School Year: **2025-26**

School Plan for Student Achievement (SPSA)

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

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Merrill F. West High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- 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.

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

Table of Contents

SPSA Title Page 1
Table of Contents....3
Plan Description....5
Educational Partner Involvement....6
Resource Inequities....6
Comprehensive Needs Assessment Components....7
    California School Dashboard (Dashboard) Indicators....7
    Other Needs....7
School and Student Performance Data....8
    Student Enrollment....8
    CAASPP Results....10
    ELPAC Results....14
    Student Population....17
    Overall Performance....19
    Academic Performance....21
    Academic Engagement....28
    Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
    Goal 1....34
    Goal 2....39
    Goal 3....42
    Goal 4....43
    Goal 5....44
Budget Summary....45
    Budget Summary....45
    Other Federal, State, and Local Funds....45
Budgeted Funds and Expenditures in this Plan....46
    Funds Budgeted to the School by Funding Source....46
    Expenditures by Funding Source....46
    Expenditures by Budget Reference....46
    Expenditures by Budget Reference and Funding Source....46
    Expenditures by Goal....46
School Site Council Membership....47
Recommendations and Assurances....48
Instructions....49
Appendix A: Plan Requirements....56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 59
Appendix C: Select State and Federal Programs 62

Plan Description

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

This plan is being used by Merrill F. West High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- 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).

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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 1900 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 last year's WASC visit, as well as district LCAP and Title 1 regulations. WASC full review was in April 2024 and the school received a six year accreditation, with a mid term visit. 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. The recommendations included increased communication, more efficient use of data, and increasing Tier I teaching strategies. 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 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.

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) 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.

Educational Partner Involvement

How, when, and with whom did Merrill F. West High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ELAC / Parent Meetings - October 17 2024, December 5, 2024, January 29, 2025, March 5,2025
LCAP Student Survey - February 2025
LCAP Parent/Community Survey - February 2025
LCAP Staff Survey - February 2025

Whole Staff Site Goals Assessment - February 2025

Department Meeting 7-26-24, 9-10-24, 10-1-24, 11-12-24, 12-10-24, 1-14-25, 2-11-25, 3-4-25, 4-8-25, 5-13-25

West High School Site Council - 9-5-2024, 10-3-2024,11-7-24, 12-5-24, 1-9-25, 2-6-25, 3-6-25, 4-17-25, 5-1-25

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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 2025-2026, 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
Increase CTE Course Options

Mentoring Programs for Students
EL Student Supports
Support for Reclassified EL Students
Support for Students Struggling in Math
Increased Co-Taught Class Offerings
STEM support
Additional Tier 2 Supports
Focus on Grading Practicing
Additional Behaviorist Supports
Increase A-G percentages
Expanded Tutoring Offerings
0 and 7th Period Course Offerings
Bilingual Peer Tutors
Supports for Students with Discipline Issues
SBAC Support and Practice
Expanded Translation Services
Support for Students Struggling Academically and Emotionally

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Red- Suspensions. Orange English Learner progress, College/Career, ELA Math. EL and ELA decline was due to previous year large gains.

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

Other Needs

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

Over 75% of students classified as socioeconomically disadvantaged.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.40%	0.43%	0.39%	9	9	8
African American	5.75%	5.46%	5.42%	129	115	112
Asian	11.90%	13.05%	14.71%	267	275	304
Filipino	7.36%	6.97%	6.73%	165	147	139
Hispanic/Latino	56.89%	55.74%	56.44%	1,276	1175	1166
Pacific Islander	1.56%	1.47%	1.31%	35	31	27
White	12.57%	13.38%	11.57%	282	282	239
Two or More Races	3.57%	3.51%	3.44%	80	74	71
Not Reported	%	0%	%	0	0	
			Total Enrollment	2,243	2108	2066

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	582	488	481
Grade 10	592	557	479
Grade 11	561	534	546
Grade 12	508	528	560
Total Enrollment	2,243	2,108	2,066

Conclusions based on this data:

1. Overall student enrollment has decreased by 39 students from 2022-23 to 2023-24
2. Our largest sub-group is Hispanic students, followed by Asian, White, Filipino and African-American students.
3. Over 75% of students are classified as socioeconomically disadvantaged.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	470	381	350	19.4%	21.0%	18.6%
Fluent English Proficient (FEP)	778	795	860	35.1%	34.7%	41.6%
Reclassified Fluent English Proficient (RFEP)	690	718	784	11.2%	30.8%	69.1%

Conclusions based on this data:

1. The percentage of RFEP students increased by 12.9 %, an increase from 22-23 School Year due to a number of re-designated students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	518	515	493	500	491	473	500	491	473	96.5	95.3	95.9
All Grades	518	515	493	500	491	473	500	491	473	96.5	95.3	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2585.	2602.	2571.	24.40	26.07	18.60	29.60	35.23	31.29	22.40	20.98	24.10	23.60	17.72	26.00
All Grades	N/A	N/A	N/A	24.40	26.07	18.60	29.60	35.23	31.29	22.40	20.98	24.10	23.60	17.72	26.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.16	27.70	17.12	56.14	56.21	57.72	17.71	16.09	25.16
All Grades	26.16	27.70	17.12	56.14	56.21	57.72	17.71	16.09	25.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.56	30.14	24.95	45.88	49.08	51.59	27.57	20.77	23.47
All Grades	26.56	30.14	24.95	45.88	49.08	51.59	27.57	20.77	23.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.47	13.44	14.80	69.88	73.32	69.77	13.65	13.24	15.43
All Grades	16.47	13.44	14.80	69.88	73.32	69.77	13.65	13.24	15.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.60	22.40	17.55	63.60	66.19	62.16	14.80	11.41	20.30
All Grades	21.60	22.40	17.55	63.60	66.19	62.16	14.80	11.41	20.30

Conclusions based on this data:

1. The percentage of students meeting or exceeding ELA standards increased from 2022-23 to 2023-24 by 8 points.
2. Participation remained relatively the same at 95.9 %.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	518	513	493	499	486	470	498	485	470	96.3	94.7	95.3
All Grades	518	513	493	499	486	470	498	485	470	96.3	94.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2531.	2524.	2517.	6.43	7.63	8.30	16.27	12.37	11.49	21.89	21.03	18.72	55.42	58.97	61.49
All Grades	N/A	N/A	N/A	6.43	7.63	8.30	16.27	12.37	11.49	21.89	21.03	18.72	55.42	58.97	61.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.85	11.55	10.85	36.95	30.31	30.21	51.20	58.14	58.94
All Grades	11.85	11.55	10.85	36.95	30.31	30.21	51.20	58.14	58.94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.44	9.28	8.51	61.04	59.79	59.36	28.51	30.93	32.13
All Grades	10.44	9.28	8.51	61.04	59.79	59.36	28.51	30.93	32.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.63	10.93	7.45	63.86	56.70	57.23	27.51	32.37	35.32
All Grades	8.63	10.93	7.45	63.86	56.70	57.23	27.51	32.37	35.32

Conclusions based on this data:

1. The number of students meeting or exceeding standards remained relatively the same.
2. The number of students that exceeded standards increased by .67% from 2022-23.
3. The number of students that nearly met standards decreased by .89%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1545.9	1542.4	1541.4	1539.3	1543.2	1541.8	1551.9	1541.0	1540.6	135	93	91
10	1542.4	1576.4	1570.5	1530.5	1581.9	1575.2	1553.8	1570.5	1565.4	112	115	70
11	1541.8	1559.3	1549.7	1539.1	1556.3	1543.5	1543.9	1561.8	1555.5	64	89	55
12	1531.3	1548.7	1561.6	1521.4	1553.4	1559.8	1540.6	1543.3	1562.8	51	39	64
All Grades										362	336	280

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.59	13.98	10.99	37.04	35.48	48.35	37.04	29.03	19.78	13.33	21.51	20.88	135	93	91
10	13.39	35.65	37.14	42.86	34.78	32.86	25.00	15.65	5.71	18.75	13.91	24.29	112	115	70
11	15.63	22.73	18.18	28.13	34.09	34.55	29.69	23.86	20.00	26.56	19.32	27.27	64	88	55
12	5.88	28.21	23.44	35.29	17.95	39.06	33.33	25.64	15.63	25.49	28.21	21.88	51	39	64
All Grades	12.43	25.37	21.79	37.02	32.84	39.64	31.49	22.69	15.36	19.06	19.10	23.21	362	335	280

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.96	31.18	30.77	53.33	33.33	39.56	13.33	19.35	14.29	10.37	16.13	15.38	135	93	91
10	27.68	51.30	52.86	38.39	25.22	18.57	16.07	12.17	8.57	17.86	11.30	20.00	112	115	70
11	28.13	38.64	36.36	32.81	31.82	32.73	21.88	12.50	10.91	17.19	17.05	20.00	64	88	55
12	19.61	38.46	40.63	39.22	15.38	32.81	15.69	25.64	9.38	25.49	20.51	17.19	51	39	64
All Grades	24.86	40.90	39.64	43.09	28.06	31.43	16.02	15.82	11.07	16.02	15.22	17.86	362	335	280

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.70	1.08	2.20	26.67	21.51	21.98	48.15	43.01	42.86	21.48	34.41	32.97	135	93	91
10	7.14	13.04	18.57	28.57	36.52	31.43	38.39	31.30	25.71	25.89	19.13	24.29	112	115	70
11	4.69	5.68	7.27	18.75	26.14	27.27	34.38	43.18	27.27	42.19	25.00	38.18	64	88	55
12	0.00	2.56	10.94	15.69	25.64	18.75	47.06	33.33	39.06	37.25	38.46	31.25	51	39	64
All Grades	4.42	6.57	9.29	24.31	28.36	24.64	42.54	37.91	34.64	28.73	27.16	31.43	362	335	280

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.44	13.98	1.10	84.44	60.22	74.73	11.11	25.81	24.18	135	93	91
10	4.46	22.61	12.86	75.89	62.61	67.14	19.64	14.78	20.00	112	115	70
11	6.25	10.23	1.82	67.19	64.77	69.09	26.56	25.00	29.09	64	88	55
12	1.96	7.69	6.25	58.82	58.97	64.06	39.22	33.33	29.69	51	39	64
All Grades	4.42	15.22	5.36	75.14	62.09	69.29	20.44	22.69	25.36	362	335	280

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	64.44	65.59	73.63	25.19	21.51	12.09	10.37	12.90	14.29	135	93	91
10	60.71	80.70	70.59	23.21	7.89	10.29	16.07	11.40	19.12	112	114	68
11	60.94	72.41	61.82	21.88	12.64	21.82	17.19	14.94	16.36	64	87	55
12	64.71	66.67	73.44	11.76	15.38	15.63	23.53	17.95	10.94	51	39	64
All Grades	62.71	72.67	70.50	22.10	13.81	14.39	15.19	13.51	15.11	362	333	278

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.07	7.53	6.59	50.37	51.61	46.15	35.56	40.86	47.25	135	93	91
10	15.18	23.48	30.00	50.89	49.57	34.29	33.93	26.96	35.71	112	115	70
11	9.38	9.09	7.27	42.19	50.00	45.45	48.44	40.91	47.27	64	88	55
12	3.92	5.13	9.38	41.18	46.15	51.56	54.90	48.72	39.06	51	39	64
All Grades	12.15	13.13	13.21	47.79	49.85	44.29	40.06	37.01	42.50	362	335	280

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.48	0.00	2.20	79.26	79.57	78.02	19.26	20.43	19.78	135	93	91
10	2.68	6.09	2.86	74.11	79.13	77.14	23.21	14.78	20.00	112	115	70
11	14.06	9.09	7.27	53.13	70.45	65.45	32.81	20.45	27.27	64	88	55
12	9.80	12.82	10.94	60.78	51.28	62.50	29.41	35.90	26.56	51	39	64
All Grades	5.25	5.97	5.36	70.44	73.73	71.79	24.31	20.30	22.86	362	335	280

Conclusions based on this data:

1. Our numbers for students at a Level 4, increased by 1.12%.
2. Our numbers for students at a Level 2, decreased by 9.25%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,066	**75.1%**	**16.9%**	**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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	350	16.9%
Foster Youth	8	0.4%
Homeless	112	5.4%
Socioeconomically Disadvantaged	1,551	75.1%
Students with Disabilities	314	15.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	112	5.4%
American Indian	8	0.4%
Asian	304	14.7%
Filipino	139	6.7%
Hispanic	1,166	56.4%
Two or More Races	71	3.4%
Pacific Islander	27	1.3%
White	239	11.6%

Conclusions based on this data:

1. We have 75% of students who are socioeconomically disadvantaged. We need to increase resources to meet the needs of these students.

2. 16.9% of our students were English Learners in 2023-24. That number has slightly decreased from 22-23

3. Hispanic/Latino is the largest ethnic group (56.4%)

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

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Orange		
College/Career Orange		

Conclusions based on this data:

1. Areas for growth continue to be Mathematics, Suspension Rate and College Career Readiness.
2. English Learner Progress and ELA performance decreased due to solid numbers in 23-24.
3. Graduation rate was an area of strong improvement.

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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	1	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
9.3 points below standard	90.7 points below standard	133.6 points below standard
Declined 29.5 points	Declined 34.4 points	Declined 49.6 points
467 Students	125 Students	38 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	81.4 points below standard	24.8 points below standard
	Increased 10.9 points	Declined 23.4 points
	26 Students	337 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
146.5 points below standard	64.0 points below standard	Less than 11 Students
Declined 47.7 points	Declined 63.4 points	3 Students
65 Students	23 Students	

Asian	Filipino	Hispanic
 Yellow	 Green	 Orange
11.9 points above standard	68.8 points above standard	29.3 points below standard
Declined 48.9 points	Declined 3.6 points	Declined 28.8 points
71 Students	43 Students	244 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
11.4 points above standard	Less than 11 Students	6.2 points above standard
Declined 49.6 points	6 Students	Declined 35.3 points
18 Students		59 Students

Conclusions based on this data:

1. Overall, all students were 9.3 points below standard due to a 29.5 decline.
2. Because of similar decline ELs were well below standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	1	1	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
108.8 points below standard	191.3 points below standard	229.2 points below standard
Declined 6.9 points	Declined 19.4 points	Declined 24.1 points
465 Students	132 Students	38 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	176.2 points below standard	127.4 points below standard
	Increased 22.4 points	Increased 6.4 points
	28 Students	336 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
215.6 points below standard	159.3 points below standard	Less than 11 Students
Declined 14.6 points	Declined 8.6 points	3 Students
65 Students	23 Students	

Asian	Filipino	Hispanic
 Yellow	 Green	 Red
48.9 points below standard	12.1 points below standard	143.0 points below standard
Declined 28.7 points	Increased 26.2 points	Declined 4.7 points
73 Students	42 Students	244 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
83.8 points below standard	Less than 11 Students	102.9 points below standard
Declined 60.0 points	6 Students	Declined 19.9 points
18 Students		58 Students

Conclusions based on this data:

1. Overall, all students were 108.8 below standard, a very slight improvement and performance still remains a concern.
2. Students with disabilities, English learners, Homeless, and Socioeconomically disadvantaged students have the lowest scores.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	Orange
50.8% making progress.	53.4% making progress.
Number Students: 240 Students	Number Students: 161 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 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**
12.9%	36.3%	0.8%	49.6%

Conclusions based on this data:

1. English Learner Progress was 50.8 points above standard. A decrease but still well above state numbers.
2. 49.6% of English Learners increased at least one level well 12.9% decreased one level

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	2	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Red	Red
31.1 Prepared	6.6 Prepared	8.3 Prepared
Declined 4.8	Declined 2.7	Maintained 1.4
518 Students	136 Students	96 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Red	Orange
Less than 11 Students 0	7.9 Prepared	25 Prepared
4 Students	Declined 15.5	Declined 5
	38 Students	384 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
3.9 Prepared	25.6 Prepared	0 Students
Maintained 1.1	Declined 5.2	
77 Students	43 Students	

Asian	Filipino	Hispanic
		
Yellow	Yellow	Orange
43.5 Prepared	45 Prepared	23.7 Prepared
Maintained 1.6	Maintained 1.2	Declined 7.2
85 Students	40 Students	279 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
62.5 Prepared	Less than 11 Students 0	34.6 Prepared
Increased 22.5	3 Students	Declined 12.3
16 Students		52 Students

Conclusions based on this data:

1. College/Career Readiness dropped 4.8 points with 31.1 prepared - an area of focus to improve.
2. Over 150 students received the College/Career Medal in the 2023-24 school year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
	25.6	

Asian	Filipino	Hispanic
12.1	8.6	17.3

Two or More Races	Pacific Islander	White
31.2	34.5	17.4

Conclusions based on this data:

1. With the exception of students with two or more races, chronic absenteeism was significantly reduced from 2023-2024 as compared to 2022-2023.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	6	1

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Green
90% graduated	89.2% graduated	91.8% graduated
Increased 2.3%	Increased 14.4%	Increased 16.1%
522 Students	139 Students	97 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Green	Green
Fewer than 11 students - data not displayed for privacy	80% graduated	89.7% graduated
4 Students	Increased 7.7%	Increased 4.8%
	40 Students	387 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
81.3% graduated	93% graduated	0 Students
Increased 18.8%	Increased 4.6%	
80 Students	43 Students	

Asian	Filipino	Hispanic
 Yellow	 Blue	 Green
91.9% graduated	97.5% graduated	88.3% graduated
Declined 1.7%	Increased 10.3%	Increased 1.9%
86 Students	40 Students	281 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
100% graduated	Fewer than 11 students - data not displayed for privacy	86.8% graduated
Increased 10%	3 Students	Declined 2.3%
16 Students		53 Students

Conclusions based on this data:

1. Number of graduating students increased 2.3%
2. Homeless and Students with disabilities have low graduation rates but have increased 8% and 19% respectively.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
7	3	1	0	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Orange	 Red
11.4% suspended at least one day	18% suspended at least one day	21.9% suspended at least one day
Increased 0.8%	Declined 1.2%	Increased 3.8%
2195 Students	406 Students	270 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Red
16.7% suspended at least one day	14.6% suspended at least one day	13% suspended at least one day
Declined 25%	Declined 1.6%	Increased 0.8%
12 Students	144 Students	1653 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
16.9% suspended at least one day	18.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 3.7%	Increased 0.3%	8 Students
331 Students	126 Students	

Asian	Filipino	Hispanic
 Yellow	 Orange	 Red
7.3% suspended at least one day	4.3% suspended at least one day	11.9% suspended at least one day
Declined 3.6%	Increased 1%	Increased 0.6%
317 Students	141 Students	1244 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
15.6% suspended at least one day	17.2% suspended at least one day	13.4% suspended at least one day
Increased 10.8%	Increased 5.5%	Increased 3.6%
77 Students	29 Students	253 Students

Conclusions based on this data:

1. Our suspension rates were "Very High" with 11.4% of students suspended at least one day, a minimal increase.
2. There was 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.

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

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:

Dual Enrollment Opportunities
Academic Intervention
Career Readiness Education and Support
Awareness of Seal of Biliteracy
Increase CTE Course Options
Mentoring Programs for Students
EL Student Supports
Support for Reclassified EL Students
Support for Students Struggling in Math
Increased Co-Taught Class Offerings
STEM support
Additional Tier 2 Supports
Increase A-G percentages
Expanded Tutoring Offerings
0 and 7th Period Course Offerings
Bilingual Peer Tutors
SBAC Support and Practice
Support for Students Struggling Academically and Emotionally

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard College/Career Indicator	Data from 2024 Graduating Class Ca Dashboard College/Career Indicator All students 31.1% (declined 4.8%) CA Dashboard College/Career Indicator EL Students Very Low CA Dashboard College/Career Indicator Hispanic students Low CA Dashboard - College/Career Indicator Students with Disabilities Very Low	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 EL Students Very Low to Medium CA Dashboard College/Career Indicator Hispanic students Low to Medium CA Dashboard - College/Career Indicator Students with Disabilities Very Low to Medium
California School Dashboard English Language Arts	CA Dashboard - ELA Performance Students with Disabilities, English Learners - Very Low (previous year - Low) CA Dashboard -ELA Performance Hispanic, and Socioeconomically Disadvantaged Low (previous year - Medium)	CA Dashboard - ELA Students with Disabilities, Homeless Very Low t0 Medium CA Dashboard -ELA Performance- Hispanic, and Socioeconomically Disadvantaged Medium to High
California School Dashboard Math Performance	CA Dashboard - Math Performance Students with Disabilities, English Learners, Hispanic, Long-Term English Learners Very Low (previous year - Low). CA Dashboard - Math Performance EL Students 245.3 points below standard (previous year - 171.9 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 90% graduated (previous year 87.7%) Graduation Rate - Students with Disabilities, Homeless Students with Disabilities - 81.3%; Homeless - 80% (Last year - 69%)	Graduation Rate - All students Maintain graduation rate without the AB146. Graduation Rate - Students with disabilities, Homeless Increase graduation rate by 5%

FastBridge Assessment Data Math (aMath)	48% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2024 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 2024 FastBridge aReading assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
FastBridge Assessment Data (mySAEBRS)	76% of students were at Low Risk	Increase number of low risk students by 5%
ELPAC Assessment Data	2024 Data 14.63% Progressed (previous year - 57.1% Progressed at least one ELPI level)	3% increase in Progress Indicator
Overall F Grades Rates	2024-25 Semester 1 9.4% (previous year - 11.9%) Semester 2 --- (previous year - 13%)	decrease by half by end of 2024-25

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	AVID Program (AVID Training for staff members, AVID Coordinator Prep, AVID Courses, AVID Tutoring)	All students	38673 District Funded
1.2	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	All students	8500 LCFF 27543 Title I
1.3	Mainstream English Learner Students and provide ELD Support classes	English Learner Students	0 District Funded
1.4	Mainstream Students with Disabilities into Co-taught sections of core classes (currently in sheltered classes)	Students with Disabilities	0 District Funded
1.5	Targeted Academic Intervention (tutoring, PLC collaboration, supplies for intervention)	All students	9000 LCFF 0 District Funded 0 Title I
1.6	Schoolwide TOSA w/EL Strategies focus, EL Paraprofessional, Translator Clerk/Typist	EL Students	236328 Title I

			0
1.7	3 EL Paraprofessional Salaries (Targeted EL Funding), EL Coordinator (prep sections) +1 New para for non Spanish English language learners	EL Students	217085 LCFF - Supplemental
1.8	ELD Class Supplies, EL Collaboration, Translation for Parent Events, Group Tutoring, One-On-One Tutoring, Academic Intervention, Home Visits, Testing Support	EL Students	9500 LCFF
1.9	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	All Students	20000 LCFF
1.10	Nutritional Services for Students Attending After School Targeted Intervention / Tutoring	Students Attending After School Targeted Intervention / Tutoring	2081 LCFF - Supplemental
1.11		All Students	
1.13	Parent Engagement Activities (PIQE, Parent Group, Parent Presentations)	All Students (and Parents)	3500 Title I 0 LCFF
1.14	General Operating Costs - Supplies, Equipment Agreements, School Business, Postage, Copies, School Safety	All Students	38000 LCFF 10000 Title I 1000-1999: Certificated Personnel Salaries
1.16	General Operating Costs - Teacher, Department and Class Supplies	All Students	70000 LCFF 15000 Title I
1.17	Student Wellness Support for Students from Diverse Backgrounds (gender identity, cultural, socioeconomic, etc.)	All Students	1000 Title I
1.18	Tutoring, Intervention, Other Academic Support Services (A-G completion increase) No Red Ink	All Students	19000 Title I

1.19	Increase A-G rates and decrease F rates for all students; Group counseling (FACES); Academic Tutoring; Teacher Professional Development; Counseling Presentations	All Students	0 District Funded
1.20	Provide extra supports for unplanned, unforeseen educational expenditures	All Students	5000 Title I

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

English Learner population continues to show high numbers of resignation

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

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

Remaining relatively the same with some funding loss affecting things like off site professional development

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Provide a Safe and Equitable Learning Environment

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a Safe and Equitable Learning Environment

Identified Need

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

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
Academic Intervention
Mentoring Programs for Students
EL Student Supports
Support for Reclassified EL Students
Support for Students Struggling in Math
Increased Co-Taught Class Offerings
Additional Tier 2 Supports
Focus on Grading Practicing
Additional Behaviorist Supports
Increase A-G percentages
Expanded Tutoring Offerings
0 and 7th Period Course Offerings
Bilingual Peer Tutors
Supports for Students with Discipline Issues
SBAC Support and Practice
Expanded Translation Services
Support for Students Struggling Academically and Emotionally

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Overall 11.4% Suspended at least once (previous year - 10.7%)	Decrease by 3% annually - Goal not met (0.8% increase)
FastBridge Assessment Data Social-Emotional Learning Survey (mySAEBRS)	72% of students were at Low Risk for SEL Concerns	Increase by 3% in all categories (Goal almost met (decrease by 2%)))

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support and Supplies for and Intervention and Study Skill Center	All Students	
2.2	Support Services for Homeless / Foster Youth	Homeless / Foster Student Support	0 District Funded
2.3	Mental Health Services and Socio-Emotional Support for Students (ex. VCC)	All Students	112000 Title I
2.4	Increase security presence to address safety concerns (City of Tracy PD)	All Students	5000 LCFF
2.5	Increase Awareness of Diversity (assemblies, conflict management)	All Students	5000 LCFF
2.6	Student Tracking Safety and Participation Program (5 Star)	All Students	2000 LCFF
2.7	Clerk Typist 1 to document student mental health and academic interventions	All Students	5000 LCFF 4700 Title I

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Coordination of Services Team continues to provide needed SEL and academic intervention with over 700 students currently receiving regular intervention.

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

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

Decrease funding meant a cut from 1.5 site funded mental health providers to 1.0.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$863,910.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$434,071.00

Subtotal of additional federal funds included for this school: $434,071.00

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	$38,673.00
LCFF	$172,000.00
LCFF - Supplemental	$219,166.00

Subtotal of state or local funds included for this school: $429,839.00

Total of federal, state, and/or local funds for this school: $863,910.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	38,673.00
LCFF	172,000.00
LCFF - Supplemental	219,166.00
Title I	434,071.00

Expenditures by Budget Reference

Budget Reference	Amount
	54,743.00
1000-1999: Certificated Personnel Salaries	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	38,673.00
	LCFF	172,000.00
	LCFF - Supplemental	219,166.00
	Title I	424,071.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	730,210.00
Goal 2	133,700.00

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

4 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Gary Henderson	Principal
Abraham Akhtar	Classroom Teacher
Mario Rodriguez	Classroom Teacher
Derek Sundquist	Classroom Teacher
Leslie McCoy	Classroom Teacher
Nichole Garrick	Other School Staff
LaShay Lundy	Other School Staff
Edith Mendez	Parent or Community Member
Amy Crotts	Parent or Community Member
Adina Bullock	Parent or Community Member
Amara Hackney	Secondary Student
Tanusha Kolli	Secondary Student
Tanya Singh	Secondary Student
Lucia Noor Behnam	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 .

Attested:

	Principal, Gary Henderson on 5/1/2025
	SSC Chairperson, Abraham Akhtar on 5/1/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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