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
Tracy High School	39-75499-393800	4/17/25	

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 Tracy High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 SSC met monthly from August 2024 through May 2025 to review, plan, and advise school budgetary planning for inclusion in the SPSA.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-resourced student groups. 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.

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Plan Description

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

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

- Schoolwide Program

  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 SSC met monthly from August 2024 through May 2025 to review, plan, and advise school budgetary planning for inclusion in the SPSA.

  California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-resourced student groups. 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.

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.

Additionally, the site has developed supplemental goals in the areas of Educational Partner Engagement and WASC Action Plan goals. These specific activities and priorities within these supplemental goals are also aligned with District LCAP Goals #1 and #2.

Within the scope of LCAP and Federal and State programs, Tracy 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 Tracy High School SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. Tracy High School will involve all stakeholders including but not limited to Students, Staff, Parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC). We will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's current WASC plan.

Our focus on improving student outcomes is also evident in Tracy High School Vision and Mission statements.

Tracy High Vision Statement
Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met, in preparation for a future of growth, prosperity, and productive citizenship in a diverse and complex world.

Tracy High Mission Statement
It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st Century skills.

Tracy High School has established WASC Action Plan goals that reflect a commitment to ongoing reflection and improvement in working towards our District LCAP goals and meeting the needs of all students. The 2023 - 2024 school year began a six-year WASC Accreditation culminated with a five-step action plan summarized below.
1. Increase attendance rates.
2. Improve academic achievement for lower performing sub-groups.
3. Improve A - G completion rates.
4. Increase opportunities for parental involvement and engagement.
5. Establish common practices and strategies across disciplines.

This plan, and site supported endeavors, are directed at making solid, tangible progress in the areas outlined above.

Educational Partner Involvement

How, when, and with whom did Tracy 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

Introduction:
Tracy High School staff utilized meetings and input structures such as surveys and needs assessments in consultation with all learning partner groups including parents, students, school personnel, and management in the development of our 2025 - 2026 Single Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and learning partners.

Tracy High School also used electronic surveys to ensure that the learning partner engagement process was inclusive. Surveys asked questions pertaining to student performance, actions, safety, services, and programs. School staff collected over 6000 responses when considering all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:
Each session began with a presentation of the role and purpose of the WASC Self-Study Process for Accreditation and the Single Plan for Student Achievement. In addition, information was included as to how funding is linked to the LCAP, the use of accountability measures, and the current goals and actions. Local benchmark/common assessments, grade data, and state test data were reviewed and highlights from this data were discussed. Participants were then asked reflective and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected and gathered as hard copy evidence/electronically.

Data collection process:
Data from all partner engagement meetings was collected. All data was documented and included with the information from various stakeholder groups. The School Site Council, a group of staff, parents, students, and administrators from the school site, met to review the data and the initial themes that emerged. The school's Leadership/Department Chair Team also met to review and discuss the data and initial themes.

Prioritization and ranking of the data collected:
The meeting information was shared with School Site Council for review and adoption.

The following is a detail of the meeting dates held with each educational partner group.

8/12/24 - Staff Meeting to review progress and to make plans for meeting goals (site/department)
9/9/24 - Staff Meeting to introduce PLC goals/work
10/14/24 - Staff Meeting and Department meeting to review progress on goals
12/9/24 - Staff meeting
1/13/25 - Staff meeting to discuss 2nd semester revisions and updates.
3/3/25 - Staff meeting in preparation for SBAC
4/7/25 - Staff meeting and Needs Assessment preliminary work
4/28/25 and 5/12/25 upcoming staff meetings to be used for WASC work, data share-out, and data review in preparation for next year.

Department Chair meetings
8/19/24, 9/24/24, 10/15/24,12/3/24, 1/21/25, 2/18/25, 3/18/25. 4/15/25, 5/20/25(upcoming)

Parent Conference and Back to School Night
8/21/24, 10/21/24

School Site Council meetings
9/26/24, 10/17/24,11/21/24, 1/16/25, 2/20/25, 3/20/25. 4/17/25, 5/15/25(upcoming)
Agendas and minutes posted at https://tracyhigh.tracy.k12.ca.us/parent-student-information/school-site-council

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.

1) Non availability of before and after school transportation for students who need tutoring or credit recovery. (zero and/or seventh periods).
2) Unavailability of credit acceleration opportunities is limited. Summer Bridge program is the only acceleration opportunity beyond paying for classes through options from outside TUSD.
3) Not all families can afford credit recovery units offered outside of TUSD.
4) Declining enrollment has led to a reduced number of course offerings. This leads to fewer choices for remediation that disproportionately affects our lower performing sub-groups.

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.

The CA Dashboard indicator for Tracy High School shows that the overall performance was "Red" for the English Learner Progress Indicator (ELPI) with a decline from 2023(most recent data available) of 12.9%. Data indicates that 39.5% of EL students are making progress.
The CA Dashboard indicator for Tracy High School shows that the overall performance was "Orange" for Graduation Rate, College/Career, and ELA Performance. More specific data is shown below.

Graduation Rate was reported as 87.2% with a 1.8% decline over the previous year.
College/Career was reported as 31.8% prepared with a decline of 5.1% from the previous year.
ELA performance on CAASPP assessments was reported as 1.1 points below the standard with a status of "Maintained" by -0.8 points.

Tracy High School is addressing several of the issues that these indicators allude to. THS will be licensing software that allows teachers to use benchmark assessment data to assign targeted academic interventions in Math and ELA/ELD classrooms for 2025-2026.
We are attempting to address the College/Career indicator in several ways. We are attempting to increase the A-G completion rate (a key component of College/Career) by the aforementioned math interventions as well as through providing tutoring services before and after school (Learning Labs).
Counselors work closely with their student caseloads to monitor students' academic progress. Remedial opportunities are identified and promoted. "Second-look" remediation using Edgenuity or Summer School is used to get students back on track for graduation.

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.

Looking at 2024 CA Dashboard data shows that the only category with a student group that was two or more levels below the "all student" group was in the Academic Performance - Math category for EL, LTEL, and SWD student categories. As mentioned in the section above, THS has acquired a license for software that is specifically designed to target students based upon benchmark or teacher assessment results.

Other Needs

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

An analysis of the local data collected throughout the year (below) allowed THS and School Site Council to identify the following areas for growth.

Data;
Attendance/Tardy's data
D/F lists by quarter
local and County level surveys regarding safety and school climate.

THS is taking steps to address attendance and tardy needs through an incentive program and more frequent interventions by staff.
We are addressing climate/culture needs by expanding the Bulldog Connect program as well as the Raising Student Voice and Participation initiative (RSVP). These needs are also addressed in Goals 1-5 of this SPSA.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tracy 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	0.67%	0.57%	0.46%	12	10	8
African American	4.60%	3.79%	3.83%	83	67	66
Asian	10.48%	10.58%	9.76%	189	187	168
Filipino	4.16%	4.64%	3.95%	75	82	68
Hispanic/Latino	50.64%	53%	54.30%	913	937	935
Pacific Islander	0.61%	0.62%	0.81%	11	11	14
White	24.46%	21.95%	22.42%	441	388	386
Two or More Races	4.38%	4.86%	4.47%	79	86	77
Not Reported	%	0%	%	0	0	
			Total Enrollment	1,803	1768	1722

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	421	451	432
Grade 10	464	409	453
Grade 11	487	447	402
Grade 12	431	461	435
Total Enrollment	1,803	1,768	1,722

Conclusions based on this data:

1. Tracy High School has seen a downward trend in enrollment numbers over the three years reported. Enrollment numbers for the 23-24 School Year showed a continuation of this decline. A continuing downward trend will adversely affect course offerings and staffing in the future.
2. The African American, Asian, and Filipino sub-groups have shown no consistent trend in percent of students over the 3-year span reported.
3. The Hispanic and White sub-groups have risen slightly while the Asian and Filipino sub-groups have declined by a similar amount.

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	306	309	275	14.8%	17.0%	16.0%
Fluent English Proficient (FEP)	444	462	470	23.8%	24.6%	27.3%
Reclassified Fluent English Proficient (RFEP)	394	418	433	12.5%	21.9%	61.2%

Conclusions based on this data:

1. Enrollment of English Learners has decreased from 17.0% of the total enrolment in 22-23 to 16.0% in 23-24.
2. From 21-22 to 22-23 the percentage of students being reclassified has nearly doubled.

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	465	434	391	447	430	382	447	430	382	96.1	99.1	97.7
All Grades	465	434	391	447	430	382	447	430	382	96.1	99.1	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2589.	2576.	2576.	20.58	16.74	19.63	35.35	35.58	30.10	23.49	24.19	25.65	20.58	23.49	24.61
All Grades	N/A	N/A	N/A	20.58	16.74	19.63	35.35	35.58	30.10	23.49	24.19	25.65	20.58	23.49	24.61

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	22.60	18.84	21.47	61.07	62.56	56.02	16.33	18.60	22.51
All Grades	22.60	18.84	21.47	61.07	62.56	56.02	16.33	18.60	22.51

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	23.37	18.84	20.16	53.71	55.12	54.45	22.92	26.05	25.39
All Grades	23.37	18.84	20.16	53.71	55.12	54.45	22.92	26.05	25.39

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	12.53	11.86	14.66	76.51	74.88	71.47	10.96	13.26	13.87
All Grades	12.53	11.86	14.66	76.51	74.88	71.47	10.96	13.26	13.87

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	18.57	19.30	20.68	66.44	66.98	67.54	14.99	13.72	11.78
All Grades	18.57	19.30	20.68	66.44	66.98	67.54	14.99	13.72	11.78

Conclusions based on this data:

1. Testing of students returned to pre-pandemic levels with over 97% of eligible students testing.
2. The percent of tested students that met or exceeded standards in ELA decreased from 52.32% to 49.73%.

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	462	429	391	451	425	380	451	425	380	97.6	99.1	97.2
All Grades	462	429	391	451	425	380	451	425	380	97.6	99.1	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2509.	2529.	6.87	5.41	6.32	14.86	11.53	15.79	22.84	19.76	20.53	55.43	63.29	57.37
All Grades	N/A	N/A	N/A	6.87	5.41	6.32	14.86	11.53	15.79	22.84	19.76	20.53	55.43	63.29	57.37

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	7.98	8.71	9.47	41.91	28.24	36.84	50.11	63.06	53.68
All Grades	7.98	8.71	9.47	41.91	28.24	36.84	50.11	63.06	53.68

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	8.43	7.76	10.26	62.31	52.94	59.74	29.27	39.29	30.00
All Grades	8.43	7.76	10.26	62.31	52.94	59.74	29.27	39.29	30.00

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	8.20	6.59	7.11	65.41	56.24	63.42	26.39	37.18	29.47
All Grades	8.20	6.59	7.11	65.41	56.24	63.42	26.39	37.18	29.47

Conclusions based on this data:

1. The participation rate for 23-24 was 97.2% in Math. This represents a decrease of 1.9% over the previous year.
2. The percent of tested students that met or exceeded standards in Math increased from 17.04% in 22-23 to 22.11% in 23-24.
3. The percentage of tested students performing Below Standard in all three Math claims decreased from 22-23 to 23-24. Concepts and Procedures showed the largest decrease from 63.06% to 53.68%.

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	1545.5	1553.7	1522.4	1542.8	1557.2	1509.1	1547.7	1549.6	1535.1	85	75	62
10	1550.0	1571.2	1562.7	1548.9	1577.1	1567.2	1550.7	1564.7	1557.6	88	73	66
11	1544.2	1558.2	1578.2	1536.1	1552.7	1580.3	1551.8	1563.2	1575.6	59	79	61
12	1545.5	1546.3	1537.3	1538.4	1548.5	1532.8	1552.1	1543.6	1541.4	37	52	57
All Grades										269	279	246

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	14.12	20.27	8.06	43.53	39.19	35.48	27.06	24.32	27.42	15.29	16.22	29.03	85	74	62
10	21.59	30.14	27.27	36.36	43.84	24.24	25.00	12.33	34.85	17.05	13.70	13.64	88	73	66
11	11.86	12.66	34.43	30.51	44.30	31.15	38.98	21.52	18.03	18.64	21.52	16.39	59	79	61
12	2.70	5.77	3.51	40.54	42.31	40.35	43.24	34.62	33.33	13.51	17.31	22.81	37	52	57
All Grades	14.50	17.99	18.70	37.92	42.45	32.52	31.23	22.30	28.46	16.36	17.27	20.33	269	278	246

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	31.76	36.49	20.97	38.82	29.73	38.71	17.65	18.92	14.52	11.76	14.86	25.81	85	74	62
10	31.82	53.42	45.45	43.18	24.66	24.24	11.36	12.33	18.18	13.64	9.59	12.12	88	73	66
11	25.42	40.51	52.46	42.37	30.38	26.23	16.95	11.39	8.20	15.25	17.72	13.11	59	79	61
12	16.22	25.00	24.56	59.46	40.38	40.35	18.92	25.00	15.79	5.41	9.62	19.30	37	52	57
All Grades	28.25	39.93	36.18	43.87	30.58	32.11	15.61	16.19	14.23	12.27	13.31	17.48	269	278	246

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	5.88	4.05	3.23	20.00	29.73	17.74	49.41	37.84	38.71	24.71	28.38	40.32	85	74	62
10	9.09	13.70	12.12	15.91	27.40	31.82	50.00	36.99	30.30	25.00	21.92	25.76	88	73	66
11	3.39	3.80	14.75	15.25	27.85	18.03	45.76	35.44	40.98	35.59	32.91	26.23	59	79	61
12	5.41	3.85	1.75	13.51	11.54	15.79	48.65	44.23	38.60	32.43	40.38	43.86	37	52	57
All Grades	6.32	6.47	8.13	16.73	25.18	21.14	48.70	38.13	36.99	28.25	30.22	33.74	269	278	246

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	3.53	16.22	0.00	80.00	66.22	67.74	16.47	17.57	32.26	85	74	62
10	1.14	10.96	21.21	81.82	75.34	60.61	17.05	13.70	18.18	88	73	66
11	1.69	2.53	14.75	71.19	74.68	63.93	27.12	22.78	21.31	59	79	61
12	2.70	1.92	5.26	70.27	61.54	57.89	27.03	36.54	36.84	37	52	57
All Grades	2.23	8.27	10.57	77.32	70.14	62.60	20.45	21.58	26.83	269	278	246

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	74.12	74.32	59.68	14.12	12.16	16.13	11.76	13.51	24.19	85	74	62
10	75.86	79.45	71.21	11.49	10.96	15.15	12.64	9.59	13.64	87	73	66
11	66.10	70.89	77.05	20.34	13.92	9.84	13.56	15.19	13.11	59	79	61
12	75.68	74.51	59.65	18.92	19.61	24.56	5.41	5.88	15.79	37	51	57
All Grades	73.13	74.73	67.07	15.30	13.72	16.26	11.57	11.55	16.67	268	277	246

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	10.59	16.22	9.68	51.76	48.65	45.16	37.65	35.14	45.16	85	74	62
10	13.64	20.55	21.21	47.73	57.53	42.42	38.64	21.92	36.36	88	73	66
11	10.17	10.13	14.75	45.76	50.63	52.46	44.07	39.24	32.79	59	79	61
12	5.41	7.69	3.51	54.05	36.54	36.84	40.54	55.77	59.65	37	52	57
All Grades	10.78	14.03	12.60	49.44	49.28	44.31	39.78	36.69	43.09	269	278	246

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	3.53	1.35	1.61	75.29	77.03	66.13	21.18	21.62	32.26	85	74	62
10	4.55	0.00	1.52	72.73	87.67	83.33	22.73	12.33	15.15	88	73	66
11	10.17	7.59	9.84	64.41	72.15	68.85	25.42	20.25	21.31	59	79	61
12	13.51	7.69	5.26	64.86	69.23	68.42	21.62	23.08	26.32	37	52	57
All Grades	6.69	3.96	4.47	70.63	76.98	71.95	22.68	19.06	23.58	269	278	246

Conclusions based on this data:

1. When comparing Mean Scale scores from 22-23 to 23-24 Grade 9 showed a decrease of 31.3 points, grade 10 a decrease of 8.5 points, Grade 11 an increase of 20.0 points and Grade 12 a decrease of 9.0 points.
2. When examining Domain scores, it is evident that the Writing Domain shows the lowest proficiency from the 23-24 testing window. The highest percentage for students in the Well-Developed Domain was 9.84% for Grade 11.
3. Year-to year scores in subcategories are extremely variable.

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**
1,722	**61%**	**16%**	**0.3%**
Total Number of Students enrolled in Tracy 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	275	16%
Foster Youth	6	0.3%
Homeless	82	4.8%
Socioeconomically Disadvantaged	1,050	61%
Students with Disabilities	204	11.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	66	3.8%
American Indian	8	0.5%
Asian	168	9.8%
Filipino	68	3.9%
Hispanic	935	54.3%
Two or More Races	77	4.5%
Pacific Islander	14	0.8%
White	386	22.4%

Conclusions based on this data:

1. Hispanic (54.3%) and White (22.4%) are the two largest ethnicity groups on campus.

2. English Learners (16%) and students with disabilities (11.8%) make up a significant percentage of the population at Tracy High School.

3. 61% of the student population is classified as Socioeconomically Disadvantaged.

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** Orange	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Red		
College/Career Orange		

Conclusions based on this data:

1. Comparing overall CAASPP scores to the previous year shows a slight decrease for all sub-groups in ELA and Science. Math CAASPP scores climbed 5% from the previous year.(All data taken from CA Dashboard)
2. Overall graduation declined from 89% to 87.2%. The graduation rate of Students with Disabilities decreased 15.9% to 69%.
3. The suspension rate (percent suspended at least one day) declined by 1%.

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	0	4	0	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
1.1 points below standard	76.7 points below standard	85.1 points below standard
Maintained 0.8 points	Maintained 0.5 points	Maintained 0.5 points
369 Students	82 Students	44 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	70.8 points below standard	18.7 points below standard
2 Students	Increased 23.1 points	Increased 8.9 points
	18 Students	221 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
140.1 points below standard	26.7 points below standard	Less than 11 Students
Declined 50.0 points	Declined 36.7 points	5 Students
33 Students	13 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
3.5 points above standard	72.9 points above standard	12.6 points below standard
Declined 36.4 points	Increased 30.5 points	Increased 11.3 points
50 Students	14 Students	196 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
23.0 points above standard	Less than 11 Students	5.6 points above standard
Declined 14.8 points	6 Students	Declined 14.4 points
12 Students		74 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students increased significantly in ELA performance (8.9%).
2. Long-term English Learners (LTEL) maintained their performance but remain over 85 points from standard.
3. Reclassified students (RFEP), show a much higher performance level when compared to EL and LTEL students.

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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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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	0	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
 Yellow	 Red	 Red
96.7 points below standard	187.7 points below standard	215.5 points below standard
Increased 16.7 points	Maintained 1.7 points	Declined 4.0 points
371 Students	86 Students	44 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	163.3 points below standard	124.7 points below standard
2 Students	Increased 18.4 points	Increased 25.4 points
	19 Students	224 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
239.0 points below standard	123.0 points below standard	Less than 11 Students
Declined 33.1 points	Increased 16.7 points	5 Students
33 Students	13 Students	

Asian	Filipino	Hispanic
		
Orange	No Performance Color	Yellow
70.4 points below standard	26.0 points below standard	115.0 points below standard
Declined 17.4 points	Increased 7.6 points	Increased 26.5 points
51 Students	14 Students	197 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
59.4 points below standard	Less than 11 Students	86.7 points below standard
Declined 24.4 points	6 Students	Increased 11.0 points
12 Students		75 Students

Conclusions based on this data:

1. Overall, THS is 96.7 points below standard. An improvement of 16.7 points.
2. The EL subgroup maintained their performance level from the previous year however, they remain 187.7 points below standard.
3. At risk students are performing at levels far lower than their counterparts. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are performing 187.7, 124.7, and 239.0 points below standard respectively.

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**
	
Red	Red
39.5% making progress.	40.9% making progress.
Number Students: 223 Students	Number Students: 164 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**
25.6%	35%	6.3%	33.2%

Conclusions based on this data:

1. 33.2% of English Learners at THS have maintained or improved at least one ELPI level.
2. THS was ranked in Red category with a decline of 12.9% in the ELPI indicator. Last year we were Green. This swing reflects the emphasis on change as a metric.
3. Of concern is that 25.6% of EL students have decreased one ELPI 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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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
2	5	0	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	 Orange
31.8 Prepared	7.8 Prepared	8.6 Prepared
Declined 5.1	Maintained 0.8	Increased 2.7
443 Students	103 Students	70 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	9.4 Prepared	23.2 Prepared
	Declined 8	Maintained 1.9
	32 Students	276 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
4.9 Prepared	33.3 Prepared	0 Students
Maintained 1	Increased 12.3	
41 Students	18 Students	

Asian	Filipino	Hispanic
		
Orange	No Performance Color	Orange
46.3 Prepared	72.2 Prepared	24.5 Prepared
Declined 11.8	Increased 22.2	Declined 2.1
41 Students	18 Students	237 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
46.7 Prepared	Less than 11 Students 0	33.9 Prepared
Increased 2.5	2 Students	Declined 13.2
15 Students		112 Students

Conclusions based on this data:

1. Tracy High saw a decline of 5.1% in the College/Career Readiness indicator for the 23-24 school year.
2. The Asian subgroup shows the highest level of readiness at 46.3%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data is available for 2024-2025

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	5	2	0	0

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**
 Orange	 Orange	 Orange
87.2% graduated	74% graduated	74.6% graduated
Declined 1.8%	Declined 4.1%	Declined 3.6%
444 Students	104 Students	71 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	81.3% graduated	83.8% graduated
	Increased 3%	Maintained 0.4%
	32 Students	277 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
69% graduated	94.4% graduated	0 Students
Declined 15.9%	Increased 14.4%	
42 Students	18 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
87.8% graduated	100% graduated	83.2% graduated
Declined 4.9%	Increased 3.6%	Declined 2.8%
41 Students	18 Students	238 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
93.3% graduated	Fewer than 11 students - data not displayed for privacy	91.1% graduated
Increased 8%	2 Students	Declined 5.2%
15 Students		112 Students

Conclusions based on this data:

1. THS Graduation rate was 87.2% in 2023-2024
2. The two largest subgroups by number, Hispanic and White students, both showed an decrease in graduation rate.
3. Students with Disabilities showed a 15.9% decrease in graduation rate compared to the previous year.

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
0	3	5	3	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**
 Yellow	 Yellow	 Yellow
6.2% suspended at least one day	9.2% suspended at least one day	9.3% suspended at least one day
Declined 1%	Declined 6%	Declined 6.9%
1819 Students	338 Students	248 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Yellow
Fewer than 11 students - data not displayed for privacy	2.9% suspended at least one day	7.7% suspended at least one day
9 Students	Declined 10.8%	Declined 3.9%
	104 Students	1146 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
13.1% suspended at least one day	11.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 6.3%	Declined 3.6%	10 Students
214 Students	68 Students	

Asian	Filipino	Hispanic
 Orange	 Green	 Yellow
5.1% suspended at least one day	2.9% suspended at least one day	7.2% suspended at least one day
Increased 2%	Declined 0.7%	Declined 1.9%
176 Students	70 Students	1005 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
6% suspended at least one day	0% suspended at least one day	3.6% suspended at least one day
Increased 0.4%	Maintained 0%	Declined 0.4%
83 Students	15 Students	392 Students

Conclusions based on this data:

1. Tracy High School saw a 1.0% decline in suspension rate for 2023-2024.
2. African American Students suspensions rates were 11.8%, a 3.6% decline from last year.
3. Homeless students' suspension rates were 10.8%. Socioeconomically Disadvantaged were 7.7%. Both represents declines from previous years.

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/or career.
Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 support.

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.

Create a collaborative team of highly engaged staff that supports the academic, social and emotional success of all students for college and career readiness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

A. Annual SBAC ELA and Math results. B. Semester course grades: D and F list. C. Chronic absentee data. D. Quarterly, Semester, and annual suspension data. E. College and Career Readiness data: a-g completion, CTE completion rates, Seal of Biliteracy data, IB Test Pass Rate F. Stakeholder Survey data . G Formative and Summative assessment data. H. Instructional Rounds Feedback via site-specific feedback. I. Fastbridge Assessments in Math and Reading at all grade levels. J. Student involvement in school activities as measured by 5-Star Students. K. Teacher feedback regarding STEM unit implementation and CAST results.	A. 2024, the most recent data available, SBAC ELA & Math data: 49.74% of students overall met or exceeded ELA standards; 22.11% of students overall met or exceeded Math standards. B. First semester D and F grade data comparing the 23-24 and 24-24 school years was collected and shared with site staff and District Administration. 1st Semester 23-24, the percentage of students that received a D was 26.38% and the percentage of students that received an F was 18.71%. 1st Semester 24-25, the percentage of students that received a D was 24.86% and the percentage of students that received an F was 19.00%. C. Attendance data was monitored by Assistant Principals and regular Pre-SARB meetings were held with families in an effort to reduce Chronic absenteeism. For the 23-24 school year the school had an overall 94.5% attendance rate. The 24-25 school year had a similar percentage at 93.79%. D. Most recent data (2023 CA Dashboard) shows that the school saw an increase (2.9%) in suspension rates from the previous year in 2022. African American Students suspension rates increased 8.9%. Homeless students' suspension increased 7.8%. Socioeconomically Disadvantaged increased 5.6%. English Learners increased 6.7%. E. The A-G completion rate stayed relatively the same, approximately 34%. IB Test pass rate for previous year was 92.7%. F. The English and Math teachers continued to assess students using standards-aligned RCD units. Data was uploaded and shared during site PLC's and at District level meetings.	1. a) Increase overall SBAC ELA score by 3% points and overall SBAC Math score by 3% points based on improvements with student subgroups. b) Annual data specific to grade level cohort. Use data to measure improvement or decline in addressing subgroup achievement gaps 2. Share letter grade data with content specific teachers so that staff can analyze the percentage of D's and F's from achievement gap subgroups compared to total student population to establish baseline data. 3 Will maintain or improve Chronic Absenteeism Rate for Hispanic and African American students and will improve Chronic Absenteeism Rate for students of 2 or more races to equal or less than the overall rate for all students. Overall Attendance rate will climb to 97%. 4. a) Continue to focus on lowering the suspension rate for all students. Utilize Coordination of Service Team C.O.S.T. to identify students who are at-risk of suspension to provide with appropriate interventions. b) Develop new programs/strategies to address minor discipline issues on site. These include utilizing the additional counseling position to expand mental health services for students. 5. Improve by 3% points (relative to last most recent data) for noted subgroups/overall, in College and Career Readiness on the 2024 update of the California School Dashboard. 6. Analysis of 2025-26 Stakeholder Survey results to show a 1% increase in all stakeholder categories. 7. Increase in weekly instructional rounds by 1% of the districts' expected 30% and at least 10% of the feedback to be communicated on site specific forms. Development of site-specific feedback tool to be started. 8. The 5-star program has been fully implemented schoolwide in 2025-26. The development and application of its use has satisfied a large need of the school.

	G. Baseline data was collected (3 times 24-25 SY) in English and Math performance using the FastBridge assessment suite. This data will continue to be expanded every year. It will be used as a formative assessment tool for these core subjects. Data will be used to identify remediation needs and will serve as an indicator for tier-1 and tier-2 interventions. H. Continue to visit 30% of classrooms a week as a part of an informal walkthrough process. J. 5-star has been integrated into school activities. It is used to register, track, incentivize, and expand student activities at THS. All grade involvement saw a 7% increase to 89%. Participation in one activity increased 12% to 57%. Participation in two or more activities increased 11% to 27%. Participation in one event increased 10% to 82%. Participation in two or mor events increased 13% to 70%. K. STEM units are being implemented and results for 2024-25 are accumulating. 100% of eligible teachers have implemented STEM units. The Math department has begun to develop and implement hands-on mini projects to support STEM outcomes.	9. 100% of eligible teachers will implement district adopted STEM units. One unit during first semester and one in second semester. Science achievement data as measure by CAST scores will increase, year- over-year, by 3 percent when comparing the 2023-24 to 2024-25 school year. 10. Data collected through site based informal walkthroughs will show 80% of teachers utilizing Universal Design for Learning structures in their classes.

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	All staff to work towards developing familiarity and efficacy in Universal Design for Learning principles as a part of TUSD's district wide implementation efforts. The goal is to build a common language across all content areas that empowers the staff to improve learning for every student, concurrent with SPSA Goal #1. Signage, support, and training materials.	All Students	500 LCFF
1.2	All staff will review, analyze, and discuss quarterly D and F lists in their content area(s) to identify achievement gaps, instructional needs, and possible interventions. Use of the D and F list will be used during departmental PLC time. The Special Education Department will focus on the D	All students	0 District Funded

	and F list to best understand needed supports for students within the inclusion model.		
1.3	All departments will engage in regular Staff / Department Collaboration meetings with reference to departmental goals, site goals, WASC goals, and LCAP goals. Administration will work with departments to provide requested data in desired format and will facilitate data discussions with protocols and arrange attendance from additional district colleagues as needed. Each department will continue to develop organized, standards-aligned, unit plans in the form of curriculum maps and/or scope and sequence documents. These will form the framework upon which the PLC/Collaboration process will be built.	All students	0 District Funded
1.4	All staff will participate to work in department based groups to monitor progress on WASC Action plan. Timesheets and planning time will be provided for Focus Group leaders to consolidate this work. Completion of Mid-Cycle report by February 2026.	All students	2000 LCFF
1.5	Expenses related to graduation, student achievement and awards, entrance fees for various competitions (Mock Trial, AcaDec, Science Olympiad, etc.) and instructional support materials for students for use when preparing for said competitions.	All students	5100 LCFF
1.6	Continue to expand implementation of inclusive Special Education model with push-in support from resource teachers and instructional aides. Increase collaborative work between core content area departments and the Special Education department in order to identify student needs and opportunities for further instruction, growth, and/or accommodations as needed.	All students with special reference to Students with Disabilities (SWD)	0 District Funded
1.7	Continue to use the Fastbridge suite of assessments to identify trends/needs in the areas of Math, Reading, and mental health awareness. Assessments will be given multiple times a year on a schedule determined by the office of Continuous Improvement. Staff will analyze the resulting data and brainstorm intervention strategies on the class, department, and site levels. Data to be input/uploaded into support software (ixl) to provide targeted interventions.	All students	0 District Funded
1.8	Assistant Principal(s) will review weekly, monthly and/or quarterly attendance reports and meet with students noted as being chronically absent throughout the year based on 10% absence at any time of year causing the student to be chronically absent. Assistant Principals will work with students and their families to ensure and address any possible barriers to student attendance, including possibly referral of students and families to the School Attendance Review Board (SARB).	All students	0 District Funded
1.9	Support the THS Bridge Program for the identified incoming 9th grade students. Working in conjunction with AVID program, and with a follow up in the 10th grade, to provide curriculum around	All students with special reference to Students with Disabilities (SWD) and at-risk students	0 District Funded

	career exploration, educational planning and creating a 4 Year plan for each student.		
1.10	General Operating Costs - General office/equipment supplies, replacement, and maintenance costs. Department allocations and classroom supplies.	All Students	129416 LCFF
1.13	Support students with courses to support college and care readiness: AVID teacher sub coverage for collaboration AVID Supplies AVID Subscription AVID Tutors & Student Helpers AVID Summer Institute AVID Membership AVID Copies AVID College Visits/field trips to support student success.	Application Based, SES (AVID)	27849 LCFF
1.14	Support students who are ELD close the achievement gap: Salaries, coordinator (0.4 FTE) and 1 Para Ed Position (6-hour) to support students in EL classes. Additional Hours as needed for EL Coordinator to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal. Additional Hours as needed for EL Para's to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal. Planners for ELD Students to support student success. Conferences and Training for Teachers to Meet the needs of EL students. EL Field Trips when available. Provide students with outside workshops/training and support relating to college awareness and improving student achievement. Review identification and re-designation procedures to ensure all students are receiving eligible services as needed. Before school, lunch time, and after school lab available for homework assistance Instructional support materials. Technology replacement as needed.	ELD students	153842 LCFF
1.15	Additional Professional Development and training to support instructional outcomes and site goals	All Students	5000 LCFF 10000 Title I
1.16	Fund 0.5 FTE Parent Liaison position at THS to serve the needs of Foster/Homeless/EL students and to assist with general school functions.	All students with special emphasis on at-risk students.	35000 Title I

1.17	Funding to support school extracurricular events including assemblies	all students	5000 LCFF
1.18	Class activities and field trips to support instructional/educational goals and student outcomes.	all students	5000 LCFF 17000 Title I
1.22	Additional unexpected expenditures due to unforeseen circumstances.	all students	5000 LCFF 8301 Title I
1.23	Additional support for the purchase of academic supplies that support classroom instruction.	all students	10000 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.

1) THS has continued to use the Center for Model Schools (CMS) Rigor, Relevance, and Engagement Rubrics to guide instructional processes in our classrooms. Administrators conducted over 200 classroom visits in 24-25 to give teachers feedback on their instructional practices in relation to the rubrics.
2) D and F lists were shared with staff after first semester. Ideas and strategies were discussed amongst departments.
3) PLC work and department meetings were held on site ERM days per district calendar. PLC work continued in the development of Focused Curriculum Maps for 24-25.
4) THS is in the second year of a six-year accreditation. We will begin preparatory work on our midcycle report and visit in the Spring of 2026. Work on the Mid-Cycle report will continue through the Fall/Winter of 2025 with an anticipated visit date of March 2026.
5) Work has begun on articulating content standards with assessments in ALL disciplines including those that are traditionally electives. This work supports the work on FCM (#3).
6) THS has supported Special Education teachers that work as support teachers in the push-in inclusion model. English and Math (Algebra) classes are available this year with these teachers present.
7) Fastbridge Assessments were administered three times in Math and ELA in 24-25. Efforts to utilize this data in an efficient, effective manner are ongoing.
8) SARB process has proceeded as planned. Assistant Principal's met with students through the Pre-SARB process as part of a District approved SARB process. 87students progressed through level 2 of the process. Site also conducted several home visits due to attendance.
9) 30 students completed the Summer Bridge program in June of 2024. These students have received tutoring/Homework help on Fridays throughout this school year.
10) Departments received allocated funds for supplies.
11) THS hosted a College and Career Fair in Fall 2024. Hundreds of students were able to speak to local universities and employers.
12) IEP and 504 meetings were carried out as required.
13) Support for comprehensive educational opportunities was granted as needed.

14) Administration worked closely with EL coordinator to implement and support policies for serving our EL population. ELD teachers assisted with administering the ELPAC this year which reduced the strain on the program.
15) AVID program continues to support students at THS. AVID teachers were granted the budgeted 3 sub days for collaboration.
16) Professional Development schedule for 24-25 included time to train, review, and refine instructional practices that support RRE in the classroom. Additionally, this will support the TUSD STEM efforts at our school.

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

There were differences between the budgeted and utilized amounts from the 24-25 SPSA in the areas of Extracurricular Activities and Professional Development. The allocated amounts related to these areas was reduced from the 24-25 SPSA. The new amounts allocated are shown in Strategies 1.15 and 1.18 above. The reason for this difference was that Staff was not accustomed to having access to funding for these items (new to 24-25) and therefore they did not utilize the funds in their entirety. The budgeted amounts for 25-26 are aligned with identified needs AND are commensurate with expenditures from 24-25. No other major differences were noted.

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.

Strategies 1.15 and 1.18 were adjusted to reflect the major difference referenced above. There will also be a more direct, focused effort by leadership to capitalize on the availability of these funds, and the corresponding opportunities, by making staff aware.

Other changes include;

- teacher accompanied informal walkthroughs (Strategy 1) will return. These efforts will be supported with the implementation of a informal walkthrough feedback tool, based on UDL strategies, to communicate findings to staff.
- Special Education teachers will be included in some English 4 classes next school year thereby expanding supports for these students. (strategy 6)
- THS Instructional Leadership Team has worked with 5 teachers in conducting mini lessons.

studies.

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.

Safe and Equitable School Climate
Ensure all students experience a safe and equitable school climate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2: Provide a safe and equitable learning environment for all students and staff.

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.

THS continues to focus on cultivating and maintaining a positive school culture that best supports students academic/emotional/social success. The school promotes a sense of belonging and connectedness to the school in order for students to feel safe and have positive relationships. The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for SpEd students and low SES students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Chronic Absenteeism data-Aeries B. Overall Suspension Data-Aeries C. Student Expulsion Rate D. Climate and Safety Surveys from Stake Holders E. Student/Staff participation rates as tracked by 5-Star Students F. Continue to utilize and expand a Coordination of Services Team (COST) to serve at-risk students.	A. Data indicates that 27.6% of students were categorized as Chronically Absent during 23-24 SY. In 24-25 SY that number has increased to 28.3%. B. THS has processed a total of 108 suspension incidents for SY 24-25 C. Student Expulsion Rate: > 1% D. Climate: 81.97% positive rating from parents, 78.18% positive rating from students, and 79.53% positive rating from staff members. Safety: 86.96% positive rating from parents, 81.73% positive rating from students, and 83.10% positive rating from staff members. E. Participation rate for 24-25 SY was at 89%. F. Monthly meetings with COST in the 24-25 SY.	A. Decrease Chronic Absenteeism by 3% for school year 25-26. B. THS will reduce the number of suspensions for 25-26 by 1%. C. Maintain low student expulsion rate, if possible. D. Maintain above 75% positive outcomes on climate and safety. Next HKS expected Winter 2026. E. A student participation rate of 92% or greater for the 2025-26 school year as measured by 5-Star Students data. F. COST referral process to increase students receiving services by 5% in 25-26 school year.

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	1a. Survey all stakeholders, with reference to school climate, safety in school and positive student-teacher relationship. 1b. Student / Teacher Forums to obtain Stakeholder input on student-teacher relationships, safety and overall school culture. 1c. Schedule administration of surveys in such a way that results in maximum participation.	All stakeholder groups (parents, students, classified and certificated staff).	0 District Funded
2.2	Maintain or reduce number of suspensions by continuing to expand the implementation of MTSS programs at THS. Current and future interventions within this structure include an Intervention Room to take the place of In-House suspension and the addition of a counselor to reduce caseloads and expend opportunities for behavioral interventions. Timesheets for after school intervention room staff.	All students	3000 LCFF
2.3	Reduce the number of chronically absent students through positive reinforcement and SARB process. COST process to be used as well.	All students	500 LCFF
2.4	Provide opportunities for credit recovery to fulfill graduation requirements. TUSD will continue to use credit recovery programs for eligible students	All students	0 District Funded

	for credit recovery. Counselors will continue to meet one-on-one with students to present opportunities for remediation and credit recovery.		
2.5	Assistant Principal to coordinate closely with relevant staff to strengthen the 504 and IEP processes at THS. These actions will allow THS to more efficiently and more successfully identify and appropriately serve students in need of academic support.	Students with IEP and 504	0 District Funded
2.6	Student engagement/intervention programs and activities to support academic success and social-emotional learning for at-risk/EL students. Efforts to build academic skills and to build schoolwide culture of academic success.	All students	3000 LCFF 15000 Title I
2.7	Full implementation of 5-star program to monitor participation and involvement of students. Purchase of additional hardware and software to support 5-star implementation.	All Student	1500 LCFF
2.8	Creation of site signage to support instructional practices, educational goals for students, Schoolwide Learner Outcomes (SLO's), and other academic support. Includes printing, laminating, and copying costs. (Support WASC outcomes)	All students.	1500 LCFF
2.9	Sub-costs to cover for Assistant Principals when called away at mandated district events, in order to maintain safe security levels at the site.	All student	1000 LCFF
2.10	Student/Staff safety - City of Tracy Police at school events as needed.	All students	7000 LCFF
2.11	Additional school supplies for foster/homeless students	Homeless/Foster students	1300 LCFF 1000 Title I
2.12	Additional equipment to support classroom services for all students.	all students	10000 Title I
2.13	School planners for all students to support site goals and to facilitate student achievement. These planners will articulate with culture and climate building activities including Bulldog Connect and RSVP.	all students	6000 Title I
2.14	Funding to provide training for THS Bookkeeper in ASBworks	all students	1500 LCFF

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.

- Additional funding to support student engagement activities were used to provide awareness services for students.
- THS will continue to administer all the listed activities. THS will administer Partner engagement surveys more effectively in order to increase the number of partner responses. Increased responses will provide a better idea of how the various stakeholders feel about the school.
- TUSD/THS will experiment with an incentive program to improve attendance and tardies in school year 2025-2026. The number of tardies has not decreased for 2024-2025. Students are not being suspended for tardies, which has resulted in significant reduced suspensions during the intervening school years. Efforts, like intervention and more counseling, are in place to target students, and student sub-groups, who still have relatively high suspension rates.
- Attendance maintained at near 94%. Efforts are in place to continue with Perfect attendance strategies.
- Chronic absenteeism also saw a spike in recent years. AERIES data will continue to be used to analyze for chronic absenteeism in order to make informed decisions for student placement, credit recovery, and improving graduation rate. Addressing this issue has been included as a WASC Action Plan item for THS .

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

There were no significant changes to plan in 2024-2025.

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.

Changes for 2025-2026 include;

- increased funding for homeless and foster youth supplies.
- the purchase of school planners for all students. These planners will be used in conjunction with our Bulldog Connect program to build community and connection to the school and each other.

While many programs and traditions remain unchanged, THS has adopted, and continues to improve, a new program of monitoring student involvement called 5-Start Students. This program will play a very large role in developing new traditions and tracking student involvement various school events and activities. The degree that this program will affect school culture is, at the time of writing, uncertain. As staff and students become more familiar with this program and its use, it is expected that significant changes to our Community Involvement/Activities programs will follow.

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.

Parent Engagement -All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Educational Partner Engagement

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.

THS recognizes the importance and need for family engagement in school to improve overall student achievement, reduce absenteeism, and restores parents' confidence in their children's education. The greatest need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Parent Education Programs e.g. Cafecito, Class information nights, Parent Institute for Quality Education, Financial Aide Awareness, Drug Awareness, etc. B. Percentage of parents that attend Back to school night C. Percentage of parents who attended parent teacher conferences. D. Percentage of student body who engage in Community Service opportunities E. Number of Parent Volunteers .	1. There are10 parents participate in Cafecito and parent information nights for 24-25 school year. 2. No data for Percentage of parents that attend Back to school night for 24-25 school year. 3. No data Percentage of parents who attended parent teacher conferences for 24-25 school year. 4. Currently, there are 17 parent volunteers for the 24-25 school year.	1. At least 10 parents participating in Cafecito and 60% of parents showing up to information nights as measured by attendance logs. 2. Achieve 50% parent participation at annual Back to School Night 3 Achieve 35% of parents who attended parent teacher conferences. 4. At least 50 parent volunteers participation at all events as measured by volunteer applications and one time chaperone events through Leadership.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supplies and materials to support parent engagement events. Examples of these events are Cafecito, Awareness/Information nights, PIQE, Counseling outreach, scholarship awards night, etc. These programs support all student groups and site goals including academic and school culture-related goals. This activity also includes costs associated with printing and/or copying signage to support these events.	All students	1000 LCFF 1000 Title I
3.2	By utilizing voice dialer system, social media outlets, parent liaison contacts, and hard copy flyers sent home to achieve 85% parent participation at annual Back to School Night and achieve 35% of parents who attended parent teacher conferences.	All students	0 District Funded
3.3	Increase parent participation as chaperones at Dances; at Co-Curricular activities like Drama; Choir; Band Booster, Athletic Booster and at academic events.	All students	0 District Funded
3.4	Utilize Educational Partner surveys to measure interest and concerns.	All students	0 District Funded
3.5	Additional support for Parent Education initiatives to support outcomes for at-risk student groups. PIQE funding to support this goal.		18000 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.

- The addition of a full-time Parent Liaison had an positive and immediate impact. Parents and students requiring her services were able to be served much more frequently. This prevented the wait time from previous years. Students and families that had to wait frequently 'fell behind' as they were less likely to get timely support. This position assists with non-English speaking families, Homeless, and Foster youth.

- Counselors held quarterly events to keep parents informed.

-Regular communication in the form of a parent bulletin - Tank Town Talk - was begun.

- Parent Square was adopted as a communication tool to increase effectiveness of communication with families.

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

- Parent involvement/participation at our Cafecito events was higher than expected. There was a need to supplement the 24-25 budgeted allotment to accommodate the increased number of participants.
- Based upon the success of the Introductory Parent Institute for Quality Education (PIQE) event, THS decided to add a follow-up service, Bridge to College, in the Winter of 2025.

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.

Changes made this year include the expansion of the PIQE offerings for our parents/families and the increase in budget for the Parent outreach events such as Parent Nights and Cafecito.

Additionally, the TSA position (Goal 4) will be utilized to train staff on the effective use of Parent Square for more effective communication with families.

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.

All students will demonstrate 21st century skills through technology use, across all content areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Growth and improvement in the use and implementation of technology is a critical area based on THS Mission and Vision statement. We continue look for new applications and uses for our technology base to utilize. There is an opportunity to expand access to third party software suites in order to expand student and teacher options. A need persists to continue a focus on student learning, access and equity, and 21st century skill acquisition for students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Staff Technology Surveys on training needs B. Provide student instruction on use of California Colleges for grades 9-12 C. Proficient use of DNA Illuminate to better access data and inform instruction based upon formative assessment results. D. Survey students to determine technology training needs. Basic skills include email, file management, assignment submission, Aeries account. E. Computational artifacts creation as formal and/or informal assessments.	1.. Fall 2024 survey will provide baseline data 2. . 100% of 11th and 12th grade students have received some training on use of College/Career software program for career exploration and college application. 3. ELA/Math teachers have received training and ongoing support.. 4. Survey results will identify needs. Staff report basic technology needs for students. 5. Computational artifacts continue to be used is Math and Science classes as a part of the AdvanceSTEM program. .	1. . Complete Fall 2024and Spring 2025 Staff Technology needs survey . 2. Continue to expand implementation on the use of California Colleges for all students. Support students in use of California Colleges for career exploration, college readiness (A-G), and college applications 3.. Increase overall staff confidence in using DNA illuminate through targeted training. 100% of ELA/Math staff should be able to confidently access student data from platform. 4. 100% of teachers and students will be proficient in using Microsoft Teams and Office365 for instruction. 5. Computational artifacts will be used once per semester in all Science and Math classes.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Administer Fall 2025 and Spring 2026 Staff Technology surveys, to measure growth and collect feedback regarding areas of need regarding technology training and access. Utilize Leadership and other school resources to create videos and other forms of training to address the identified needs.	All students	0 District Funded
4.2	Counselors to provide student instructions, for students in all grades, on use of California Colleges in order to access and complete career exploration activities, college readiness (A-G) tracking, scholarship searches, college applications, and scholarship applications.	All students	0 District Funded
4.3	Utilize the Technology Support Advisor (TSA) position to develop a robust Professional development program designed to build staff competencies in using computers and associated digital platforms to communicate with stakeholders and to create computational artifacts across disciplines. Special emphasis on providing training to help staff present students with multiple opportunities develop and master 21-st century digital skills.	All students	0 District Funded
4.4	Provide additional software licensing fees and subscriptions to support the curriculum and educational needs of all students.	All students	2000 LCFF 8000 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.

The overall implementation and effectiveness of the strategies in this goal have been effective. THS has identified technology needs in terms of skills that students lack. Software systems that support instructional goals have been adopted and implemented (Acrobat, GimKits, and others). Overall staff and student use of technology, for instruction and support, has improved student access to materials. The Technology Support Advisor has continued to assist and train staff in the more effective uses of LMS software and associated tools.

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

No significant differences noted.

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.

THS will be pursuing a partnership with a software package called IXL. This software tool can be used to assign targeted interventions based upon identified needs in specific disciplines. THS will focus on the identified needs using the Fastbridge universal screener. Students in Algebra Readiness (Pre-Algebra) and English Language Development (ELD) will be our initial targets in the hopes that it will help them to overcome barriers to success that they face.

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.

Develop a 5-year plan to systematically meet the needs as outlined in the WASC action plan from March 2023 visit.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Site Specific Goal

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.

Progress on the WASC Action Plan goals will be important for the school to continue to make progress towards closing the achievement gap, improving attendance and parental engagement, increasing A-G completion rates, and developing standards-aligned instructional practices and strategies across disciplines.

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
1.Increase attendance rates especially those of chronically absent students.	This action plan item was established in March 2023. Progress will continue in 2025-2026 school year.	Continue to refine the 5-year plan to systematically address this action plan item.
2. Improve achievement for African American and Hispanic students.	This action plan item was established in March 2023. Progress will continue in 2025-2026 school year.	Continue to refine the 5-year plan to systematically address this action plan item.
3. Increase the number of students meeting A-G requirements.	This action plan item was established in March 2023. Progress will continue in 2025-2026 school year.	Continue to refine the 5-year plan to systematically address this action plan item.
4. Increase opportunities for parental involvement and engagement.	This action plan item was established in March 2023. Progress will continue in 2025-2026 school year.	Continue to refine the 5-year plan to systematically address this action plan item.
5. Establish common practices and strategies across disciplines	This action plan item was established in March 2023. Progress will continue in 2025-2026 school year.	Continue to refine the 5-year plan to systematically address this action plan item.

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
5.1	Collect and disaggregate data to identify academically under performing students based on grades (D and F) from previous grading period, credits, GPA, multiple F's, and standardized tests.	All Students	0 District Funded

5.2	WASC Focus groups will be formed for ongoing work on the action plan. Focus groups will meet two times a year during ERM time.	All Students	0 District Funded
5.3	Continue to participate in district wide adoption of state approved curriculum and adopted materials	All Students	0 District Funded
5.5	Continue to improve the PLC process across all subject areas through the development of curriculum maps and/or scope and sequence documents.	All Students	0 District Funded
5.8			
5.9			
5.10			
5.13			
5.16			

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.

A new WASC Action Plan was introduced in March of 2023. Staff have begun to work towards the development of a series of action plan steps designed to meet the specific goals laid out in the 2023 WASC report. The 2025-2026 school year will see Tracy High bringing in stakeholder groups to generate our mid-cycle report.

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

The only changes that are related to this goal would be the use of after-school site time to work in focus groups towards completing our mid-cycle WASC report.

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.

Action plan steps have begun to be implemented by THS Admin and staff. In Fall of 2025, staff will meet in focus groups (including other stakeholders) to begin to tabulate available evidence and to document work completed thus far. The Mid-Cycle report is anticipated for March 2026.

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	$501,308.00
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	$139,301.00

Subtotal of additional federal funds included for this school: $139,301.00

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 ($)
District Funded	$0.00
LCFF	$362,007.00

Subtotal of state or local funds included for this school: $362,007.00

Total of federal, state, and/or local funds for this school: $501,308.00

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
District Funded	0.00
LCFF	362,007.00
Title I	139,301.00

Expenditures by Budget Reference

Budget Reference	Amount
	450,708.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	362,007.00
	Title I	139,301.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	419,008.00
Goal 2	52,300.00
Goal 3	20,000.00
Goal 4	10,000.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jon Waggle	Principal
Nelly Beteta	Other School Staff
Leighton Scott	Classroom Teacher
Baljinder Kaur	Classroom Teacher
Charles Lunetta	Classroom Teacher Other School Staff
Jason Noll	Parent or Community Member
Erika Bugarin	Other School Staff Parent or Community Member
Eli Quintoa	Parent or Community Member
Shereen Ziadeh	Parent or Community Member Secondary Student
Sam Tatari	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

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

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

This SPSA was adopted by the SSC at a public meeting on 4/17/25.

Attested:



Principal, Jon Waggle on 4/17/25



SSC Chairperson, Leighton Scott on 4/17/25

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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