

School Year: 2026-27

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Creek High School	43694274337903	[Add SSC Approval Date here]	[Add Local Board Approval date here]

Plan Description

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

The purpose of this plan is to ensure we are creating equitable communities, with a focus on: ALL students are welcome as they are. Strengths and areas of growth for all students are known and supported. Adults positively respond to the social-emotional, wellness, and academic needs of every student. ALL students engage in tasks that develop strategic thinking skills for full participation in their local communities and the global society, which are directly related to creating this Learning Continuity and Attendance Plan.

Educational Partner Involvement

How, when, and with whom did your 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

Silver Creek High School is committed to a collaborative, transparent, and inclusive process in the development, implementation, and ongoing refinement of the Single Plan for Student Achievement (SPSA). We intentionally engage a broad range of stakeholders—including students, families, staff, and community members—to ensure our goals and actions reflect the diverse needs of our school community.

The School Site Council (SSC) serves as the central decision-making body in this process. Composed of administrators, teachers, classified staff, students, and parents, the SSC regularly reviews multiple sources of data, including academic performance, attendance, and school climate indicators. The council collaborates to identify areas of need, set priorities, monitor implementation, and formally approve the SPSA, ensuring accountability and alignment with schoolwide goals.

The English Learner Advisory Committee (ELAC) plays a vital role in providing targeted input on programs and services for English Learners. ELAC members review relevant data and offer recommendations to ensure that the SPSA includes effective strategies and supports to meet the needs of multilingual students and their families.

Staff engagement is embedded through ongoing collaboration in Professional Learning Communities (PLCs), department meetings, and leadership teams. Teachers and staff analyze student data, reflect on instructional practices, and provide feedback on SPSA goals and actions to strengthen implementation and impact.

Student and family voices are elevated through surveys, focus groups, school events, and community outreach efforts. These opportunities allow stakeholders to share their experiences, identify needs, and contribute to decisions related to programs, interventions, and resource allocation.

The SPSA is reviewed annually and adjusted based on measurable outcomes, including student achievement data, graduation rates, and program effectiveness. This continuous improvement cycle ensures that the plan remains responsive, relevant, and focused on equitable outcomes for all students.

Through ongoing communication, shared decision-making, and a commitment to the CREEK Way—Creative, Respectful, Equitable, Engaged, and Kind—Silver Creek High School ensures that the SPSA reflects the collective vision and priorities of its community.

Comprehensive Needs Assessment

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.

A review of the California School Dashboard and Silver Creek High School's local data (including CAASPP, course performance, A–G completion, attendance, and internal assessments) identifies several areas of strength, along with targeted areas for continued growth. While graduation rates and school climate indicators remain areas of relative strength, English Language Arts (ELA), Mathematics achievement, and College/Career readiness indicators remain areas of focus, particularly for specific student groups.

Dashboard and local data indicate that English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to perform below schoolwide averages in both ELA and Mathematics. These performance gaps are also reflected in A–G completion rates and college and career readiness metrics. Additionally, while overall graduation rates are stable, disparities persist for Students with Disabilities and English Learners. Chronic absenteeism, though improving, continues to disproportionately impact these same student groups and remains a barrier to academic success.

Local data sources, including common formative assessments, grade distribution analysis, and student voice data, further highlight the need to strengthen Tier 1 instruction across all content areas, with a particular emphasis on academic vocabulary development, literacy strategies, and consistent instructional practices schoolwide. Data also points to the need for more targeted and timely interventions, as well as clearer progress monitoring within our Multi-Tiered System of Supports (MTSS).

In response to these identified needs, Silver Creek High School has taken several strategic steps. Through strengthened Professional Learning Communities (PLCs) and the implementation of Collaborative Rounds, 100% of staff engage in ongoing cycles of inquiry focused on data analysis, instructional practice, and student outcomes. Professional development has been prioritized in the areas of academic language development, designated and integrated ELD strategies, culturally responsive teaching, and differentiation to better meet the needs of diverse learners.

The school continues to leverage Ellevation to monitor and support English Learner progress, ensuring that instructional strategies are aligned to student language proficiency levels. Within the MTSS framework, targeted interventions have been expanded during and after the school day, with an increased focus on identifying students early and providing timely academic and behavioral support. Progress monitoring practices are being refined to ensure interventions are effective and responsive.

To address gaps in college and career readiness, the school has expanded access to A–G coursework, strengthened counseling supports, and increased monitoring of student progress toward graduation requirements. Efforts to reduce chronic absenteeism include enhanced data tracking, proactive outreach to families, and collaboration with support staff to address barriers to attendance.

Silver Creek High School remains committed to a continuous improvement model, using both Dashboard and local data to evaluate the effectiveness of implemented strategies, adjust supports, and ensure equitable outcomes for all student groups.

Goals, Strategies/Activities, and Expenditures

Goal # 1 College and Career Readiness

Goal #	Description
LCAP GOAL	GOAL 1: College and Career Readiness: Improve and increase the percentage of students deemed college and career ready by providing high-quality instruction, diverse learning opportunities, and comprehensive academic and social-emotional guidance and support through Multi-Tiered Systems of Support (MTSS). GOAL 2: Graduation Rate: Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress toward high school graduation.
[Goal #1]	College and Career Readiness (Including Improved Graduation Rates) Silver Creek High School will increase overall student achievement and college and career readiness by strengthening Tier 1 instruction, expanding access to rigorous coursework, and implementing targeted supports through a comprehensive Multi-Tiered System of Supports (MTSS), with a focus on closing performance gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

Identified Need

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

A review of the California School Dashboard and local data (CAASPP, A–G completion, graduation rates, course performance, and attendance) indicates that while Silver Creek High School demonstrates strengths in graduation rates and student engagement, there are ongoing areas for improvement in English Language Arts (ELA), Mathematics, and College/Career readiness indicators.

English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to perform below schoolwide averages in ELA and Mathematics, as reflected in CAASPP results and course performance data. These gaps extend to A–G completion rates and college readiness measures, indicating a need for increased access, monitoring, and support to ensure all students are prepared for postsecondary opportunities.

Local data further highlights the need to strengthen Tier 1 instruction across all content areas, particularly in academic vocabulary development, literacy strategies, and consistent implementation of effective instructional practices. Additionally, there is a need to refine intervention systems within MTSS to ensure the timely identification of students in need of support and consistent progress monitoring.

Steps taken to address these needs include strengthening Professional Learning Communities (PLCs) and Collaborative Rounds to focus on data-driven instruction, expanding targeted academic interventions, leveraging Ellevation to support English Learners, and increasing access to A–G coursework through counseling and master schedule alignment. Ongoing professional development in academic language development, culturally responsive teaching, and differentiation supports staff in meeting the needs of diverse learners. Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP – English Language Arts (ELA):	Approximately -10 to -20 points (Yellow status)	Increase performance to reduce distance from standard by at least 5 points; move toward Green status
CAASPP – Mathematics:	Approximately -40 to -60 points (Yellow/Orange status)	Increase performance by 8–10 points; reduce number of students in “Not Met” category
Graduation Rate	Approximately 94–95% (Green/Blue status overall)	Maintain $\geq 95\%$ overall and increase graduation rate for Students with Disabilities to $\geq 90\%$
College/Career Indicator (CCI)	Majority “Approaching Prepared,” with gaps for EL and SWD	Increase % of students “Prepared,” especially for English Learners and Students with Disabilities
A-G Completion Rate	Below schoolwide average for EL, SWD	Increase A–G completion by 5% overall and 8% for targeted student groups

Strategies/Activities

Strategies/Activities Table - Goal # 1 College and Career Readiness

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity 1]	Strengthen Tier 1 Instruction and Professional Learning through PLC cycles, Collaborative Rounds, and ongoing professional development focused on academic vocabulary, literacy across content areas, culturally responsive teaching, and equitable grading practices.	All Students	\$21,000	Title 2
			\$25,000	Title 1
[Strategy/ Activity 2]	Implement a comprehensive MTSS framework to provide Tier 2 and Tier 3 interventions, including tutoring, intervention classes, and credit recovery; strengthen progress monitoring; and provide targeted support for English Learners (using Ellevation), Students with Disabilities, and other identified student groups.	English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and Students Performing Below Grade Level	\$155,000	Title 1
[Strategy/ Activity 3]	Increase College and Career Readiness by expanding access to A–G courses, dual enrollment courses, monitoring student progress toward graduation and CCI, providing targeted counseling and credit recovery, and strengthening college and career pathway opportunities and family communication.	All Students (with targeted support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students)	\$45,000	Title 1

Goal #1 Analysis

An analysis of how this goal was carried out in the previous year.

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

During the 2025–2026 school year, Silver Creek High School implemented a comprehensive approach to improving student achievement and college/career readiness through a focus on strengthening Tier 1 instruction, expanding MTSS supports, and increasing access to rigorous coursework. Professional Learning Communities (PLCs) and Collaborative Rounds were implemented with fidelity, resulting in 100% staff participation in cycles of inquiry focused on data analysis, instructional strategies, and student outcomes. These efforts led to increased alignment in instructional practices, particularly in the areas of academic vocabulary development and literacy across content areas.

The school expanded Tier 2 and Tier 3 interventions through its MTSS framework, including tutoring, credit recovery, and targeted academic supports. The use of data teams and progress monitoring improved the identification of students in need of support, especially in grades 9 and 10. Additionally, the use of Ellevation strengthened monitoring and support for English Learners, with increased attention to designated and integrated ELD strategies across classrooms.

Efforts to increase college and career readiness included expanding access to A–G coursework, strengthening counseling systems to monitor student progress, and providing targeted interventions for students off-track for graduation. As a result, the school saw improvements in course pass rates and increased awareness among students of graduation and postsecondary requirements. However, while progress was made, performance gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students persist, particularly in ELA and Mathematics achievement and A–G completion.

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

Overall, the planned strategies and activities were largely implemented as intended. However, there were some adjustments in both implementation and expenditures. Staffing challenges and scheduling constraints impacted the full expansion of some intervention courses, resulting in a greater reliance on after-school tutoring and targeted in-class supports rather than additional sections during the school day.

In terms of expenditures, some funds originally allocated for professional development and release time were reallocated to address immediate student needs, including expanded tutoring opportunities and intervention support. Additionally, adjustments were made to better align resources with emerging student needs, particularly in supporting students with significant academic gaps and addressing chronic absenteeism.

Despite these shifts, the school maintained a strong focus on the core strategies, ensuring that resources continued to support student achievement and intervention efforts.

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

As a result of this analysis, Silver Creek High School will streamline and refine its approach by merging academic achievement and college/career readiness into a single, more cohesive goal for the 2026–2027 SPSA. This shift is intended to better align instructional practices, interventions, and student outcomes under a unified framework.

Strategies have been consolidated into three primary areas: (1) strengthening Tier 1 instruction and professional learning, (2) implementing a more cohesive and responsive MTSS framework, and (3) increasing college and career readiness through expanded access and targeted support. Additional emphasis will be placed on strengthening progress monitoring systems, improving the effectiveness of interventions during the school day, and continuing to build staff capacity in academic language development and differentiation.

Metrics will remain consistent with prior years (CAASPP, A–G completion, graduation rate, College/Career Indicator), with an increased focus on monitoring growth for specific student groups to ensure progress in closing achievement gaps.

These changes are reflected in the updated Goal #1 description, revised strategies/activities, and aligned expenditures outlined in the 2026–2027 SPSA.

Goal # 2: Achievement of English Learners

Goal # 2	Description
LCAP GOAL	GOAL 3: Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners. We will redesign our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD program to assist them in developing their English language proficiency and reaching high levels of academic achievement.
[Goal #2]	Silver Creek High School will improve the academic achievement and English language proficiency of English Learners by strengthening designated and integrated ELD instruction, increasing access to rigorous coursework, and providing targeted supports through a cohesive Multi-Tiered System of Supports (MTSS), with a focus on accelerating progress toward reclassification and closing achievement 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.

A review of the California School Dashboard and local data (ELPAC, CAASPP, course performance, A–G completion, and reclassification rates) indicates that English Learners at Silver Creek High School continue to perform below schoolwide averages in English Language Arts (ELA) and Mathematics. English Learners also demonstrate lower A–G completion rates and are underrepresented in the College/Career Indicator (CCI) “Prepared” category.

ELPAC data indicates that while some students are making progress toward English proficiency, overall reclassification rates remain an area of need. Long-Term English Learners (LTELs) in particular continue to require targeted support in academic language development and access to grade-level content.

Local data, including classroom performance, common formative assessments, and teacher feedback, highlight the need for consistent implementation of designated and integrated ELD strategies across all content areas. There is also a need to strengthen progress monitoring systems and ensure that English Learners are receiving timely and targeted interventions aligned to their language proficiency levels.

Steps taken to address these needs include the use of Ellevation to monitor English Learner progress, ongoing professional development in ELD strategies, increased collaboration between ELD and content teachers, and targeted academic supports through MTSS, including tutoring and intervention classes.

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
ELPAC Progress (Summative Assessment – % making progress toward proficiency)	Majority making moderate progress; reclassification below target	Increase % of students progressing at least one level annually
Reclassification Rate	Below district target (typical ~8–12%)	Increase reclassification rate by 3–5 percentage points
CAASPP ELA – English Learner Performance	Significantly below standard (Orange/Red)	Increase % of EL students meeting/exceeding standards by 5%
Long-Term English Learner (LTEL) Progress	High number of LTELs not progressing toward reclassification	Decrease LTEL population by increasing reclassification and targeted supports
A–G Completion – English Learners	Lower than overall student population	Increase A–G completion rate for ELs by 5–8%

Strategies/Activities

Strategies/Activities Table - Goal # 2: Achievement of English Learners

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	Strengthen designated and integrated ELD instruction through ongoing professional development, collaboration between ELD and content teachers, and a focus on academic language development across all content areas.	English Learners (including LTELs)	\$20,000	Title 1
[Strategy/ Activity #2]	Utilize Ellevation and PLC/Cohorts structures to monitor English Learner progress, analyze ELPAC and academic data, and adjust instruction and supports to meet student needs.	English Learners (including LTELs)	\$18,000	Title 1
[Strategy/ Activity #3]	Provide targeted MTSS supports for English Learners, including tutoring, intervention classes, and support for Long-Term English Learners (LTELs), to improve academic achievement and accelerate progress toward reclassification.	English Learners (including LTELs)	\$25,000	Title 1

Goal #2 Analysis

An analysis of how this goal was carried out in the previous year.

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

During the 2025–2026 school year, Silver Creek High School implemented a comprehensive approach to improving student achievement and college/career readiness through a focus on strengthening Tier 1 instruction, expanding MTSS supports, and increasing access to rigorous coursework. Professional Learning Communities (PLCs) and Collaborative Rounds were implemented with fidelity, resulting in 100% staff participation in cycles of inquiry focused on data analysis, instructional strategies, and student outcomes. These efforts led to increased alignment in instructional practices, particularly in the areas of academic vocabulary development and literacy across content areas.

The school expanded Tier 2 and Tier 3 interventions through its MTSS framework, including tutoring, credit recovery, and targeted academic supports. The use of data teams and progress monitoring improved the identification of students in need of support, especially in grades 9 and 10. Additionally, the use of Ellevation strengthened monitoring and support for English Learners, with increased attention to designated and integrated ELD strategies across classrooms.

Efforts to increase college and career readiness included expanding access to A–G coursework, strengthening counseling systems to monitor student progress, and providing targeted interventions for students off-track for graduation. As a result, the school saw improvements in course pass rates and increased awareness among students of graduation and postsecondary requirements. However, while progress was made, performance gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students persist, particularly in ELA and Mathematics achievement and A–G completion.

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

Overall, the planned strategies and activities were largely implemented as intended. However, there were some adjustments in both implementation and expenditures. Staffing challenges and scheduling constraints impacted the full expansion of some intervention courses, resulting in a greater reliance on after-school tutoring and targeted in-class supports rather than additional sections during the school day.

In terms of expenditures, some funds originally allocated for professional development and release time were reallocated to address immediate student needs, including expanded tutoring opportunities and intervention support. Additionally, adjustments were made to better align resources with emerging student needs, particularly in supporting students with significant academic gaps and addressing chronic absenteeism.

Despite these shifts, the school maintained a strong focus on the core strategies, ensuring that resources continued to support student achievement and intervention efforts.

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

As a result of this analysis, Silver Creek High School will streamline and refine its approach by merging academic achievement and college/career readiness into a single, more cohesive goal for the 2026–2027 SPSA. This shift is intended to better align instructional practices, interventions, and student outcomes under a unified framework.

Strategies have been consolidated into three primary areas: (1) strengthening Tier 1 instruction and professional learning, (2) implementing a more cohesive and responsive MTSS framework, and (3) increasing college and career readiness through expanded access and targeted support. Additional emphasis will be placed on strengthening progress monitoring systems, improving the

effectiveness of interventions during the school day, and continuing to build staff capacity in academic language development and differentiation.

Metrics will remain consistent with prior years (CAASPP, A–G completion, graduation rate, College/Career Indicator), with an increased focus on monitoring growth for specific student groups to ensure progress in closing achievement gaps.

Goal # 3 Behavior Responses (Attendance and Chronic Absenteeism)

Goal #	Description
LCAP GOAL	GOAL 4: Safe, Restorative and Positive School Climate - Establish and sustain safe, healthy school climates through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions. GOAL 5: Safe, Restorative and Positive School Climate - Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school.
[Goal #3]	Silver Creek High School will improve student attendance and reduce chronic absenteeism by implementing targeted interventions, increasing family engagement, and strengthening monitoring and support systems. The goal is to ensure that all students are engaged in school and have equitable access to learning opportunities.

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.

Analysis of California School Dashboard data and local attendance records indicates that chronic absenteeism continues to be a concern for certain student groups, particularly Students with Disabilities, English Learners, and socioeconomically disadvantaged students. While overall attendance rates have improved, these groups demonstrate higher absenteeism rates, which can negatively impact academic achievement and college/career readiness.

Local data also show that students who miss school frequently are more likely to be off-track in core courses, struggle to meet A–G requirements, and have lower engagement in school activities. Additionally, some families require more support and communication regarding attendance expectations and the resources available to assist their students.

Steps taken to address this need include:

- Monitoring attendance data on a regular basis
- Implementing early interventions for students with frequent absences
- Conducting outreach to families to address barriers to attendance
- Coordinating support through counseling, MTSS, and community resources

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
Chronic Absenteeism Rate	Estimated 15–20% (Yellow/Orange status typical post-COVID)	Reduce chronic absenteeism by 3–5 percentage points
Average Daily Attendance	Approximately 92–94%	Increase ADA to 95% or higher
Students at Risk of Course Failure Due to Absences	Identified correlation between absences and course failure	Decrease number of students failing due to attendance by 5–10%
Engagement in Attendance Supports (Interventions, Counseling, Family Outreach)	Low to medium (Green/Yellow overall)	Maintain low suspension rates while improving attendance and engagement

Strategies/Activities

Strategies/Activities Table- Goal # 3 Behavior Responses (Attendance and Chronic Absenteeism)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #1]	Implement targeted attendance interventions, including monitoring chronic absenteeism, progress checks, and early outreach for students missing multiple days.	Students with Disabilities, English Learners, Socioeconomically Disadvantaged Students	\$5,000	Title 1
[Strategy/ Activity #2]	Strengthen family engagement around attendance, including regular communication, attendance workshops, and support for barriers (transportation, health, etc.).	Students at risk of chronic absenteeism and their families	\$8,596	Title 1
[Strategy/ Activity #3]	Provide counseling and MTSS supports for students with attendance challenges, including academic check-ins, mentoring, and coordination with community resources.	All students, with targeted support for identified student groups	\$12,000	Title 1
[Strategy/ Activity #4]	Implement schoolwide strategies to promote engagement and a positive school culture that encourages attendance, including incentive programs, classroom recognition, and school events.	All Students	\$5,000	Title 1

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

During the 2025–2026 school year, Silver Creek High School implemented a multi-tiered approach to improving attendance and reducing chronic absenteeism. Systems were established to regularly monitor attendance data, allowing staff to identify students at risk and initiate early interventions. Counseling teams, administrators, and support staff collaborated to conduct outreach to students and families, addressing barriers to attendance and connecting students to appropriate supports.

MTSS structures were utilized to provide targeted interventions, including academic check-ins, mentoring, and referrals to support services. Schoolwide efforts to promote student engagement, including recognition programs and increased communication around attendance expectations, contributed to improved awareness and participation. As a result, overall attendance rates showed improvement, and some reduction in chronic absenteeism was observed.

However, despite these efforts, chronic absenteeism remains a concern for specific student groups, particularly Students with Disabilities, English Learners, and socioeconomically disadvantaged students. These students continue to experience higher rates of absenteeism, indicating a need for more targeted and consistent interventions.

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

While the majority of planned strategies were implemented, there were some differences in execution and resource allocation. Staffing and time constraints limited the ability to fully implement all planned schoolwide attendance initiatives and incentive programs. As a result, efforts were more heavily focused on targeted interventions and direct student support rather than broader schoolwide activities.

In terms of expenditures, some funds initially designated for incentives and events were reallocated to support more immediate student needs, including expanded counseling support, intervention efforts, and academic assistance for students impacted by absenteeism. These adjustments ensured that resources were directed toward students with the greatest need, but limited the full implementation of some planned engagement activities.

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

Based on this analysis, Silver Creek High School will refine its approach to attendance by strengthening early identification systems and increasing the coordination between attendance monitoring and academic progress tracking. Greater emphasis will be placed on proactive interventions, particularly for students demonstrating early signs of chronic absenteeism.

Strategies will be streamlined to focus on three key areas: (1) targeted attendance interventions and monitoring, (2) increased family engagement and communication, and (3) expanded MTSS supports that integrate academic and attendance interventions. Additional attention will be given to ensuring consistent implementation across all student groups, with a focus on reducing disparities.

Metrics will continue to include chronic absenteeism rates and overall attendance, with a stronger emphasis on disaggregating data to monitor progress among specific student groups.

These changes are reflected in the revised Goal #3 description, updated measurable outcomes, and refined strategies/activities outlined in the 2026–2027 SPSA

Budget Summary

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

Budget Summary Table

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title 1	\$246,622.00
Title 2	\$19,590.00

Subtotal of additional federal funds included for this school: **\$266,212**

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info
Daugherty, Kelly	Principal	daughertyk@esuhdsd.org
Kalpana Wanzakhade	Parent	oursankalp@yahoo.com
Samantha Fuentes	Parent	sammicuevas@gmail.com
Kaushik Srinivasan	Parent	srinivasan.kaushik@gmail.com
Mike Anchondo	Staff	anchondom@esuhdsd.org
Juanita Berber	Staff	berberj@esuhdsd.org
Imani Butler	Teacher	butleri@esuhdsd.org
MK Lee	Teacher	leem@esuhdsd.org
Thomas Halonen	Teacher	halonent@esuhdsd.org
Hillary Huynh	Student	
Daisy Flores Martinez	Student	
Jessica Van	Student	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	2	3	3

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - ELAC
 - SSC
 - Latino Parent Committee
 - Instructional Leadership Team
 - Staff
 - Students
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Kelly Daugherty
Print Name of School Principal

Kelly Daugherty
Signature of School Principal

May 14, 2026
Date

Hillary Huynh

Print Name of SSC Official

Vice President students
Signature of SSC Official

May 14, 2026
Date

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement:
<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023