2014	155/34	21	22	21	22	44.12%	22	21	21	21	56.56%	
ACT												

	ALL SUHSD					ALL State					
	12th Enrolment /number tested	Total Number Meeting ERW Benchmarks	Percent Meeting ERW Benchmarks	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks	Total Number Meeting ERW Benchmarks	Percent Meeting ELA Benchmarks	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks	Future SUHSD Target ELA	Future SUHSD Target Math
2021-2022											
2020-2021											
2019-2020										87%	63%
2019-2020	105/31	26	83.87%	17	54.84%	109,027	67.31%	77,628	47.92%	87%	62%
2018-2019	150/39	33	84.62%	20	51.21%	116,500	68.36%	108,635	52.57%	86%	60%
2017-2018	134/52	48	92.31%	35	67.31%	167,998	84.87%	119,412	50.67%	85%	58%
2016-2017	151/66	55	83.33%	37	56.06%	13,887	72.25%	112,391	50.76%		
SAT											

	All SUHSD	9th Grade	10th Grade	11th Grade	12th Grade	Future Target
2020-21						2.7
2019-20						2.6
2018-19	2.51					2.5
2017-18	2.44					2.45
2016-17	2.33	2.07	2.45	2.44	2.38	2.35
2015-16	2.3	2.12	2.39	2.27	2.41	
District Performance Task						

Year	All SUHSD	ED SUHSD	All State	ED State	Future Target
2023-24					4.00%
2022-23					5.00%
2021-22	35.00%	39.00%			5.00%
2020-21	16.30%	22.00%	14.30%	19.40%	6.00%
2019-20	8.40%	12.00%	N/A	N/A	8.00%
2018-19	19.10%	26.80%	12.00%	15.20%	10.00%
2017-18	15.90%	22.90%	11.10%	13.90%	15%
2016-17	22.00%	30.00%	10.80%	13.50%	
Chronic Absenteeism					

Class of	SUHSD All	SUHSD ED	State All	State ED	SUHSD Target
2024					95.0%
2023					94.0%
2022					93.0%
2021	84.6%	83.2%	87.7%	84.2%	92.0%
2020	91.7%	90.6%	87.6%	84.8%	90.0%
2019	90.8%	85.6%	88.1%	85.0%	85.0%
2018	82.3%	80.0%	87.3%	83.9%	
2017	88.7%	81.8%	86.7%	83.0%	
4 Year Adjusted Cohort Graduation Rate					

	All SUHSD	ED SUHSD	All State	ED State	Future Target
2023-2024					1.0
2022-2023					1.0
2021-2022					1.0
2020-2021					1.5
2019-2020	5	7.4	2.6	3.4	2.0
2018-2019	4.5	5	3.4	4.7	3.0
2017-2018	3.7	4.2	3.5	4.4	4.0
2016-2017	7.9	13.3	3.6	4.7	5.0
2015-2016	7.3	9.1	3.7	4.7	6.0
2014-2015	8.8	13.4	3.8	4.9	
Suspension Rate (%)					

Family and Community Engagement - [See Rubric Here](#)

Standard	Description	2016-17	2017-18	2018-19	2019-20
Standard 1	Welcoming All Families into the School Community	2 Progressing	2 Progressing	3	3
Standard 2	Communicating Effectively	2 Progressing	2 Progressing	3	3
Standard 3	Supporting Student Success	2 Progressing	2 Progressing	2	3
Standard 4	Speaking Up for Every Child Advocacy	2-3 Progressing to Excelling	2-3 Progressing to Excelling	2-3	3
Standard 5	Sharing Power Leadership	2-3 Progressing to Excelling	2-3 Progressing to Excelling	2-3	2
Standard 6	Collaborating with Community	1-2 Emerging to Progressing	2 Progressing	2	3