School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merrill F. West High School	39-75499-3930302		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp),

pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of these 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).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.

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

Merrill F. West High School, established in 1993, is the second high school in Tracy and is currently the largest school in the Tracy Unified School District, serving approximately 2,050 students. With a diverse student body representing various ethnic, linguistic, and economic backgrounds, the school prides itself on offering comprehensive academic programs to promote college and career readiness. The school has over 130 certified staff members, and its course offerings are designed to help students find their passion, purpose, and path.

The school has developed a plan that incorporates input from all educational partners, including recommendations from its 2018 WASC visit, 2020-21 WASC Mid-Cycle visit, as well as district LCAP and Title 1 regulations. WASC full review is in April 2024. Input from staff was collected during a staff meeting and a draft of this plan was reviewed by each department. During this review additional input was provided as well. School Site Council also provided input that served to shape the goals outlined in this document.

The school qualified for additional targeted support and improvement due to low performance in ELA and Math for several student subgroups, as well as low graduation rates and high suspension rates across the board. Specifically, the African American, EL, Homeless, Pacific Islander, SWD, and Two or More student subgroups all demonstrated either "very low" or "no performance" in ELA and Math, which is likely a key factor in our school's qualification for additional support and improvement. Additionally, low graduation rates and high suspension rates suggest that our school may be struggling to effectively support and engage all students.

The goal of the plan is to analyze current data, identify areas for growth, and provide targeted support for specific student groups, while also working to enhance the educational experience for all students.

All site goals are aligned to the following LCAP goals:

LCAP Goal #1 Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports
LCAP Goal #2 Safe and Equitable School Climate

Within the scope of LCAP and Federal and State programs, West High School aims at providing an equitable educational learning environment to meet the needs of ALL students, including at-risk students such as EL's, Foster/Homeless Youth and economically disadvantaged students. In addition, the SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. All educational partners, including but not limited to students, staff, parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC). We will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's developing WASC plan.

It is also evident in West High's Vision and Mission statement

Mission Statement:
We will provide all students with a safe, caring, and engaging learning environment in preparation for college and careers.

Vision Statement:
West High will be a place where all students and all staff develop positive relationships, and where all students receive rigorous and relevant instructional learning experiences including 21st Century skill development.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2023-2024 Local Control Accountability Plan Survey - Students, staff, and families are surveyed on school climate and safety. We have determined that "Strongly Agree" and "Agree" are positive responses. ((+/- %) indicates change from 21-22 survey)

Summary of Responses:

AREAS OF STRENGTH

Parents - Safety 85.97% (+3.24%)/Climate 85.02% (-.95)

SAFETY

- 94.96% report their student is safe on the school grounds in the classroom.

CLIMATE

- 90.24% report they are comfortable talking to a teacher if they have a question, concern about their student
- 92.66% report they are comfortable talking to a counselor if they have a question, concern about their student
- 86.14% report they are comfortable talking to the school's principal if they have a question, concern about their student
- 86.81% report the school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Students - Climate: 75.70% (+3.01%) / Safety 72.44% (+1.15%)

CLIMATE

- 89.05% report that the school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
- 84.43% report that they feel comfortable working with classmates and participating in class
- 81.89% report that the school communicates the importance of respecting all cultural beliefs and practices

SAFETY

- 90.74% report they know the school rules

Staff - Climate: 74.93% (+.44%) / Safety 76.92% (+8.60%)

CLIMATE

- 92.16% report that this school communicates the importance of respecting all cultural beliefs and practices
- 92.45% report they are treated with respect by my colleagues at work

SAFETY

- 92.16% report the site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

AREAS OF GROWTH

- 51.52% of students and 57.69% of staff report that the buildings and grounds at this school are clean and well maintained
- 54.90% of staff report Tracy Unified ensures effective communication across the organization

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed for the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. Our site coaches and school administration for Rigor, Relevance and Relationships through Model School collect data on walk throughs. We are in the second year of the Advance Stem initiative. Walkthroughs for this initiative are twice a year for Math and Science Teachers. The walkthrough observations are conducted through the lens of the Rigor rubric. Our walk throughs, formal, and informal observations indicate that there are a variety of positive teaching practices taking place at West, and also areas of improvement. Administration also does informal walkthroughs this year using the engagement rubric with the goal of each admin to get into at least 10 classrooms each every week.

Areas to improve upon include working toward a guaranteed and viable curriculum for every student on our campus, and an increase in the critical thinking that students are asked to do across the curriculum. This year we continued with the PLC format that was established last year, and had teachers choose their own PLC groups (based on common courses) and choose their PLC leader. Collaboration time was given on scheduled meeting days for approximately one hour with a flexible agenda.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our staff has engaged in professional development as a staff to modify instruction to meet the needs of students. We have aligned our units of study in Math and ELA, through the RCD process, to state and national standards. We have aligned our science courses to the NGSS and the curriculum is being worked yearly by science teacher leaders. This year we continue to be a treatment site for the district Advance STEM initiative and teachers were given units to teach in Biology, Physics, Chemistry, Algebra I, Algebra II, and Geometry. This year we have continued to implement Fast Bridge assessments for Math and ELA, and socio-emotional learning to create common baseline assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We have continued to train and engage in the PLC process, which includes identifying priority standards and analyzing the results of student assessments. The Math and ELA departments administer common benchmark assessments as part of district-developed Rigorous Curriculum Design (RCD) units of study. ELA and Math use Fast Bridge assessments to assess students progress.

Professional Learning Communities and departments work together to measure student learning with the intent of identifying instructional practices that lead to the greatest gains in student achievement. PLC teams collaborate to create formative assessments, intervention, and enrichment based on assessment results, and to re-assess to measure growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2023-24 school year, there are 88 teachers. 80 are credentialed, 8 without a full credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Tracy Unified School District places a high priority on supporting the ongoing professional development of their teachers. Throughout the year, educators engage in continuous learning opportunities through different channels, such as attending weekly Early Release Wednesday meetings and participating in professional development sessions offered by the Professional Learning and Curriculum department.

At the weekly Early Release Wednesday meetings, teachers work collaboratively within their Professional Learning Communities to enhance the quality of instruction, with a specific focus on English Language Development teaching strategies, Advancement Via Individual Determination (AVID) strategies, and instructional practices that align with the needs of the student population. All teachers are provided with instructional materials that align with relevant standards, and equitable access to educational materials is ensured in compliance with California's Williams Act.

Additionally, every Wednesday, the site offers Professional Learning Community (PLC) time for teams to develop common formative assessments, analyze data, and share best practices and effective teaching strategies. Furthermore, monthly professional development sessions are provided for the entire staff, focused on high-yield instructional strategies.

Overall, the Tracy Unified School District is committed to fostering continuous professional development for their teachers and provides a variety of opportunities to support this goal. Ultimately, these efforts benefit students by ensuring they have access to high-quality instruction and educational materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of the site professional development topics presented on Wednesday meetings and during staff in-service meetings were based around Rigor, Relevance and Relationships, AVID Strategies, and PLC work. The administrative team decided that the focus for the year was based on building the rigor of instructional practices while making sure relationships are built with the students. Professional development topics were either selected by staff based on the perceived needs or based upon observations by administrators made during classroom visits. Presentations included, but were not limited to: Special Education Accommodations, Relationship Rubric and how to apply to the classroom, Suicide prevention, AVID strategies and Data analysis.

The subjects were selected by staff and/or based upon observations by administrators made during instructional rounds classroom visits. All RCD units that the ELA and Math departments collaborate around have been aligned with the CCSS and integrated into the adopted curriculum. Advance STEM unit were created by content teams using the 5E lesson plan model.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Math, ELA and STEM continue to be a focus. There is an Instructional Leadership Team in place that attends planning meetings and runs site staff development monthly in relationship to STEM and other proven teaching strategies. We continue to have a site English Learners TOSA that has worked daily with various teachers on our staff for best practices in teaching students who are newcomer and are learning English. The district contracted a consultant from ICLE to work with the administration and teachers to highlight training around the application of rigor, relevance and relationships strategies and the use of a rubric during classroom visits for gathering data around instructional practices.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

Tracy Unified supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly during site professional development, or district professional development. Our EL Curriculum Specialist spends a great deal of time team collaborating with various staff members.
PLCs meet monthly to align curriculum and look at benchmark assessment data and collaborate on lesson design. Departments meet together once a month after department chair meeting with the site administration to collaborate around department needs, lessons, and testing. In mid 2021-22, our site became a treatment site for the Advance STEM units. Their is an Instructional Leadership Team that attends planning meetings and runs site staff development monthly in relationship to STEM strategies. The Math and Science Departments worked with their content teams to develop the units for the various subject areas. The work with AdvanceSTEM has continued through the 2023-24 school year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our curriculum is designed to meet the California State Content Standards, which includes transitioning to NGSS. Every year, science teacher leaders review, modify, and create content to align with these standards. Additionally, teachers are currently aligning a new science textbook with current resources and district units.

The ELA and Math departments follow units of study, which were developed by a district committee of teachers to align with state standards and state-adopted curriculum.

The Social Studies department evaluates student progress through district benchmarks and uses data from these assessments to plan the scope and sequence of their curriculum, ensuring alignment with both the state framework and district benchmarks.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not Applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not Applicable

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students in the district have access to courses and educational materials that are aligned with educational standards. They also have the opportunity to receive tutorials before and after school from fully credentialed teachers. The district has created RCD units for ELA and Math that teachers follow, which are aligned with the CCSS. The ELA department also utilizes StudySync as a support material for instruction that meets educational standards. Additionally, seniors (and now juniors as of 24-25) can take the ERWC course offered by the site, which has been designed by the California State University System to prepare students for university-level reading, writing, and composition. The science courses are aligned with the NGSS, while the Social Science classes continue to use curriculum that aligns with both the CCSS and state framework.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language students are monitored and encouraged to make progress every year. They are reclassified and mainstreamed, as soon as they meet the district requirements for reclassification. Students with RSP classes were mainstreamed into inclusion classes for English and Algebra with push-in support from RSP teachers. Co-taught Biology and Geometry were added in 2023-2024.

Tutorial opportunities before and after school are available in every core course.

Evidence-based educational practices to raise student achievement

AVID, College Bound, Rigor, Relevance, Relationships, PLC, RCD have been part of our school and all work toward meeting the needs of our students. FastBridge assessments to analyze student progress and provide a baseline for growth in Math, ELA, and Socio-Emotional Learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

West High School has received Title 1 Funding, enabling us to invest in various services and programs for students. Mental health services, paraprofessionals for English Language (EL) learners, an EL TOSA, a PLC Leadership team, after-school and in-school intervention programs, and professional development for staff members (including paraprofessionals), have all been made possible. With this funding, we have also provided targeted intervention tutoring to Summer Bridge and Freshman Seminar students by credentialed teachers multiple times a week, resulting in an increased GPA for 9th grade students according to district analysis. This year, we are continuing tutoring services, including one-on-one tutoring for some students and targeted tutoring for EL students. Additionally, we have an office translator position to improve communication with Spanish-speaking families.

Furthermore, the Boys and Girls Club afterschool program is now available on our site, providing snacks and after-school tutoring for students. Improve Your Tomorrow, PIQUE, Faith in Action Community Education Services, Valley Community Counseling, and Yellow Ribbon also provide support for students and parents on campus.

Our parent liaison holds a weekly meeting with community members to discuss ways to support student success. Together with our School Resource Officer and Administrative and Counseling staff, the liaison has conducted workshops for parents in multiple languages to address issues happening both in school and the community.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our school's parent liaison and EL coordinator organized meetings for the English Learner Advisory Committee (ELAC), where parents of EL students could learn about school programs and services for their children and contribute to the school's needs assessment. These meetings were attended and supported by administrators.

Throughout the year, the ELAC program provided quarterly reports to the School Site Council. The council meets monthly and is made up of parents, certificated and classified staff, and students. The council members discuss and address the needs and issues of the school during these meetings, planning for future actions accordingly.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

2 week Summer Bridge, EL Paraprofessional Salaries (4 positions), EL TOSA, Bridge/Seminar Tutoring (twice per week), Mental Health Services (5 days per week), Translator (full time position -range 28), one-on-one tutoring services, Special Program and Club Support; Professional Development; Subs for professional development; Subs for fieldtrips; AVID Intervention Program needs; SEL Intervention programs; College Visits; Student Wellness Support; Academic/SEL Intervention; Student Socio-Emotional Services; Homeless/Foster Youth Support; Parent outreach and engagement services.

Fiscal support (EPC)

Title I, Targeted RS 0710 (EL) Targeted RS 0709 (EL, FY, SES), LCFF

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ELAC / Parent Meetings - October 26 2023, January 19, 2024, February 9, 2024, March 22,2024
LCAP Student Survey - February 2024
LCAP Parent/Community Survey - February 2024
LCAP Staff Survey - February 2024

Whole Staff Site Goals Assessment - February 2024

Department Meeting 8-28-23, 9-18-23, 11-13-23, 1-29-2024, 3-4-24, 4-22-24

West High School Site Council - 11-9-2023, 12-14-2023,1-11-2024, 2-8-2024, 3-21-2024, 4-11-2024, 5-9-2024

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The list below is a needs assessment conducted by educational partners through the Site Council Representatives, ELAC, staff, and analyzing of data from surveys and assessments.

A review of the comprehensive needs assessment determined that there remains a need to focus on support across all content areas. There is also a great need for social emotional learning as indicated in FastBridge Assessments, and LCAP data.
Through addressing these combined areas, the needs of students who struggle to meet requirements for graduation will be addressed and students will experience improved outcomes as they move onto college, and career.

Comprehensive Needs Assessment for 2023-2024
West High
Dual Enrollment Opportunities
Academic Intervention
Career Readiness Education and Support
Awareness of Seal of Biliteracy
FAFSA Education and Support for Students and Families
More CTE Course Options
EL Student Supports
Support for Reclassified EL Students
Increased EL Content Course Offerings
Translation Services
Support for Students Struggling in Math
Increased Co-Taught Class Offerings
0 and 7th Period Course Offerings
Bilingual Peer Tutors
SBAC Support and Practice
Support for Students Struggling Academically and Emotionally

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.40%	0.43%	8	9	9
African American	6.2%	5.75%	5.46%	141	129	115
Asian	11.5%	11.90%	13.05%	259	267	275
Filipino	7.1%	7.36%	6.97%	161	165	147
Hispanic/Latino	56.3%	56.89%	55.74%	1,271	1,276	1175
Pacific Islander	1.6%	1.56%	1.47%	35	35	31
White	13.7%	12.57%	13.38%	310	282	282
Multiple/No Response	3.3%	3.57%	3.51%	74	80	74
			Total Enrollment	2,259	2,243	2108

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	591	582	488
Grade 10	590	592	557
Grade 11	518	561	534
Grade 12	560	508	528
Total Enrollment	2,259	2,243	2,108

Conclusions based on this data:

1. Overall student enrollment has decreased by 135 students from 2021-22 to 2022-23.
2. Our largest sub-group is Hispanic students, followed by White, Asian, Filipino and African-American students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	439	470	381	19.4%	21.0%	18.1%
Fluent English Proficient (FEP)	794	778	795	35.1%	34.7%	37.7%
Reclassified Fluent English Proficient (RFEP)	49	690	718	11.2%	30.8%	34.1%

Conclusions based on this data:

1. 18.1% of our students are English Learners, a slight decrease from last year.
2. There was an increase in reclassification of English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	491	518	515	414	500	491	412	500	491	84.3	96.5	95.3
All Grades	491	518	515	414	500	491	412	500	491	84.3	96.5	95.3

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2590.	2585.	2602.	21.36	24.40	26.07	32.28	29.60	35.23	28.40	22.40	20.98	17.96	23.60	17.72
All Grades	N/A	N/A	N/A	21.36	24.40	26.07	32.28	29.60	35.23	28.40	22.40	20.98	17.96	23.60	17.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.09	26.16	27.70	61.80	56.14	56.21	14.11	17.71	16.09
All Grades	24.09	26.16	27.70	61.80	56.14	56.21	14.11	17.71	16.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.72	26.56	30.14	53.55	45.88	49.08	22.74	27.57	20.77
All Grades	23.72	26.56	30.14	53.55	45.88	49.08	22.74	27.57	20.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.52	16.47	13.44	78.35	69.88	73.32	13.14	13.65	13.24
All Grades	8.52	16.47	13.44	78.35	69.88	73.32	13.14	13.65	13.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.60	21.60	22.40	65.94	63.60	66.19	10.46	14.80	11.41
All Grades	23.60	21.60	22.40	65.94	63.60	66.19	10.46	14.80	11.41

Conclusions based on this data:

1. The percentage of students meeting or exceeding ELA standards increased from 2021-22 to 2022-23 by 8 points.
2. Participation remained relatively the same @ 95+%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	490	518	513	396	499	486	396	498	485	80.8	96.3	94.7
All Grades	490	518	513	396	499	486	396	498	485	80.8	96.3	94.7

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2551.	2531.	2524.	10.61	6.43	7.63	13.89	16.27	12.37	27.27	21.89	21.03	48.23	55.42	58.97
All Grades	N/A	N/A	N/A	10.61	6.43	7.63	13.89	16.27	12.37	27.27	21.89	21.03	48.23	55.42	58.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.43	11.85	11.55	42.53	36.95	30.31	43.04	51.20	58.14
All Grades	14.43	11.85	11.55	42.53	36.95	30.31	43.04	51.20	58.14

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.85	10.44	9.28	63.38	61.04	59.79	26.77	28.51	30.93
All Grades	9.85	10.44	9.28	63.38	61.04	59.79	26.77	28.51	30.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.34	8.63	10.93	66.67	63.86	56.70	23.99	27.51	32.37
All Grades	9.34	8.63	10.93	66.67	63.86	56.70	23.99	27.51	32.37

Conclusions based on this data:

1. Overall our students that Did Not Meet Standard increased by 3.55% points compare 2021-22, the percent of students that Nearly or Did Not Meet Standard increased by 2.7%

2. The number of students that exceeded or met standards increased by 1.2% from 2021-22. Compared to 2021-22, the percent of students that exceeded or met standard decrease by .32%

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.12	30.55	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. 28.5% of students tested met or exceeded the standards for science.
2. This was a decrease of 3.76% school year from the 2020-21 school year.
3. 2021-22 data reflects the year where schools fully reopened after the COVID-19 closure.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1558.9	1545.9	1542.4	1559.4	1539.3	1543.2	1557.9	1551.9	1541.0	129	135	93
10	1557.9	1542.4	1576.4	1559.4	1530.5	1581.9	1555.8	1553.8	1570.5	88	112	115
11	1546.5	1541.8	1559.3	1540.9	1539.1	1556.3	1551.5	1543.9	1561.8	63	64	89
12	1514.0	1531.3	1548.7	1500.5	1521.4	1553.4	1527.0	1540.6	1543.3	39	51	39
All Grades										319	362	336

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.31	12.59	13.98	46.09	37.04	35.48	19.53	37.04	29.03	14.06	13.33	21.51	128	135	93
10	24.42	13.39	35.65	33.72	42.86	34.78	19.77	25.00	15.65	22.09	18.75	13.91	86	112	115
11	12.70	15.63	22.73	34.92	28.13	34.09	31.75	29.69	23.86	20.63	26.56	19.32	63	64	88
12	15.38	5.88	28.21	28.21	35.29	17.95	23.08	33.33	25.64	33.33	25.49	28.21	39	51	39
All Grades	19.30	12.43	25.37	38.29	37.02	32.84	22.47	31.49	22.69	19.94	19.06	19.10	316	362	335

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	40.63	22.96	31.18	32.81	53.33	33.33	17.19	13.33	19.35	9.38	10.37	16.13	128	135	93
10	43.02	27.68	51.30	25.58	38.39	25.22	17.44	16.07	12.17	13.95	17.86	11.30	86	112	115
11	33.33	28.13	38.64	33.33	32.81	31.82	17.46	21.88	12.50	15.87	17.19	17.05	63	64	88
12	28.21	19.61	38.46	30.77	39.22	15.38	17.95	15.69	25.64	23.08	25.49	20.51	39	51	39
All Grades	38.29	24.86	40.90	30.70	43.09	28.06	17.41	16.02	15.82	13.61	16.02	15.22	316	362	335

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.59	3.70	1.08	29.69	26.67	21.51	36.72	48.15	43.01	25.00	21.48	34.41	128	135	93
10	9.30	7.14	13.04	30.23	28.57	36.52	31.40	38.39	31.30	29.07	25.89	19.13	86	112	115
11	1.59	4.69	5.68	20.63	18.75	26.14	47.62	34.38	43.18	30.16	42.19	25.00	63	64	88
12	10.26	0.00	2.56	23.08	15.69	25.64	15.38	47.06	33.33	51.28	37.25	38.46	39	51	39
All Grades	7.59	4.42	6.57	27.22	24.31	28.36	34.81	42.54	37.91	30.38	28.73	27.16	316	362	335

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.59	4.44	13.98	69.53	84.44	60.22	21.88	11.11	25.81	128	135	93
10	9.30	4.46	22.61	63.95	75.89	62.61	26.74	19.64	14.78	86	112	115
11	1.59	6.25	10.23	68.25	67.19	64.77	30.16	26.56	25.00	63	64	88
12	0.00	1.96	7.69	56.41	58.82	58.97	43.59	39.22	33.33	39	51	39
All Grades	6.33	4.42	15.22	66.14	75.14	62.09	27.53	20.44	22.69	316	362	335

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	74.80	64.44	65.59	18.11	25.19	21.51	7.09	10.37	12.90	127	135	93
10	74.12	60.71	80.70	11.76	23.21	7.89	14.12	16.07	11.40	85	112	114
11	71.43	60.94	72.41	15.87	21.88	12.64	12.70	17.19	14.94	63	64	87
12	69.23	64.71	66.67	7.69	11.76	15.38	23.08	23.53	17.95	39	51	39
All Grades	73.25	62.71	72.67	14.65	22.10	13.81	12.10	15.19	13.51	314	362	333

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.75	14.07	7.53	49.22	50.37	51.61	32.03	35.56	40.86	128	135	93
10	16.28	15.18	23.48	46.51	50.89	49.57	37.21	33.93	26.96	86	112	115
11	4.76	9.38	9.09	57.14	42.19	50.00	38.10	48.44	40.91	63	64	88
12	12.82	3.92	5.13	30.77	41.18	46.15	56.41	54.90	48.72	39	51	39
All Grades	14.56	12.15	13.13	47.78	47.79	49.85	37.66	40.06	37.01	316	362	335

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.13	1.48	0.00	80.47	79.26	79.57	16.41	19.26	20.43	128	135	93
10	4.65	2.68	6.09	74.42	74.11	79.13	20.93	23.21	14.78	86	112	115
11	12.70	14.06	9.09	65.08	53.13	70.45	22.22	32.81	20.45	63	64	88
12	12.82	9.80	12.82	53.85	60.78	51.28	33.33	29.41	35.90	39	51	39
All Grades	6.65	5.25	5.97	72.47	70.44	73.73	20.89	24.31	20.30	316	362	335

Conclusions based on this data:

1. Our numbers for students at a Level 4, doubled from 12% to 25%.
2. 135+ students were reclassified.

School and Student Performance Data

Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2108	**57**	**18.1**	**0.4**
Total Number of Students enrolled in Merrill F. West 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	381	18.1
Foster Youth	8	0.4
Homeless	106	5
Socioeconomically Disadvantaged	1202	57
Students with Disabilities	299	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	115	5.5
American Indian	9	0.4
Asian	275	13
Filipino	147	7
Hispanic	1175	55.7
Two or More Races	74	3.5
Pacific Islander	31	1.5
White	282	13.4

Conclusions based on this data:

1. We have 57% of students who are socioeconomically disadvantaged. We need to use the resources we have to meet the needs of these students.

2. 18.1% of our students were English Learners in 2022-23. That number has slightly decreased from 21-22.

3. Hispanic/Latino is the largest ethnic group (55.7%)

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Orange	**Suspension Rate**  Red
Mathematics  Orange	**Chronic Absenteeism**  No Performance Color	
English Learner Progress  Blue		
College/Career Medium		

Conclusions based on this data:

1. Areas for growth include Mathematics, Suspension Rate and Graduation Rate.
2. English Learner Progress and ELA performance were strong points.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	2

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	 Orange	Less than 11 Students
20.2 points above standard	56.3 points below standard	3 Students
Increased Significantly +16.8 points	Increased Significantly +19 points	
475 Students	129 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92.3 points below standard	 Yellow	 Orange
Decreased Significantly -34.5 points	1.4 points below standard	98.8 points below standard
21 Students	Increased Significantly +15.4 points	Increased Significantly +50 points
	269 Students	69 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0.6 points below standard			
Increased Significantly +32 points	No Performance Color	Blue	Blue
34 Students	0 Students	60.8 points above standard	72.4 points above standard
		Increased Significantly +36.1 points	Increased Significantly +38.6 points
		69 Students	33 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	60.9 points above standard	Less than 11 Students	
Yellow	Increased Significantly +21.8 points	3 Students	Green
0.5 points below standard	17 Students		41.5 points above standard
Increased +10.5 points			Increased +10.2 points
264 Students			55 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.7 points below standard	8 points below standard	36 points above standard
Increased +14.2 points	Increased Significantly +19.7 points	Increased Significantly +25.2 points
60 Students	71 Students	209 Students

Conclusions based on this data:

1. Overall, all students were 20.2 points above standard.

3. Current English Learners scored 122.7 points below standard Reclassified ELs scored 8 points below standard English Only scored 36 points above standard (all increased or increased significantly).

School and Student Performance Data

Academic Performance
Mathematics

The 2023 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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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	2	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
101.9 points below standard	171.9 points below standard	3 Students
Decreased -7.8 points	Decreased -11.4 points	
464 Students	129 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
198.6 points below standard	 Red	 Orange
Decreased Significantly -49.7 points	133.8 points below standard	201 points below standard
21 Students	Decreased -10.6 points	Increased +8.1 points
	264 Students	68 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
150.7 points below standard Decreased Significantly -43.9 points 33 Students	 No Performance Color 0 Students	 Green 20.2 points below standard Increased Significantly +26.2 points 68 Students	 Green 38.3 points below standard Increased Significantly +21.9 points 33 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 138.3 points below standard Decreased Significantly -18.3 points 259 Students	23.8 points below standard Increased Significantly +24.9 points 17 Students	Less than 11 Students 3 Students	 Orange 83 points below standard Decreased Significantly -39.1 points 56 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
221.4 points below standard Decreased -13.3 points 60 Students	131.9 points below standard Decreased -7.4 points 70 Students	87.7 points below standard Decreased -7.1 points 205 Students

Conclusions based on this data:

1. Overall, all students were 109.1 points below standard, a decrease and significant concern.
2. Students with disabilities, English learners, Homeless, and Socioeconomically disadvantaged students have the lowest scores.
3. Current English Learners scored 221.4 points below standard; Reclassified ELs scored 131.9 points below standard; English Only scored 87.7 points below standard (all decreases).

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Blue
57.1 points above standard making progress towards English language proficiency
Number of EL Students: 294 Students
Performance Level: 4

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.

2023 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
40	86	3	165

Conclusions based on this data:

1. English Learner Progress was 57.1 points above standard. Progress to be celebrated with 135+ reclassifications.
2. 165 English Learners increased at least one level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 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.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	3	3	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
35.9 Prepared	9.3 Prepared	Less than 11 Students
496 Students	107 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
23.4 Prepared	30 Prepared	2.8 Prepared
47 Students	330 Students	72 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
30.8 Prepared	Less than 11 Students	45.2 Prepared	46.2 Prepared
26 Students	5 Students	62 Students	39 Students

Hispanic	Two or More Races	Pacific Islander	White
30.9 Prepared	40 Prepared	Less than 11 Students	46.9 Prepared
272 Students	20 Students	8 Students	64 Students

Conclusions based on this data:

1. 164 students received the College/Career Medal in the 2022-23 school year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 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.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Our chronic absenteeism was 16.5% for the 2022-23 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	0	1	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	Less than 11 Students
87.7% graduated	74.8% graduated	1 Student
Decreased -3.9	Decreased Significantly -10.6	
496 Students	107 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Orange	 Red
72.3% graduated	84.8% graduated	62.5% graduated
Decreased Significantly -7.1	Decreased Significantly -5.2	Decreased Significantly -16.5
47 Students	330 Students	72 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
88.5% graduated	Less than 11 Students		
Decreased -1.2	5 Students	Green	Orange
26 Students		93.5% graduated	87.2% graduated
		Increased 4.2	Decreased Significantly -12.8
		62 Students	39 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	90% graduated	Less than 11 Students	
Orange	20 Students	8 Students	Orange
86.4% graduated			89.1% graduated
Decreased -4.6			Decreased -1.8
272 Students			64 Students

Conclusions based on this data:

1. Number of graduating students increased but graduation percentage fell slightly (3%).
2. Homeless and Students with disabilities have low graduation rates (72.3%/62.5%).
3. More work needs to be done to ensure higher graduation rate, 4 year plan emphasis.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	4	0	1	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	41.7% suspended at least one day
10.7% suspended at least one day	19.2% suspended at least one day	Increased 24
Increased 0.6	Increased Significantly 6.2	12 Students
2309 Students	432 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	 Orange
16.2% suspended at least one day	12.2% suspended at least one day	13.2% suspended at least one day
Increased 2.1	Maintained 0.2	Declined -1.9
136 Students	1381 Students	333 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students	 Red	 Orange
17.9% suspended at least one day	9 Students	10.9% suspended at least one day	3.2% suspended at least one day
Maintained -0.1		Increased Significantly 3.6	Increased 0.3
134 Students		303 Students	154 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Green	 Orange	 Orange
11.3% suspended at least one day	4.8% suspended at least one day	11.8% suspended at least one day	9.9% suspended at least one day
Increased 0.4	Declined -6.7	Declined -5.7	Increased 1.9
1297 Students	84 Students	34 Students	294 Students

Conclusions based on this data:

1. Our suspension rates were "Very High" with 10.7% of students suspended at least one day, a minimal increase. Currently in 2023-24 suspensions are down 10% from 2022-23.
2. There has been a 30% decrease in multiple suspensions in the first semester of 2023-24.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap.

Identified Need

After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, a need for more activities on campus to increase student motivation, and multi-tiered mental health services:
Professional Development efforts will be towards instructional strategies that will be used in classrooms for EL students and extra support for new teachers.

Develop and deliver academic interventions and increase access to core content for struggling learners using an MTSS approach.

NEEDS ASSESSMENT:
Academic intervention
Career readiness and support
Support for students struggling in math
Support for English Learners
Increased course offerings such as Dual Enrollment and 0 and/or 7th period

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard College/Career Indicator	Data from 2023 Graduating Class Ca Dashboard College/Career Indicator All students 29.0% (previous year 34%) CA Dashboard College/Career Indicator EL Students	Expected Outcomes will be for 2024-25 school year Ca Dashboard College/Career Indicator All students 34% prepared (goal of 5% increase annually) CA Dashboard College/Career Indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Very Low CA Dashboard College/Career Indicator Hispanic students Low CA Dashboard - College/Career Indicator Students with Disabilities Very Low	EL Students Medium to High CA Dashboard College/Career Indicator Hispanic students Medium to High CA Dashboard - College/Career Indicator Students with Disabilities Medium to High
California School Dashboard English Language Arts	CA Dashboard - ELA Performance Students with Disabilities, English Learners - Low (previous year - Very Low CA Dashboard -ELA Performance Hispanic, and Socioeconomically Disadvantaged Medium (previous year - Low	CA Dashboard - ELA Students with Disabilities, Homeless Medium or High CA Dashboard -ELA Performance- Hispanic, and Socioeconomically Disadvantaged High or Higher
California School Dashboard Math Performance	CA Dashboard - Math Performance Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Very Low (previous year - Students with Disabilities were Very Low but moved to Low this year). CA Dashboard - Math Performance EL Students 171.9 points below standard (previous year - 200 points below)	CA Dashboard - Math Performance English Learners, Hispanic, Socioeconomically Disadvantaged LOW or Higher CA Dashboard - Math Performance EL Students <150 points below standard
Graduation Rate	Graduation Rate - All students 87.7% graduated (previous year 91.1%)	Graduation Rate - All students Maintain graduation rate without the AB146.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Graduation Rate - Students with Disabilities, Homeless 62.5% (previous year - 79%; decline of 16.5%)	Graduation Rate - Students with disabilities, Homeless Increase graduation rate by 5%
FastBridge Assessment Data Math (aMath)	44% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2021 FastBridge aMath assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
FastBridge Assessment Data English Language Arts (aReading)	47% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2021 FastBridge aReading assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
FastBridge Assessment Data (mySAEBRS)	74% of students were at Low Risk	Increase number of low risk students by 5%
ELPAC Assessment Data	2023 Data 57.1% Progressed (previous year - 39.2% Progressed at least one ELPI level; increase of 18%)	3% increase in Progress Indicator
Overall F Grades Rates	2022-23 Semester 1 11.9% (previous year -15.30%) Semester 2 13% (previous year - 18%)	decrease by half by end of 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID Program (AVID Training for staff members, AVID Coordinator Prep, AVID Courses, AVID Tutoring)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

38562	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support for Comprehensive Educational Opportunities for All Students (Including Socioeconomically Disadvantaged Students) - Special program and club support, field trips, sub coverage, classroom supplies, digital technology, supplies for academic intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
41000	Title I
10000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Mainstream English Learner Students and provide ELD Support classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Mainstream Students with Disabilities into Co-taught sections of core classes (currently in sheltered classes)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Targeted Academic Intervention (tutoring, PLC collaboration, supplies for intervention)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded
0	Title I
9000	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Schoolwide TOSA w/EL Strategies focus, EL Paraprofessional, Translator Clerk/Typist

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
241000	Title I
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3 EL Paraprofessional Salaries (Targeted EL Funding), EL Coordinator (prep sections)
+1 New para for non Spanish English language learners

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
199711	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

ELD Class Supplies, EL Collaboration, Translation for Parent Events, Group Tutoring, One-On-One Tutoring, Academic Intervention, Home Visits, Testing Support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13000	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Staff - professional development, conferences, sub costs, timesheets for professional development preparation (including AdvanceSTEM ILT team), speakers, presenters, collaboration time for Lesson Studies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	LCFF
15000	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Attending After School Targeted Intervention / Tutoring

Strategy/Activity

Nutritional Services for Students Attending After School Targeted Intervention / Tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Education Field Trips (College visit, transportation, and sub costs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12500	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (and Parents)

Strategy/Activity

Parent Engagement Activities (PIQE, Parent Group, Parent Presentations)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I

0	LCFF

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - Supplies, Equipment Agreements, School Business, Postage, Copies, School Safety

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45200	LCFF
10000	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - Teacher, Department and Class Supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
73750	LCFF
10000	Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Wellness Support for Students from Diverse Backgrounds (gender identity, cultural, socioeconomic, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Tutoring, Intervention, Other Academic Support Services (Tier 2 and Tier 3), Staff Professional Development/Training

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2370	Title I
14514	LCFF - Supplemental

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase A-G rates and decrease F rates for all students; Group counseling (FACES); Academic Tutoring; Teacher Professional Development; Counseling Presentations

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide extra supports for unplanned, unforeseen educational expenditures

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

We continued to use the Model School's Rigor, Relevance, and Engagement Rubrics to guide instructional processes in our classrooms. Administrators conducted over classroom visits 3 to give teachers feedback on their instructional practices in relation to the rubrics.
PLC work and department meetings were held on site ERM days per district calendar.
Special Education co-teachers allowed for the expansion of inclusion model for English, Math (Algebra and Geometry) and science (Biology) classes.
FastBridge Assessments were administered three times in 23-24 SY.
IEP and 504 meetings were carried out as required.
Over 600 students have and/or are receiving services through our COST model of MTSS.

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

Lack of staffing in classes (long term substitute teachers) may have an effect on the quality of instruction.
Sub shortages and number of teacher teaching 6/5 made it difficult to provide some professional development opportunities and for teachers to join in instructional rounds.
Efforts to utilize FastBridge data in an efficient, effective manner are ongoing.

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.

Continue to monitor student achievement data and utilize data to provide necessary supports through COST model.
Continue to expand co-taught/inclusion classes for students on IEP
Increase Instructional rounds and include teachers more frequently in the process.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a Safe and Equitable Learning Environment

Goal 2

Provide a Safe and Equitable Learning Environment

Identified Need

After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, a need for more activities on campus to increase student motivation, updates to infrastructure, and multi-tiered mental health services.

Supports for students with an identified risk factor
Supports for students with discipline issues
Tutoring program
Mental health services for students
Support for underperforming student sub groups

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Overall 10.7% Suspended at least once (previous year - 10.7%)	Decrease by 3% annually - Goal not met (2.0% increase)
FastBridge Assessment Data Social-Emotional Learning Survey (mySAEBRS)	74% of students were at Low Risk for SEL Concerns	Increase by 3% in all categories (Goal almost met (2% increase)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support and Supplies for and Intervention and Study Skill Center

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless / Foster Student Support

Strategy/Activity

Support Services for Homeless / Foster Youth

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental Health Services and Socio-Emotional Support for Students (ex. FACES)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
175000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase security presence to address safety concerns (City of Tracy PD)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Awareness of Diversity (assemblies, conflict management)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF
8000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Tracking Safety and Participation Program (5 Star)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Admin secretary in charge of intervention and progress tracking

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

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

85.02% (-1.2%) of parents, 75.70% (+3.01%) of students, and 74.93% (+0.44%) of staff responded positively to the LCAP climate questions.
89.21% (+3.24%) of parents, 72.44% (+1.15%) of students, and 76.92.14% (+9.78%) of staff responded positively to safety questions on the LCAP survey.

Security and safety was a priority for this past school year. We added a full time security position in the front of the school to guide and greet visitors. We have continued the use of the Raptor system to log and check on public background information of people coming on to campus. We redesigned the perimeter fence to include all buildings and ensure that there is only one entry point on to campus.

Despite the high percentage of positive responses from parents, it is important to engage even more parents in school safety and climate initiatives.

Our suspension rates were "Very High" with 10.7% of students suspended at least one day. An increase of 0.6% from 2022-23.

We have mental health counseling available every day for students, as well as socio-emotional support from outside groups. These services are utilized by student groups to provide additional support to at-risk students. Our COST team reviews referrals to place students into services. There is a need for creating a classified position to place and monitor our over 600 students receiving extra services.

Analysis of FastBridge Scores and overall grades indicate that there is a need for support for students with disabilities and English language learners.

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

Mental health therapists and behaviorists have had a significant impact on the suspension rate for the upcoming year. Student behaviors and violations for suspensions are different than last year.

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

Our goals here remain the same as we are working to decrease suspension rates for all groups. We are continuing to offer mental health resources and socio-emotional support for our students. By increasing counseling and mental health services, the school can better support students and address the root causes of their behavior. This could involve hiring additional counselors, partnering with local mental health providers, and training teachers and staff in trauma-informed practices. (Goal 2, Strategy 3)

While the majority of students responded positively to safety questions, there is still a significant percentage that did not. A goal could be to increase student awareness and preparedness through continuance of regular safety drills, safety awareness sessions w/SRO, and classroom discussions. (Goal 2, Strategy 5)

We will add a classified position to place and monitor our over 600 students receiving extra services.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,025,107.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$575,370.00

Subtotal of additional federal funds included for this school: $575,370.00

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 ($)
	$0.00
District Funded	$38,562.00
LCFF	$157,950.00
LCFF - Supplemental	$253,225.00

Subtotal of state or local funds included for this school: $449,737.00

Total of federal, state, and/or local funds for this school: $1,025,107.00

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

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Gary Henderson	Principal
Nichole Garrick	Other School Staff
LaShay Lundy	Other School Staff
Virdiana Gonzalez	Parent or Community Member
Cachet Hoover	Parent or Community Member
Mario Rodriguez	Classroom Teacher
Leslie McCoy	Classroom Teacher
Abraham Akhtar	Classroom Teacher
Seth Scheidtmann	Parent or Community Member
Adina Bullock	Parent or Community Member
Adrianna Hutchens	Secondary Student
Caleb Cosme	Secondary Student
Kaelyn Grace Garcia	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Classified Employee Rep

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

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

This SPSA was adopted by the SSC at a public meeting on 4-25-24.

Attested:

	Principal, Gary Henderson on 4/25/2024
	SSC Chairperson, Abraham Akhtar on 4/25/24

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019