

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lassen Union High School District	18-64139-1833805	May 27, 2026	June 9, 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 Lassen Union High School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Additional Targeted Support and Improvement

This plan covers the following sites and programs:

Title I Schoolwide Program, Title II, Title IV: Lassen High, Lassen Community Day School, Credence Continuation School

CSI- Credence Continuation School 2023, exit 2024

ATSI- Lassen High, continuing 2022, 2023, 2024, exit 2025 for Homeless and Students with Disabilities

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

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Plan Description

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

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Lassen Union High School District is committed to supporting both the academic achievement and social-emotional well-being of our students, recognizing that both are essential to student success. We are becoming increasingly data-driven in our approach, using MAP testing to assess incoming freshmen for proper placement, and MAP and CAASPP assessments to monitor annual academic growth and identify skill gaps. Classroom assessments further inform instruction at the local level.

Ongoing professional development ensures staff effectively use data to monitor progress and differentiate instruction. Regular Professional Learning Time supports collaboration across departments through common goals, assessments, and cross-curricular planning.

To address social-emotional needs, we partner closely with our counseling office, using data from the School Climate and Wellness Survey, attendance, discipline, and academic records. We continue to use the Clayful coaching app and collaborate with its team to tailor services to our students. We are also expanding our MTSS program and working with our long-running PBIS program (WeaReLassen) to proactively support student behavior. Student engagement, positive school culture, and improved attendance remain top priorities for the coming year.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In past years, the SPSA included all three of the LUHSD school within one set of data and goals. This year, to better serve the needs of our underperforming students, we will address each school separately where appropriate.

The school site council met throughout the year to address and review the goals and master plan for addressing the needs of the students and community. Input from students, parents, teachers, classified staff and representative collective partners contributed in the site council plans and discussions. Furthermore, school management team met every Friday at 9:00am which consisted of department heads and the administrative cabinet. The school leadership team met monthly, which includes subject department leaders, administration, classified staff, counseling, and our registrar to further address the needs of all areas.

Community Day School and Credence High School and Lassen High School were specifically included in the SPSA review, discussion, and development process. Their unique needs and data were reviewed separately to ensure targeted support and intervention strategies were embedded into the overall plan.

Administration met with the Student Body Senate periodically to address concerns and needs of the student body to address the goal of improving school culture, increase academic performance and to address social emotional wellness of our student body. Administration had representatives at every board meeting. Administration and school employees also attended and were part of the following committees throughout the year: SEPA Career Technical Education committee (CTE), Agricultural/FFA committee, department meetings, Lassen Community College Health Science and Medical Technologies. LUHSD analyzed data that was received from the previous CAASPP, PSAT, MAP, and the

California Healthy Kids Survey to determine the needs of our students, staff, and community. Resources were allocated to ensure that we addressed the deficiencies that were identified in our data reviews. LUHSD superintendent advocated with local service agencies and community clubs to discuss concerns and desired outcomes. The Superintendent/Principal confers frequently with the LCOE and Lassen County Health Services to address student health and emotional needs.

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.

Lassen High School has exited CSI and ATSI. The two alternative sites (Community Day School and Credence High School) have had additional funding towards a dedicated Social Worker, 1 paraprofessional per classroom, and classroom remodeling. Resources are also shared amongst all 3 district schools, including food service, counseling support, health care services, security services, administrative support, and some PE facilities. While each school operates a distinct program model, two schools share a parking lot and three are adjacent to each other, allowing all three to share administrative oversight and access to districtwide services. Any disparities in funding are largely due to broader state-level factors related to our rural location and geographical size, not inequities in district allocation or support.

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.

Based on the California School Dashboard, Lassen High School is rated in the Yellow performance level for suspensions due to a reduction in suspensions by 2.6%. Credence increased in suspensions due to the unique blend of students who transferred from Lassen to Credence. While Community Day School does not generate reportable data due to low enrollment, addressing student behavior remains a districtwide priority. To support this, administrators at Lassen and Credence regularly review and revise the discipline matrix to reflect current student needs and policy shifts. Both schools are implementing alternatives to suspension, including mediation, counseling, skill-building interventions, and continued use of Clayful coaching. A districtwide effort to refine a formal Multi-Tiered System of Supports (MTSS) is underway to better address behavioral and social-emotional needs.

Additionally, Lassen High School demonstrates low performance in mathematics. To address this, math teachers are working closely with the County Office of Education and participating in regional math collaboratives to improve instructional strategies and outcomes. Ongoing professional development and curriculum alignment efforts are a central part of this improvement strategy.

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.

Socioeconomically disadvantaged students at Lassen High School perform two or more levels below the “all students” group in Mathematics, which is an improvement over the 3 categories from the previous year (Mathematics, ELA, and Suspension Rate). These disparities contributed to the district’s identification for Differentiated Assistance. In response, the Lassen County Office of Education is conducted a formal Needs Assessment to identify root causes and improvement strategies, which are being implemented. The school supports these students through targeted tutoring and homework help offered by the counseling office and student support services. Teachers provide additional tutoring, and paraprofessionals assist in classrooms to reinforce instruction. Multiple assessments, including MAP testing, are used to identify learning gaps and track student progress.

Other Needs

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

Ongoing professional development and collaboration time is required for teachers to review data, plan, and determine best strategies for struggling 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.

Ensure all students, especially low-performing groups, have equitable access to rigorous A-G courses, CTE pathways, and interest-based electives to improve achievement and engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Increase the # of students who are career and college ready as measured by the CA Dashboard from 41% in 2023 to 60% in 2027.

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.

Students need a variety of course options and different ways to meet their goals. All students should have the ability to complete a CTE pathway or A-G requirements by the end of their senior year, while also receiving the necessary mental health support.

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 and College/Career Readiness course completion.	According to SY 2019/2020 CA Dashboard, 39.7% of students are college prepared. 30.1% of students have met the course requirements for entrance into UC or CSU programs. 34.5% of students have completed a pathway. SY 24/25, of 183 graduates, 41% are college prepared.	With the new implementation of the graduation requirement taking effect in 2025-2026 it is expected that all students will either complete a pathway or their A-G requirements.
CAASPP scores	Due to a large drop in performance on the CAASPP test scores post covid, a new baseline was established. In SY 2021/2022 in English Language Arts, 31.40% of students met or exceeded the standard. In mathematics, 11.05% met or exceeded standards. In school year 24/25, 55% of students met or exceeded standards in ELA, while in mathematics, 17% met or exceeded standards.	For SY 2025-26 scores for meeting or exceeding standards will increase by 3% for both mathematics and English.
Local Metric A/Broad Course of Study	In 2019/2020, 81.3% of students had access to a broad course of study throughout the year, including the core	Implementation of the graduation requirement will take effect in 2025-2026 that all students must either

	academic curriculum, career and technical education classes and visual and performing arts. By 24/25, Over 98% of students had access to the same broad course of study throughout the year.	complete a pathway or their A-G requirements.
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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	Implement a school/district assessment plan using classroom common formative assessments, end-of-course summative assessments, and MAP assessments to ensure students are mastering the written curriculum. The plan will also include other assessments like CAASPP and CELDT.	All	8000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures MAP Assessments 4000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures MAP Assessments
1.2	Administration and counselors will monitor participation levels in advanced classes, career pathway classes, electives, sports, and clubs for all demographics and groups, evaluating proportional participation annually.	All	
1.3	Provide an English Learner/English Language Development (ELD) teacher and paraprofessional to work in designated classes and integrate an English language program to enhance access to California state standards. At least 30% of faculty members will participate in ELD training to support its implementation across the curriculum. EL coordinator will research and recommend a supplemental curriculum. Student support specialists will offer additional assistance, ensuring tutoring and advocacy support for ELL student success.	EL	25250 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Teacher- 1 Period 57000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries EI Paraprofessional 250 LCFF - Supplemental 4000-4999: Books And Supplies EI Supplies 2000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures EL Supplemental Curriculum
1.4	Provide online learning opportunities as an intervention to help students keep pace with academic requirements. The online curriculum will be evaluated to ensure alignment with CA state standards and A-G criteria. A credit recovery	All	9000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Credit Recovery Teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	teacher will be available for one hour each day after school.		10150 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Online Curriculum- Edmentum
1.5	Using MAP scores and grades, the math department and administration will assess the need for math intervention options, including in-class differentiation with paraprofessionals, intervention classes, and restructured courses.	All	32000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional 2000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries After school or lunch tutoring with para or teacher 8000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures MAP Professional Development for teachers
1.6	Analyze the current intervention courses and expand student academic support, credit recovery programs, and summer school programs to ensure readiness for coursework in core subjects.	All	16000 LCFF - Base 1000-1999: Certificated Personnel Salaries 2 summer school teachers, 1 ELA and 1 math 10000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures IXL Learning Platform, tutoring, and Reteach
1.7	Administration and special education staff will evaluate current and proposed services for special education and 504 students. The district will adjust its approach to the least restrictive environment to enhance student learning and support. Paraeducators will be hired to assist with push-in services.	Students with disabilities	8000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraprofessional- CDS 35000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional- LHS 33000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional- CDS
1.8	Administration and counselors will monitor participation levels in advanced classes, career	All	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	pathway classes, electives, sports, and clubs for all demographics and groups, evaluating proportional participation annually.		
1.9		All	

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.

2025-26 Goal: LHS students will increase the numbers of all students taking AP courses, Dual enrollment classes at LCC, and completing A-G courses or career pathways. Students continue to enroll in a rigorous course of instruction, A-G completion and CTE pathways. The school has seen an increase in the number of AP exams taken, a higher enrollment in dual enrollment courses through the local community college, and an increase in students entering CTE pathways. The high school works with the feeder schools to obtain MAP scores to determine proper course selection for incoming freshmen to improve college readiness.

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

One major difference between the intended implementation and the actual implementation was the district's transition from using the PSAT as a formative assessment tool to returning to MAP testing for grades 9-11 during the 2025-2026 school year. After several years of utilizing the PSAT for formative assessment purposes, the district determined that MAP testing provided a more effective platform for measuring student progress and supporting instructional decision-making. MAP assessments can be administered multiple times throughout the year, allowing staff to more effectively monitor student growth over time. In addition, the assessment data generated through MAP testing provides more actionable and classroom-relevant information for teachers to use in planning instruction and interventions.

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.

LUHSD will continue using MAP, replacing PSAT. Will add MAP PD for teachers, interventions, etc. Will explore new platforms for personalized learning, tutoring, and reteach programs, such as IXL. While the actions of the 2024-25 goal, pertained to low performing students at all three sites, the wording of the goal itself did. The goal will be revised to: All students, with a focus on low-performing student groups, will have equitable access to rigorous and engaging coursework, including A-G approved classes, Career Technical Education (CTE) pathways, and interest-based electives, to increase academic achievement, improve attendance, and support long-term educational success. This will address the needs of students all three schools.

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.

Improve instructional quality through targeted professional development and coaching that supports standards-aligned, data-driven teaching for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Students need access to the same curriculum and rigor in every course to ensure equal opportunity for success both academically and emotionally..

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
CAST Science Test results	In SY 2021-2022, 12.66% of 12th grade students met or exceeded the standard, 87.34% Nearly met or did not meet the standard. SY 2022-2023 scores for 12th graders improved to 20.07 met or exceeded standards, 81.25% nearly met or did not meet the standard. SY 2022-2023 11th graders took the test for the first time. 17.68% met the standard, 82.32% nearly met or did not meet the standard.	BY SY 2025-26, those meeting or exceeding standards will increase at least 3%.
SBAC Math results	While 2018-2019 SY reflected results increased 5% to 31%, due to the learning loss during the pandemic, scores declined to 13.48%. SY 2022-2023 determined that 14.75% met or exceeded the standards.	By SY 2025-26, those exceeding or meeting math scores will increase at least 3%.
Teacher credentials	100% of LHS teachers and staff are appropriately credentialed	100% of LHS' teachers and staff will continue to be appropriately assigned and credentialed as per the HQT report and/or SARC and/or Williams report.
Dashboard survey	Full implementation and sustainability in the departments of English Language Development, Next Generation Science standards, and mathematics.	Full implementation and sustainability has been attained in the departments of English Language Development, Next Generation Science standards, and mathematics.

EL reclassification	in SY 2020-2021 the reclassification rate for EL students decreased 10%	The reclassification rate for EL students will increase to 15%.
SBAC English	While student performance decreased in SY 2018-2019, scores for 2021-2022 and 2022-2023 are gradually rising. 2021-2022 reflected 31.40% met or exceeded standards, 2022-2023 35.17% met or exceeded standards.	2025-26 SY will show an increase of at least 3% in met or exceeded standards.

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	Professional Learning Community training	All	5000 Other 5800: Professional/Consulting Services And Operating Expenditures PLC PD 500 Other 4000-4999: Books And Supplies Supplies for PD
2.2	Teachers will be hired with appropriate credentials and certifications. Appropriate credentials will determine class/ master schedule assignment.	All	17000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Certificated teacher mentors (4) 16800 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Induction program for 4 teachers 10000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Certificated teacher hire incentive (5)
2.3	Professional development priorities shall encompass, but not be restricted to, the following areas: training staff in professional learning communities, developing and implementing CA state standards, integrating ELD state standards across the curriculum, climate and culture training, implementing formative assessments in every class with embedded unit checkpoints, followed by reteach and retest opportunities. Additionally, all	All	1700 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries extra paid hours for paraprofessional PD 5000 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	staff will receive training in suicide prevention, special education, differentiation of instruction, 504 plans, and CTE pathways.		5000-5999: Services And Other Operating Expenditures Teacher PD travel and conference
2.4	A certificated instructional coach will support the implementation of PBIS and MTSS programs and procedures by assisting staff in using data to identify student needs, implement tiered interventions, promote positive behavior supports, and ensure consistent schoolwide practices that improve academic, behavioral, and social-emotional outcomes for all students. One period, or a period split between two certificated staff members.	All	23000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Coach (35%)

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.

2025-26 Goal: Teachers will be trained and implement professional learning communities along with other professional development that will help ensure that every student has access to a rigorous curriculum. Much of the dedicated PD time in SY 2023-2024 was utilized for preparation for the school WASC accreditation review. That time was reinstated in year 2024-2025 but there needs to be a concerted effort to attend appropriate professional development sessions to address current challenges. While school administration was able to reinstate the PLC time in the school schedule, this time needs to used more actively engage in analyzing data and modifying teaching due to student outcomes.

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

One major difference between the intended implementation and the actual implementation involved both staffing and planned curriculum work. The district had budgeted approximately \$7,000 for staff time to review and revise curriculum materials; however, the full amount was not expended. While staff did not complete the level of curriculum review originally anticipated, the math department did meet collaboratively and selected a new Algebra 1 curriculum and program to pilot during the following school year.

Additionally, the full time certificated instructional coach position focused on improving instruction was unable to be fully filled due to staffing shortages. Instead, the district implemented a modified version of the position for one class period, with responsibilities shared between two staff members. The revised role focused on supporting PBIS and MTSS implementation and procedures, including assisting staff with data-based decision-making, tiered interventions, positive behavior supports, and consistent schoolwide practices to improve academic, behavioral, and social-emotional outcomes for students. All other planned actions and expenditures were implemented as intended.

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.

LUHSD will reduce Professional Development due to the expiration of Educator Effectiveness Dollars, remove curriculum development extra salaries, and replace the full time instructional coach with a position for 1 period with focus on PBIS and MTSS components. The original goal focused on expanding access to rigorous, relevant coursework for all students, especially those who are low-performing. The desired outcome is to improve student achievement by ensuring teachers are consistently supported in refining their instructional practices, have access to quality assessment support, utilize PLC time to improve student outcomes, and have access to supplemental materials aligned with curriculum goals and student needs.

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.

Increase student engagement by expanding access to clubs, cultural activities, and student-led programs, with a focus on inclusion and reducing participation barriers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. Decrease the number of students who are experiencing chronic sadness and depression or thought of suicide by 15% as measured by the CA Healthy Kids Survey.
3. Decrease the number of students who are chronically absent.
4. Develop a culture where students feel welcome and part of the school community. We will see an annual 5% increase of school connectedness as measured by CA Healthy Kids Survey.

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.

Lassen USD's culture has changed and struggled post pandemic. While several years past, many students and families continue to struggle with attendance and motivation. The climate should foster an inviting and supportive atmosphere for all students, while also recognizing and promoting desirable traits that we aim to inspire in every student.

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
Healthy Kids Survey Data for school connectedness	17% of the Class of 2021 stated in 2018 that they felt connected to LHS and 50% said they felt connected in 2019. The class of 2022 stated that 56% felt connected to their school. The class of 2023 stated that 45% felt connected to their school. Class of 2024 stated that 44% felt connected to the school.	Continue to expand the WeRLassen programs, continue to increase engagement through new clubs and organizations that appeal to all students to increase the percentage of those connected to school to 65%.
Healthy Kids survey for parental involvement	CHKS stated that the promotion of parental involvement rose to 48% in 2022. SY 2024 only 31% felt the school promoted parent involvement.	Increase the percentage to 60% through the use of increased communication and parent involvement meetings.
Student attendance rate	SY 2018-2019 baseline was established at 94%. Attendance rate for SY 2022-2023 is 91.2%.	Increase attendance rate to 95%.
Chronic absenteeism	Chronic absenteeism has increased to 20.09% from 13.7%	By reinstating the SARB board it is expected that the chronic absenteeism rate will decrease by 5%
Suspension Rate	The suspension rate increased to 13%. In SY 2022-2023, the suspension rate dropped to 9.5%.	Decrease the suspension rate to 8% in 2025-26.

Healthy Kids survey for student safety	The baseline was established by the Parent/Student survey to be 54.5%. The class of 2022 stated that 64% of students felt safe on campus. The class of 2023 stated that 88% of students felt safe.	Increase the safety percentage to 95%.
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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
3.1	Enhance the We Are Lassen program to incentivize positive student interactions and foster a stronger sense of campus pride and spirit.	All	8500 LCFF - Supplemental 4000-4999: Books And Supplies We R Lassen supplies
3.2	Boost parent communication, with a particular emphasis on parents of at-risk students and those with exceptional needs.	All	500 Title I Part A: Allocation 4000-4999: Books And Supplies Parent meeting supplies 500 Other 4000-4999: Books And Supplies Parent meeting supplies 3000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Additional modules for Parent Square, student tracking, attendance, data etc
3.3	We will actively engage parents/guardians in program governance at all levels through participation in the School Site Council, English Learner Advisory Committee, advisory committees, board meetings, and WASC.	All	8000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures New website design and app for mobile devices for parent communication and engagement
3.4	LHS will engage in a process to address excessive attendance/truancy utilizing the School Attendance review Board (SARB) with other community agencies to work towards keeping students in school. Incentives may be provided for perfect attendance.	At risk	
3.5	Recognizing that students learn in diverse ways, the district will offer a range of alternative learning environments to support student success, particularly for at-risk students. To support this, the independent study program will be staffed with 2.4 FTE certificated teachers and a certificated math tutor. If student demand exceeds available staffing, additional prep period buyouts will be funded to meet the need. This program provides students the	All	332000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Independent Study Teachers (2.0 FTE) 9500 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	opportunity to pursue their education outside of the traditional classroom setting while remaining fully eligible to participate in extracurricular and co-curricular activities, ensuring both academic flexibility and school connectedness.		1000-1999: Certificated Personnel Salaries Certificated Math tutor for IS program 25000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Prep Buyout for I.S.
3.6	Student Support Specialists (1.5) that will assure all groups of students have what they need to succeed and feel a sense of belonging in and out of school.	At risk	70500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Half time SSSS and a part of full time SSSS 10500 Title IV Part A: Student Support and Academic Enrichment 2000-2999: Classified Personnel Salaries Part of full time SSSS 14000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Part of full time SSSS 3500 Other 2000-2999: Classified Personnel Salaries Part of full time SSSS 250 Title I Part A: Allocation 4000-4999: Books And Supplies Homeless Supplies 2500 Other 4000-4999: Books And Supplies Homeless Supplies 1500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Homeless Services 1500 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Homeless Services
3.7		All	

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.

2025-26 Goal: Increase opportunities to be involved in the school programs, through student engagement and student led improvements. Increasing the number of clubs, cultural and community activities and opportunities to be involved for all students. The WeRLassen program was successful in helping students feel connected to LHS, however, attendance rates continue to be lower than anticipated. Due to a change in CA law, the SARB board did not have the ability to hold families accountable as they previously had during the 2025-2026 school year, and so LUHSD did not use resources to pursue this avenue to increase attendance, however, LUHSD continues to work towards this goal. The continued implementation of Clayful coaching, the use of a dedicated social worker at the alternative sites, and enhancing an MTSS and PBIS systems will assist in obtaining this goal.

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

Further attendance strategies need to be strengthened.

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.

While activities and strategies remain largely the same, we will add new modules to parent square for student tracking, parent communication, attendance issues. Also, a retirement of a SSSS will reduce the expenditures next year as we replace at a lower step and column. Additionally, the CA Healthy Kids Survey has been replaced by the School Climate and Wellness Survey. The upcoming year will need to re-set the baseline on data gathered in May 2025. WeRLassen program will be strengthened for increased student engagement. School Site Council has made this the school wide goal going forward. The continuation of a .5 student support employee and the Clayful resource will continue to increase the engagement and mental well being of students. Improving the MTSS system should assist in pre-emptively supporting 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 4

Title and Description of School Goal

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

Implement and refine an MTSS framework to address attendance, discipline, and social-emotional needs, with targeted supports for underserved student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Decrease the number of students who are experiencing chronic sadness and depression or thoughts of suicide by 15% as measured by the California Healthy Kids survey.

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.

The California Healthy Kids Survey and stakeholder input reveal a significant number of students in Lassen Union High School District are experiencing chronic sadness, depression, and suicidal ideation. These mental health concerns, combined with high suspension and chronic absenteeism rates, have contributed to the district's identification for Differentiated Assistance and CSI, highlighting an urgent need for increased social-emotional and mental health supports.

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 Kids Survey	2024 42% Percent of 9th -12th grade students responded "Yes" to the following question, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities." It would appear that students did not feel connected which lead to suspensions and expulsions.(SP 6C)	2025 decrease by 15%
California Healthy Kids Survey	2024 23.25% Percent of 9th -12th grade students responded "yes" to the following question, "During the past 12 months, did you ever seriously consider attempting suicide?"(SP 6C)	2025 decrease by 5%
California Dashboard - Suspension Rates (SP 6A)	Suspension rates 2023 vs 2025 - Hispanic - 10% vs 9.6%	4.5% students suspended at least 1 day

	Homeless - 21.6% vs 27.3% SED - 12.1% vs 16.7% SWD - 12.3% vs 13.8 % Credence - 19.6% vs 22.5%	
CALPADS - Expulsion rates (SP 6B)	2023- 2.4%	0%

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	Provide behavior counseling and create additional programs for social and emotional learning to support students and parents. Develop methods to identify and assist students in crisis. Ensure at least one full-time behavioral health counselor and a school-based therapist are available to meet the growing mental health needs of students. Offer Clayful as a resource for students experiencing mental health issues outside of school hours.	All	72500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Behavior Health Counselor 72500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior Health Counselor 71000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries School Based Therapist 71000 Other 2000-2999: Classified Personnel Salaries School Based Therapist 45000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Clayful
4.2	(3.4) LHS will engage in a process to address excessive attendance/truancy utilizing the School Attendance review Board (SARB) with other community agencies to work towards keeping students in school. Incentives may be provided for perfect attendance.	At Risk	
4.3	(3.5) Recognizing that students learn in diverse ways, the district will offer a range of alternative learning environments to support student success, particularly for at-risk students. To support this, the independent study program will be staffed with 2.4 FTE certificated teachers and a certificated math tutor. If student demand exceeds available staffing, additional prep period buyouts will be funded to meet the need. This program provides students the opportunity to pursue their education outside of the traditional classroom setting while remaining fully eligible to participate in extracurricular and co-	All	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	curricular activities, ensuring both academic flexibility and school connectedness.		

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.

Increased access to counselling services by providing additional resources has given students opportunities to develop coping strategies and increase resilience. As the CA Healthy Kids Survey sunsets, LUHSD will need to form a new baseline with the new survey.

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

There were no major differences between the planned implementation and the actual implementation of the strategies and activities associated with this goal.

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

With the expiration of CSI funding, it was necessary to move expenditures for the social worker and Clayful to other resources. The MTSS framework will continue to be refined, and the work of the SSSS will continue despite retirement in this department. Additional supports include access to new tracking software in attendance to increase communication to and support from home. Additionally, refining the use of our EL paraprofessional and SSSS will improve access to more underserved students.

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	\$285229
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,161,900.00
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 (\$)
Title I Part A: Allocation	\$310,950.00
Title II Part A: Improving Teacher Quality	\$43,800.00
Title IV Part A: Student Support and Academic Enrichment	\$10,500.00

Subtotal of additional federal funds included for this school: \$365,250.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$16,000.00
LCFF - Supplemental	\$620,150.00
LCFF Equity Multiplier	\$71,000.00
Other	\$89,500.00

Subtotal of state or local funds included for this school: \$796,650.00

Total of federal, state, and/or local funds for this school: \$1,161,900.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	16,000.00
LCFF - Supplemental	620,150.00
LCFF Equity Multiplier	71,000.00
Other	89,500.00
Title I Part A: Allocation	310,950.00
Title II Part A: Improving Teacher Quality	43,800.00
Title IV Part A: Student Support and Academic Enrichment	10,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	466,750.00
2000-2999: Classified Personnel Salaries	554,200.00
4000-4999: Books And Supplies	13,000.00
5000-5999: Services And Other Operating Expenditures	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	98,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	16,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	375,750.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	211,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	24,150.00

2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	71,000.00
2000-2999: Classified Personnel Salaries	Other	74,500.00
4000-4999: Books And Supplies	Other	3,500.00
5000-5999: Services And Other Operating Expenditures	Other	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	48,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	186,700.00
4000-4999: Books And Supplies	Title I Part A: Allocation	750.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	53,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	27,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	16,800.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	10,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	259,650.00
Goal 2	79,000.00
Goal 3	491,250.00
Goal 4	332,000.00

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

Name of Members	Role
Robert Nielsen	Principal
Suzan Young	Classroom Teacher
Antonio Garay	Classroom Teacher
Jennifer Lepage	Classroom Teacher
Kelly Hansen	Other School Staff
Julie Mallery	Parent or Community Member
BJ Gard	Parent or Community Member
Maisha Smith-Trua	Parent or Community Member
Nellie Ratcliff	Secondary Student
TBD	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 5/27/2026.

Attested:

Principal, Robertt Nielsen on 5/27/2026
SSC Chairperson, BJ Gard, Chair on 5/27/2026

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lassen Union High School District. 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	1.99%	2.21%	2.30%	16	18	18
African American	0.99%	1.23%	1.41%	8	10	11
Asian	0.87%	0.98%	0.90%	7	8	7
Filipino	0.75%	0.86%	0.90%	6	7	7
Hispanic/Latino	23.98%	24.39%	25.22%	193	199	197
Pacific Islander	2.61%	2.08%	1.66%	21	17	13
White	55.16%	54.29%	53.91%	444	443	421
Two or More Races	11.18%	11.76%	11.14%	90	96	87
Not Reported	2.48%	2.21%	2.56%	20	18	20
Total Enrollment				805	816	781

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	203		191
Grade 10	235		211
Grade 11	184		169
Grade 12	183		210
Total Enrollment	805		781

Conclusions based on this data:

1. As predicted, LUHSD is experiencing a decline in student enrollment.
2. The percentage of latino students has increased marginally, while the percentage of white students has decreased marginally over the past 3 years
3. Despite the small changes, most subgroups remain pretty consistent, with nearly half of the student population identified to be an ethnicity other than white.

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	34	27	18	4.2%	3.3%	2.3%
Fluent English Proficient (FEP)	50	40	39	6.2%	4.9%	5.0%

Conclusions based on this data:

1. The number of English Learners enrolled at Lassen High School continues to decrease
2. The data indicates that LHS's EL program may need to make adjustments to accommodate and increase reclassification of EL students.

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	190	183	216	182	168	197	182	166	197	95.8	91.8	91.2
All Grades	190	183	216	182	168	197	182	166	197	95.8	91.8	91.2

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	2537.	2574.	2570.	10.99	19.88	16.24	24.18	31.33	35.03	28.57	23.49	22.34	36.26	25.30	26.40
All Grades	N/A	N/A	N/A	10.99	19.88	16.24	24.18	31.33	35.03	28.57	23.49	22.34	36.26	25.30	26.40

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	14.84	20.48	22.34	63.74	60.24	56.35	21.43	19.28	21.32
All Grades	14.84	20.48	22.34	63.74	60.24	56.35	21.43	19.28	21.32

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	13.26	24.70	18.78	45.86	45.78	53.81	40.88	29.52	27.41
All Grades	13.26	24.70	18.78	45.86	45.78	53.81	40.88	29.52	27.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.09	12.65	6.60	70.33	72.89	75.63	17.58	14.46	17.77
All Grades	12.09	12.65	6.60	70.33	72.89	75.63	17.58	14.46	17.77

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	7.69	19.88	14.21	71.43	63.25	67.51	20.88	16.87	18.27
All Grades	7.69	19.88	14.21	71.43	63.25	67.51	20.88	16.87	18.27

Conclusions based on this data:

1. For the most part, the data indicates that students performing at or above standard continues to increase over the past 3 years
2. Data indicates that LUHSD teachers may need further professional development in differentiating instruction to low achieving and/or struggling student populations.
3. The participation rate amongst 11th graders decreased. District administration and teachers may need to emphasize test taking with both students and families to increase participation rates.

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	190	183	216	183	168	194	183	168	194	96.3	91.8	89.8
All Grades	190	183	216	183	168	194	183	168	194	96.3	91.8	89.8

* 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	2511.	2524.	2529.	1.64	5.95	5.15	13.11	10.12	11.86	26.78	25.00	31.96	58.47	58.93	51.03
All Grades	N/A	N/A	N/A	1.64	5.95	5.15	13.11	10.12	11.86	26.78	25.00	31.96	58.47	58.93	51.03

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	6.01	4.76	5.67	33.88	42.86	42.27	60.11	52.38	52.06
All Grades	6.01	4.76	5.67	33.88	42.86	42.27	60.11	52.38	52.06

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	4.37	9.52	5.15	58.47	61.31	67.01	37.16	29.17	27.84
All Grades	4.37	9.52	5.15	58.47	61.31	67.01	37.16	29.17	27.84

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	2.73	2.98	6.19	65.03	62.50	60.82	32.24	34.52	32.99
All Grades	2.73	2.98	6.19	65.03	62.50	60.82	32.24	34.52	32.99

Conclusions based on this data:

1. The data indicates that students performing at or above standard increased over the past 3 years.
2. Data indicates that LUHSD teachers may need further professional development in differentiating instruction to low achieving and/or struggling student populations.
3. The participation rate amongst 11th graders continues to decreased. District administration and teachers may need to emphasize test taking with both students and families to increase participation rates.

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	*	*	*	*	*	*	*	*	*	*	10	4
10	*	*	*	*	*	*	*	*	*	7	*	9
11	*	*	*	*	*	*	*	*	*	11	8	4
12	*	*	*	*	*	*	*	*	*	*	10	5
All Grades										24	31	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.70	25.81	4.55	21.74	25.81	50.00	43.48	29.03	31.82	26.09	19.35	13.64	23	31	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.74	45.16	36.36	47.83	29.03	40.91	17.39	12.90	13.64	13.04	12.90	9.09	23	31	22

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	13.04	12.90	13.64	26.09	54.84	45.45	60.87	32.26	40.91	23	31	22

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.35	6.45	4.55	52.17	70.97	54.55	43.48	22.58	40.91	23	31	22

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78.26	80.00	90.91	8.70	10.00	0.00	13.04	10.00	9.09	23	30	22

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.35	0.00	0.00	21.74	54.84	36.36	73.91	45.16	63.64	23	31	22

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	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	3.23	4.55	68.18	80.65	68.18	27.27	16.13	27.27	22	31	22

Conclusions based on this data:

1. Data exhibits increase or maintenance of higher levels of achievement over the past three years. A spike occurred in 23/34 in reading and writing, which appears to be an anomaly.
2. Speaking remains a strength at Lassen that continues to improve, with over 90% of our EL students speaking at the highest level.
3. Our EL program has adjusted curriculum and will continue to make adjustments to accommodate the changing student needs and skill levels within the EL population.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
816	35.3%	3.3%	1.5%
Total Number of Students enrolled in Lassen Union High School District.	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	27	3.3%
Foster Youth	12	1.5%
Homeless	20	2.5%
Socioeconomically Disadvantaged	288	35.3%
Students with Disabilities	83	10.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.2%
American Indian	18	2.2%
Asian	8	1%
Filipino	7	0.9%
Hispanic	199	24.4%
Two or More Races	96	11.8%
Pacific Islander	17	2.1%
White	443	54.3%

Conclusions based on this data:

1. Data exhibits a decline in overall school population over the last few years. Slight decreases shown in almost all areas. Continued declining enrollment will result in a reduction of courses and services offered to students due to budgetary constraints.
2. Non white student groups are approaching half of Lassen High School's student body.
3. Efforts need to continue to ensure that curriculum is accessible for all student body members, despite the reduction in staffing.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Lassen High School's graduation rate continues to exceed the state average through the efforts of counseling, teachers, the re-integration of the five-year plan, and the Xello platform to inform and prepare students for post graduation.
2. Counseling, intervention methods, and alternatives to suspension have increased to allow for more options for students to make reparations and change behaviors. Counselors, Clayful coaching, and MTSS development exhibits LUHSD commitment to students.
3. While still below the state averages, ELA and Mathematics ratings are slowly climbing. Academic Departments have worked through the Differentiated Assistance program to improve both ELA and Mathematics instruction. outcomes over the next two cycles of state assessment should show improvements in these two areas.

School and Student Performance Data

Academic Performance English Language Arts

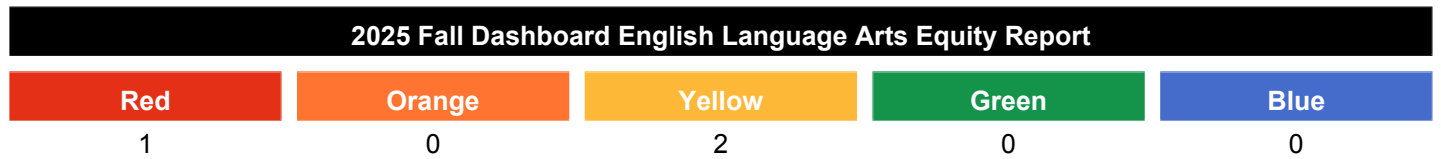
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 20.3 points below standard Maintained 0.2 points 195 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 72.2 points below standard Declined 8.1 points 79 Students

Students with Disabilities  No Performance Color 204.3 points below standard Declined 37.7 points 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 26.3 points below standard Increased 4.3 points 47 Students
Two or More Races  No Performance Color 49.2 points below standard Maintained 1.6 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 13.7 points below standard Increased 6.2 points 100 Students

Conclusions based on this data:

1. Lassen High School students as a whole are still below the state average in English Language Arts, but have not lost ground
2. Some subgroups are making slight positive gains in ELA, while others declined. specifically our students with disabilities and our socioeconomically disadvantaged students.
3. Teachers are in their second year of an inclusion-based model for our students with disabilities. Professional development has been provided to help those English Teachers incorporate the supports available through the SPED Department to improve learning of all students, not just the students with disabilities.

School and Student Performance Data

Academic Performance Mathematics

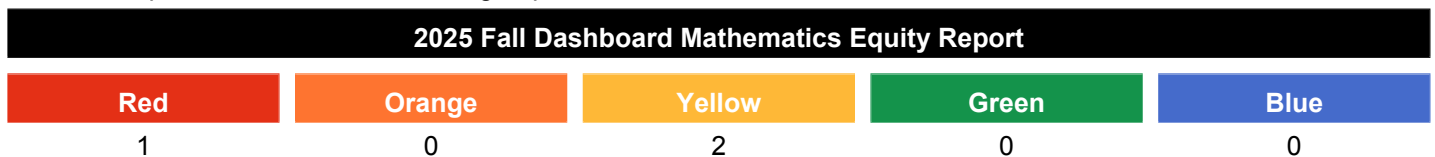
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 106.5 points below standard Increased 3.4 points 195 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 153.6 points below standard Declined 12.5 points 79 Students

Students with Disabilities  No Performance Color 270.1 points below standard Declined 46.2 points 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 114.9 points below standard Increased 22 points 47 Students
Two or More Races  No Performance Color 125.6 points below standard Increased 28.3 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 96.9 points below standard Increased 4.7 points 100 Students

Conclusions based on this data:

1. Mathematics scores increased slightly but are still significantly below the state standard and state average.
2. While still underperforming in mathematics, most groups have made slight positive gains.
3. Lassen High School needs to continue to increase gains through academic engagement and intervention to further increase mathematic achievement. This includes adopting new curriculum in Algebra 1, including all teachers in the department as teachers of Algebra 1, and focusing interventions on students with a demonstrated need.

School and Student Performance Data

Academic Performance Science

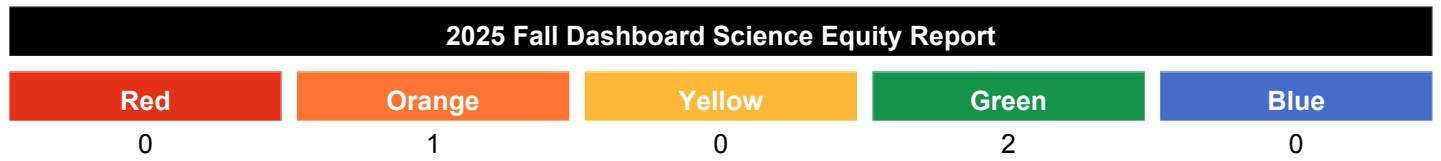
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 50.4 science points Maintained 0.8 points 188 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 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 8 Students	Socioeconomically Disadvantaged  Orange 44 science points Declined 2 points 74 Students

Students with Disabilities  No Performance Color 25.7 science points Declined 8.4 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 48.3 science points Increased 4.2 points 46 Students
Two or More Races  No Performance Color 44.9 science points Declined 12.1 points 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 53.8 science points Increased 3.3 points 95 Students

Conclusions based on this data:

1. The school has maintained in overall science performance, with more work to be done to improve overall testing scores
2. The science department has added the Integrated Science course to support a deeper understanding of principles taught in middle school. Affects on future test scores will be monitored.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 38.1 making progress. Number Students: 21 Students	 No Performance Color 21.4 making progress. Number Students: 14 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
38.1%	23.8%	4.8%	33.3%

Conclusions based on this data:

1. The majority of our EL learners are maintaining or gaining levels of progress.
2. Discussion needs to be centered around assisting students to maintain gained levels.
3. EL program adjustments need to be made to accommodate changes in levels and increases in student population.

School and Student Performance Data

Academic Performance College/Career Report

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

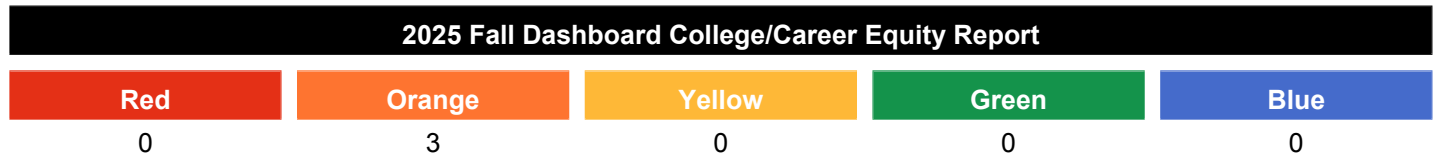
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange Prepared 41% Declined 26.9% 183 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 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 8 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange Prepared 24.1% Declined 30.5% 87 Students

Students with Disabilities  No Performance Color Prepared 0% Declined 31.6% 19 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange Prepared 39.1% Declined 15.6% 46 Students
Two or More Races  No Performance Color Prepared 35.7% Declined 39.3% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange Prepared 39.6% Declined 33.2% 106 Students

Conclusions based on this data:

1. While Lassen High School suffered a large decline across the board, dropping below the state average for the first time, it seems that this may be due to a change in reporting staff. Efforts are being made in the CTE department to more accurately report the students who have completed one or more pathways.
2. Work will continue with the counselling department as they implement a new program (Xello) for College and Career Readiness among the entire student body.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

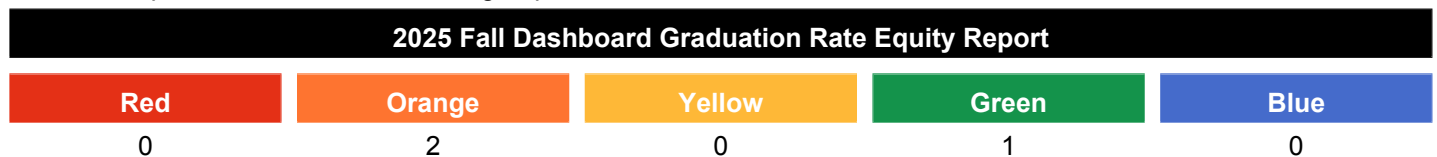
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 91.3% graduated Declined 3.6% 183 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 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 8 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 86.2% graduated Declined 5.5% 87 Students

Students with Disabilities  No Performance Color 78.9% graduated Declined 5.3% 19 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 89.1% graduated Declined 6.1% 46 Students
Two or More Races  No Performance Color 71.4% graduated Declined 28.6% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 94.3% graduated Maintained -0.4% 106 Students

Conclusions based on this data:

1. Lassen High School graduation rate continues to exceed the state average.
2. The Student Services department works with the Credit Recovery teacher to provide extra supports for seniors who are off track or in danger of not graduating to help them "get across the finish line."
3. Efforts need to be made to increase the graduation rate for students with disabilities and students of two or more races, which are significantly lower than both the state and school average.

School and Student Performance Data

Conditions & Climate Suspension Rate

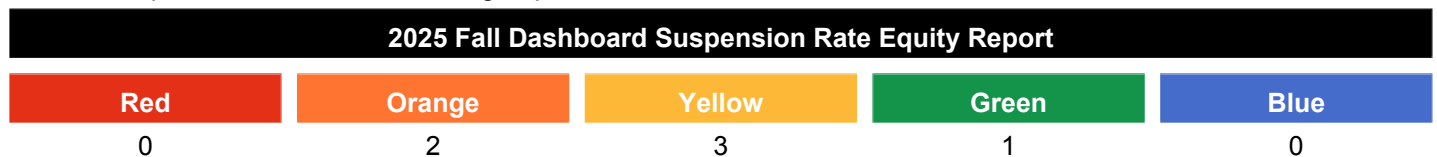
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 7.1% suspended at least one day Declined 2.6% 859 Students	English Learners Orange 10% suspended at least one day Increased 1.7% 30 Students	Long-Term English Learners No Performance Color 15.8% suspended at least one day Increased 7.8% 19 Students
Foster Youth No Performance Color 35.3% suspended at least one day Increased 7.3% 17 Students	Homeless No Performance Color 14.3% suspended at least one day Declined 14.3% 28 Students	Socioeconomically Disadvantaged Yellow 12.7% suspended at least one day Declined 3.1% 339 Students

Students with Disabilities  Orange 11.7% suspended at least one day Declined 13.3% 94 Students	African American  No Performance Color 18.2% suspended at least one day 11 Students	American Indian  No Performance Color 11.1% suspended at least one day Declined 7.6% 18 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 8% suspended at least one day Declined 1.5% 212 Students
Two or More Races  Green 6% suspended at least one day Declined 1.9% 117 Students	Pacific Islander  No Performance Color 11.1% suspended at least one day Declined 3.2% 18 Students	White  Yellow 6.6% suspended at least one day Declined 3.4% 467 Students

Conclusions based on this data:

1. Overall Suspensions have come down dramatically from the historical averages due to utilization of alternatives to suspension, including Saturday School for nicotine use and restorative actions for bullying and harassment.
2. Student Support Services and counseling continue to work with all students, but specifically with the sub-groups over 10% to provide for their educational and social emotional needs. They have developed a pantry of food/clothing/hygiene items to assist in transition. Discipline matrix is reviewed frequently to ensure fairness amongst groups. Clayful coaching continues to evolve to serve the needs of LUHSD students, and conflict resolution meetings are held with counselors to solve interpersonal conflict among high-risk students.
3. Foster Youth have the highest subgroup rate, with 1 in 3 foster youth having at least one suspension. Collaboration with local foster agencies and the County Foster Liaison is ongoing to help support Foster Youth and find alternatives to suspension when appropriate.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Credence 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	3.70%	%	3.57%	1		1
African American	%	%	3.57%			1
Hispanic/Latino	33.33%	26.67%	17.86%	9	4	5
Pacific Islander	3.70%	13.33%	7.14%	1	2	2
White	55.56%	60.00%	60.71%	15	9	17
Two or More Races	3.70%	%	7.14%	1		2
Total Enrollment				27	15	28

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	1		1
Grade 11	13		13
Grade 12	13		14
Total Enrollment	27		28

Conclusions based on this data:

1. Over the last 3 years the variety of subgroups at Credence has increased,
2. The vast majority of students in Credence are in the 11th and 12th grades.
3. Curriculum should be focused on assisting the Credence students to enroll and pass courses required for graduation.

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	1	1	1	3.7%	6.7%	3.6%
Fluent English Proficient (FEP)	0	1	0	0.0%	6.7%	0

Conclusions based on this data:

1. The EL student population for Credence has remained extremely low for the last three years, typically one or two students. Due to the small sample size, meaningful conclusions cannot be drawn.

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	15	16	12	11	10	9	11	10	9	73.3	62.5	75
All Grades	15	16	12	11	10	9	11	10	9	73.3	62.5	75

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	2398.	*	*	0.00	*	*	0.00	*	*	9.09	*	*	90.91	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	0.00	*	*	9.09	*	*	90.91	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. While the state requires 95% participation rate, Credence's rate has been 75% or below over the past three years.
2. Among the Credence students who took the CAASPP ELA test, none met or exceeded the standards.
3. Credence staff needs to incentivize state testing to bring participation rates up to better enable staff to determine student skill levels.

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	15	16	12	11	11	9	11	10	9	73.3	68.8	75
All Grades	15	16	12	11	11	9	11	10	9	73.3	68.8	75

* 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	2381.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Only 68.8% of the 11th graders enrolled in Credence took the CAASPP Math test. While the state requires 95% participation rate, Credence's rate has been 75% or below over the past three years.
2. Among the Credence students who took the CAASPP Math test, 100% did not meet the math standards
3. Credence staff needs to incentivize state testing to bring participation rates up to better enable staff to determine student skill levels.

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
All Grades											*	0

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

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
All Grades		*			*			*			*	

Conclusions based on this data:

1. There is insufficient data to make an analysis due to a low enrollment.

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
15	73.3%	6.7%	20%
Total Number of Students enrolled in Credence 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	1	6.7%
Foster Youth	3	20%
Homeless	2	13.3%
Socioeconomically Disadvantaged	11	73.3%
Students with Disabilities	3	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	4	26.7%
Two or More Races	0	0.0%
Pacific Islander	2	13.3%
White	9	60%

Conclusions based on this data:

1. The vast majority of Credence students are socioeconomically disadvantaged.

2. All of Credence students are White, Hispanic, or Pacific Islander
3. Credence staff and administration need to develop curriculum and teaching strategies to address the unique needs of this population.

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  Red
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. The suspension rate for Credence students has increased significantly, but with a small population, this only translates into a few more suspensions than the previous year.
2. Staff and administration need to continue to find ways to engage students in curriculum to continue to improve the suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

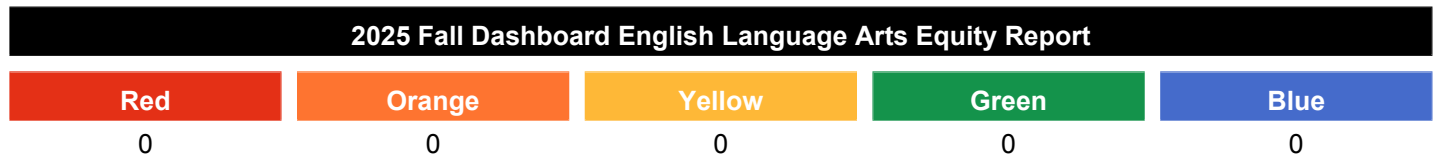
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 Fewer than 11 students - No Data for Privacy 5 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 0 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 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. There is insufficient data to make an analysis due to a low enrollment.

School and Student Performance Data

Academic Performance Mathematics

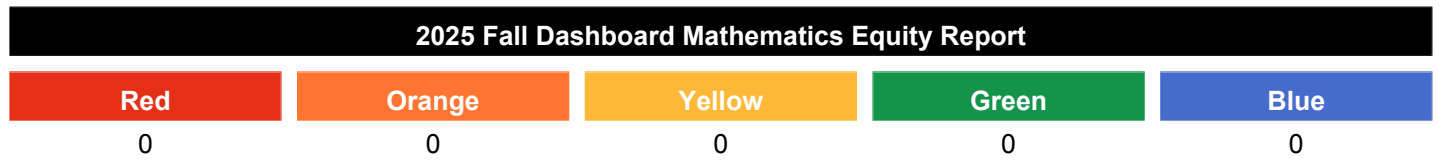
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 0 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 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. There is insufficient data to make an analysis due to a low enrollment.

School and Student Performance Data

Academic Performance Science

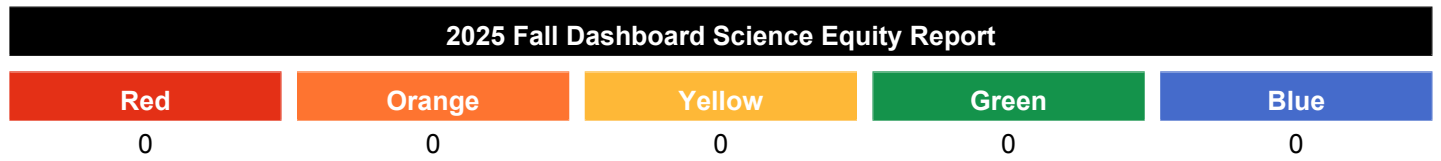
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Fewer than 11 students - No Data for Privacy 8 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	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 3 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. There is insufficient data to make an analysis due to a low enrollment.

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
 No Performance Color making progress. Number Students: 0 Students	 No Performance Color making progress. Number Students: 0 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

Conclusions based on this data:

1. There is no students in this catgory.

School and Student Performance Data

Academic Performance College/Career Report

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

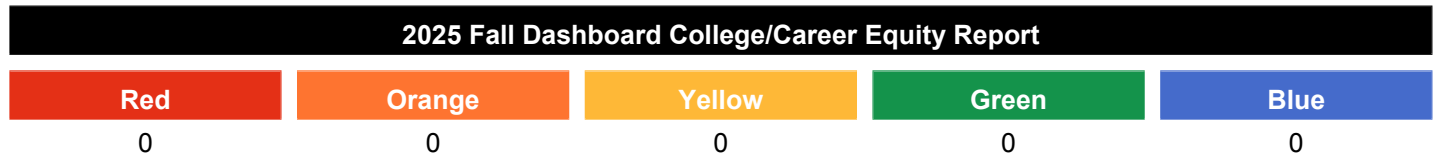
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Prepared 0% Declined 5.9% 19 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  No Performance Color Prepared 0% Declined 6.7% 16 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	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 5 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 0% 11 Students

Conclusions based on this data:

1. There is not enough data to make a proper analysis due to the small sample size.
2. This continuation school is currently catching students who would otherwise leave school without a diploma. Those who do graduate do not meet traditional A-G or CTE certifications, but typically enter into the workforce during their high school years and continue working at entry-level positions until they have enough experience to seek upward mobility in the labor market.

School and Student Performance Data

Academic Engagement Graduation Rate

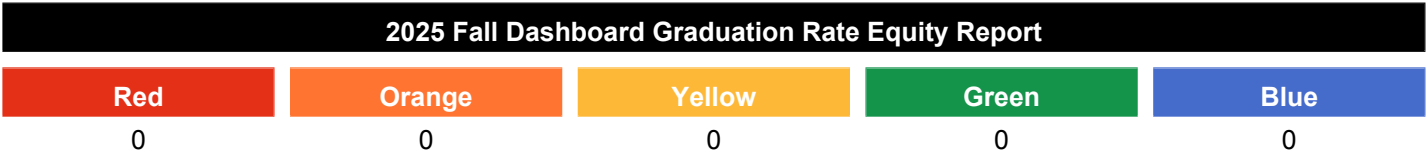
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 36.8% graduated Increased 1.5% 19 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  No Performance Color 37.5% graduated Declined 2.5% 16 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	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 5 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 36.4% graduated 11 Students

Conclusions based on this data:

1. A small population of at-risk students leads to high volatility in percentages. However, with a third of continuation students graduating, Credence is helped 7 of the District students graduate who would otherwise drop out without a diploma.

School and Student Performance Data

Conditions & Climate Suspension Rate

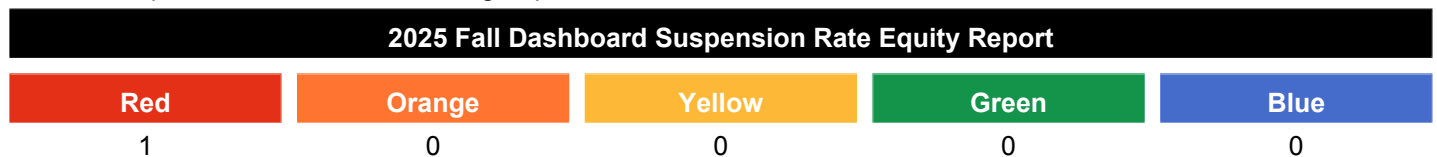
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Red 33.3% suspended at least one day Increased 22.5% 45 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 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 5 Students	Socioeconomically Disadvantaged  Red 39.4% suspended at least one day Increased 30.8% 33 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 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 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  No Performance Color 47.6% suspended at least one day Increased 30.2% 21 Students

Conclusions based on this data:

1. The socioeconomically disadvantaged student population is the largest student group at Credence and has the largest number of suspensions.
2. Staff and administration need to investigate curriculum and teaching strategies to engage this student population to obtain academic goals.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lassen Community Day 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	7.69%	20.00%	33.33%	1	1	2
Hispanic/Latino	30.77%	20.00%	16.67%	4	1	1
White	61.54%	40.00%	50.00%	8	2	3
Two or More Races	%	20.00%	%		1	
Total Enrollment				13	5	6

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	1		
Grade 10	3		1
Grade 11	5		4
Grade 12	4		1
Total Enrollment	13		6

Conclusions based on this data:

1. Community Day School Hispanic student populations have decreased substantially over the last three years, while American Indian population has increased significantly over the last three years. The white population remains relatively stable around 50% of the students.
2. With a small enrollment of only 13 students, one student entering or leaving will cause large swings in the data.
3. Efforts should be made to find curriculum and teaching strategies to engage these student groups.

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	0	0	0	0.0%	0	0
Fluent English Proficient (FEP)	1	1	1	7.7%	20.0%	16.7%

Conclusions based on this data:

1. There is only 1 EL student at CDS.

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	*	*	*	0	0	0	0	0	0			
All Grades	*	*	*	0	0	0	0	0	0			

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
All Grades	N/A	N/A	N/A												

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

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

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

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

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

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	*	*	*	*	0	0	0	0	0			
All Grades	*	*	*	*	0	0	0	0	0			

* 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															
All Grades	N/A	N/A	N/A												

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									
All Grades									

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

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

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

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
All Grades										0		

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

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

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

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

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

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

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

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

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
5	60%	0.0%	20%
Total Number of Students enrolled in Lassen Community Day 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	0	0.0%
Foster Youth	1	20%
Homeless	1	20%
Socioeconomically Disadvantaged	3	60%
Students with Disabilities	1	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	1	20%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	1	20%
Two or More Races	1	20%
Pacific Islander	0	0.0%
White	2	40%

Conclusions based on this data:

1. Socioeconomically disadvantaged, foster youth, and students with disabilities make up the vast majority of the student population at CDS .

2. The student population is highly transient in nature, with students moving in and out of the school throughout the year.
3. Staff and administration need to access curriculum and teaching strategies to best address this mobile population.

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.

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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.”



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  No Performance Color
Mathematics  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

School and Student Performance Data

Academic Performance English Language Arts

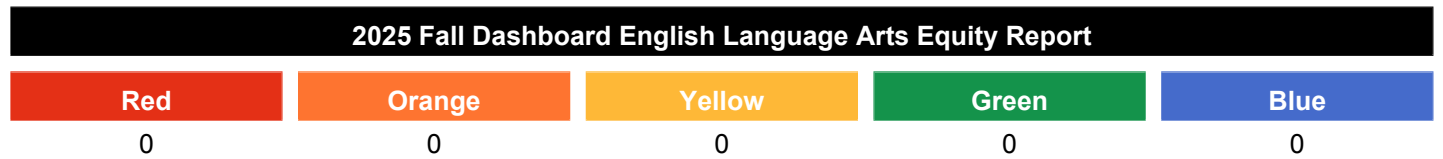
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Fewer than 11 students - No Data for Privacy 1 Student	English Learners  No Performance Color 0 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color 0 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 1 Student
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. There is not enough data on which to base conclusions.

School and Student Performance Data

Academic Performance Mathematics

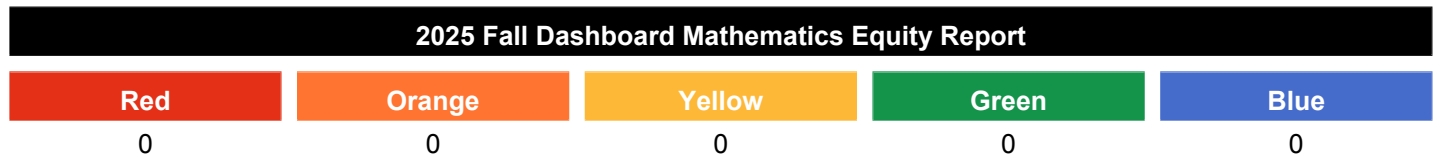
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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 Fewer than 11 students - No Data for Privacy 1 Student	English Learners  No Performance Color 0 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Students with Disabilities  No Performance Color 0 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 1 Student
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. There is not enough data on which to base conclusions.

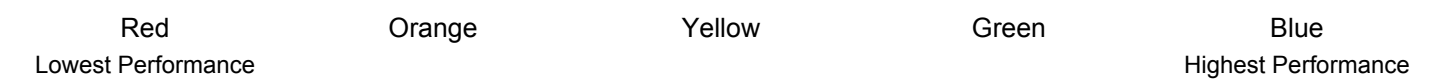
School and Student Performance Data

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	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic 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
making progress. Number Students:	making progress. Number 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

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

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.

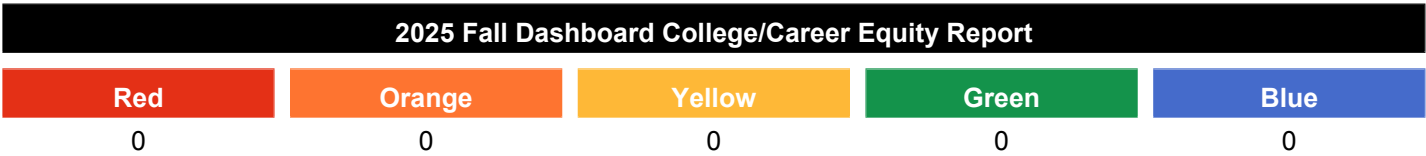
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 2 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners  No Performance Color 0 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 1 Student	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 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

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. There is not enough data on which to base conclusions.

School and Student Performance Data

Academic Engagement Graduation Rate

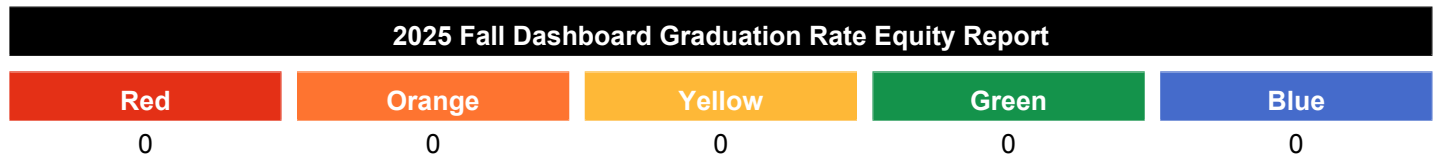
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners
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 1 Student	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 0 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. There is not enough data on which to base conclusions.

School and Student Performance Data

Conditions & Climate Suspension Rate

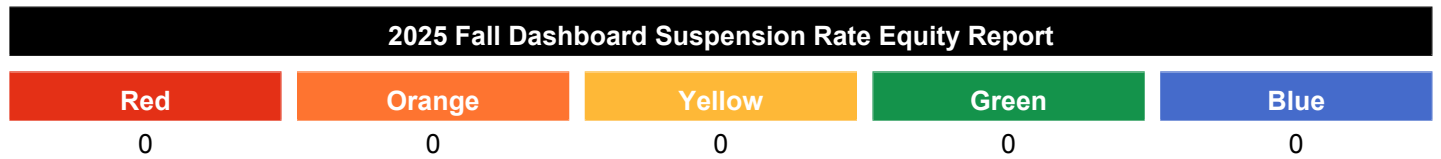
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 37.5% suspended at least one day Declined 21.1% 16 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
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 1 Student	Socioeconomically Disadvantaged  No Performance Color 50% suspended at least one day Declined 18.2% 12 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 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 Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Students at Community Day School are most often placed there due to disciplinary behaviors. The data shows that the majority of students do not continue to get suspended at this Alternative school, due to the restorative practices and alternatives to suspension employed at this school.