School Year: **2026-27**

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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

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

The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of these students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

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

- Schoolwide Program
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Merrill F. West High School, established in 1993, is the second high school in Tracy and is currently the largest school in the Tracy Unified School District, serving approximately 1800 students. With a diverse student body representing various ethnic, linguistic, and economic backgrounds, the school prides itself on offering comprehensive academic programs to promote college and career readiness. The school has over 100 certified staff members, and its course offerings are designed to help students find their passion, purpose, and path.

The school has developed a plan that incorporates input from all educational partners, including recommendations from its last year's WASC visit, as well as district LCAP and Title 1 regulations. WASC full review was in April 2024 and the school received a six year accreditation, with a mid term visit. Input from staff was collected during a staff meeting and a draft of this plan was reviewed by each department. During this review additional input was provided as well. The recommendations included increased communication, more efficient use of data, and increasing Tier I teaching strategies. School Site Council also provided input that served to shape the goals outlined in this document.

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

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

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

Within the scope of LCAP and Federal and State programs, West High School aims at providing an equitable educational learning environment to meet the needs of ALL students, including at-risk students such as EL's,

Foster/Homeless Youth and economically disadvantaged students. In addition, the SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. All educational partners, including but not limited to students, staff, parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC) will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's developing WASC plan.

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC / Parent Meetings - September 24 2025, December 3, 2025, January 21, 2026, April 15,2026
LCAP Student Survey - February 2026
LCAP Parent/Community Survey - February 2026
LCAP Staff Survey - February 2026

Whole Staff Site Goals Assessment - February 2026

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

West High School Site Council - 9-4-2025, 10-10-2025,11-6-25, 12-4-25, 1-8-26, 2-5-26, 3-5-26, 4-9-26, 5-7-26

Resource Inequities

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

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

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

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

Comprehensive Needs Assessment for 2026-2027, West High:

Dual Enrollment Opportunities
Academic Intervention
Career Readiness Education and Support
Mentoring Programs for Students
EL Student Supports
Support for Reclassified EL Students
Support for Students Struggling in Math

Focus on Grading Practicing
Increase A-G percentages
Expanded Tutoring Offerings
0 and 7th Period Course Offerings
Bilingual Peer Tutors
Support for Students Struggling Academically and Emotionally

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

None. Every category improved or remained the same.

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

Other Needs

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

Over 75% of students classified as socioeconomically disadvantaged.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.43%	0.39%	0.42%	9	8	8
African American	5.46%	5.42%	4.64%	115	112	89
Asian	13.05%	14.71%	13.96%	275	304	268
Filipino	6.97%	6.73%	6.41%	147	139	123
Hispanic/Latino	55.74%	56.44%	58.13%	1175	1166	1116
Pacific Islander	1.47%	1.31%	1.41%	31	27	27
White	13.38%	11.57%	11.46%	282	239	220
Two or More Races	3.51%	3.44%	3.54%	74	71	68
Not Reported	0%	%	0.05%	0		1
			Total Enrollment	2108	2066	1920

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 1	1		
Grade 9	488	481	467
Grade 10	557	479	481
Grade 11	534	546	435
Grade 12	528	560	537
Total Enrollment	2,108	2,066	1,920

Conclusions based on this data:

1. Overall student enrollment has decreased by 146 students from 2023-24 to 2024-25
2. Our largest sub-group is Hispanic students, followed by Asian, White, Filipino and African-American students.
3. Over 75% of students are classified as socioeconomically disadvantaged.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	381	350	222	18.1%	16.9%	11.6%
Fluent English Proficient (FEP)	795	860	896	37.7%	41.6%	46.7%
Reclassified Fluent English Proficient (RFEP)	718			34.1%		

Conclusions based on this data:

1. The percentage of English Learners decreased from 16.9 % to 11.6%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	515	493	417	491	473	400	491	473	400	95.3	95.9	95.9
All Grades	515	493	417	491	473	400	491	473	400	95.3	95.9	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2602.	2571.	2603.	26.07	18.60	27.25	35.23	31.29	34.00	20.98	24.10	22.25	17.72	26.00	16.50
All Grades	N/A	N/A	N/A	26.07	18.60	27.25	35.23	31.29	34.00	20.98	24.10	22.25	17.72	26.00	16.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	27.70	17.12	26.32	56.21	57.72	56.39	16.09	25.16	17.29
All Grades	27.70	17.12	26.32	56.21	57.72	56.39	16.09	25.16	17.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	30.14	24.95	31.83	49.08	51.59	50.13	20.77	23.47	18.05
All Grades	30.14	24.95	31.83	49.08	51.59	50.13	20.77	23.47	18.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.44	14.80	15.04	73.32	69.77	71.43	13.24	15.43	13.53
All Grades	13.44	14.80	15.04	73.32	69.77	71.43	13.24	15.43	13.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.40	17.55	24.56	66.19	62.16	61.65	11.41	20.30	13.78
All Grades	22.40	17.55	24.56	66.19	62.16	61.65	11.41	20.30	13.78

Conclusions based on this data:

1. The percentage of students meeting or exceeding ELA standards increased from 2023-24 to 2024-25 by 12 points and number of not met students decreased by almost 10 points.
2. Participation remained relatively the same at 95.9 %.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	513	493	417	486	470	400	485	470	400	94.7	95.3	95.9
All Grades	513	493	417	486	470	400	485	470	400	94.7	95.3	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2524.	2517.	2534.	7.63	8.30	9.75	12.37	11.49	14.75	21.03	18.72	18.25	58.97	61.49	57.25
All Grades	N/A	N/A	N/A	7.63	8.30	9.75	12.37	11.49	14.75	21.03	18.72	18.25	58.97	61.49	57.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.55	10.85	11.75	30.31	30.21	32.50	58.14	58.94	55.75
All Grades	11.55	10.85	11.75	30.31	30.21	32.50	58.14	58.94	55.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.28	8.51	11.00	59.79	59.36	52.00	30.93	32.13	37.00
All Grades	9.28	8.51	11.00	59.79	59.36	52.00	30.93	32.13	37.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.93	7.45	11.00	56.70	57.23	57.50	32.37	35.32	31.50
All Grades	10.93	7.45	11.00	56.70	57.23	57.50	32.37	35.32	31.50

Conclusions based on this data:

1. The number of students meeting or exceeding standards increased by more than 4 points..
2. The number of students below standards decreased by over 4 points

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1542.4	1541.4	1529.9	1543.2	1541.8	1527.7	1541.0	1540.6	1531.8	93	91	53
10	1576.4	1570.5	1568.5	1581.9	1575.2	1572.0	1570.5	1565.4	1564.5	115	70	81
11	1559.3	1549.7	1529.2	1556.3	1543.5	1512.3	1561.8	1555.5	1545.7	89	55	38
12	1548.7	1561.6	1536.9	1553.4	1559.8	1524.4	1543.3	1562.8	1549.0	39	64	46
All Grades										336	280	218

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.98	10.99	13.21	35.48	48.35	35.85	29.03	19.78	18.87	21.51	20.88	32.08	93	91	53
10	35.65	37.14	32.10	34.78	32.86	32.10	15.65	5.71	14.81	13.91	24.29	20.99	115	70	81
11	22.73	18.18	15.79	34.09	34.55	28.95	23.86	20.00	18.42	19.32	27.27	36.84	88	55	38
12	28.21	23.44	21.74	17.95	39.06	23.91	25.64	15.63	21.74	28.21	21.88	32.61	39	64	46
All Grades	25.37	21.79	22.48	32.84	39.64	30.73	22.69	15.36	17.89	19.10	23.21	28.90	335	280	218

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	31.18	30.77	33.96	33.33	39.56	28.30	19.35	14.29	7.55	16.13	15.38	30.19	93	91	53
10	51.30	52.86	46.91	25.22	18.57	22.22	12.17	8.57	9.88	11.30	20.00	20.99	115	70	81
11	38.64	36.36	31.58	31.82	32.73	21.05	12.50	10.91	13.16	17.05	20.00	34.21	88	55	38
12	38.46	40.63	32.61	15.38	32.81	21.74	25.64	9.38	17.39	20.51	17.19	28.26	39	64	46
All Grades	40.90	39.64	38.07	28.06	31.43	23.39	15.82	11.07	11.47	15.22	17.86	27.06	335	280	218

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.08	2.20	1.89	21.51	21.98	18.87	43.01	42.86	35.85	34.41	32.97	43.40	93	91	53
10	13.04	18.57	11.11	36.52	31.43	29.63	31.30	25.71	35.80	19.13	24.29	23.46	115	70	81
11	5.68	7.27	10.53	26.14	27.27	15.79	43.18	27.27	34.21	25.00	38.18	39.47	88	55	38
12	2.56	10.94	8.70	25.64	18.75	15.22	33.33	39.06	36.96	38.46	31.25	39.13	39	64	46
All Grades	6.57	9.29	8.26	28.36	24.64	21.56	37.91	34.64	35.78	27.16	31.43	34.40	335	280	218

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.98	1.10	13.21	60.22	74.73	54.72	25.81	24.18	32.08	93	91	53
10	22.61	12.86	18.52	62.61	67.14	64.20	14.78	20.00	17.28	115	70	81
11	10.23	1.82	0.00	64.77	69.09	55.26	25.00	29.09	44.74	88	55	38
12	7.69	6.25	6.52	58.97	64.06	52.17	33.33	29.69	41.30	39	64	46
All Grades	15.22	5.36	11.47	62.09	69.29	57.80	22.69	25.36	30.73	335	280	218

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	65.59	73.63	52.83	21.51	12.09	18.87	12.90	14.29	28.30	93	91	53
10	80.70	70.59	66.67	7.89	10.29	11.11	11.40	19.12	22.22	114	68	81
11	72.41	61.82	57.89	12.64	21.82	13.16	14.94	16.36	28.95	87	55	38
12	66.67	73.44	60.87	15.38	15.63	17.39	17.95	10.94	21.74	39	64	46
All Grades	72.67	70.50	60.55	13.81	14.39	14.68	13.51	15.11	24.77	333	278	218

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	7.53	6.59	5.66	51.61	46.15	45.28	40.86	47.25	49.06	93	91	53
10	23.48	30.00	23.46	49.57	34.29	43.21	26.96	35.71	33.33	115	70	81
11	9.09	7.27	7.89	50.00	45.45	42.11	40.91	47.27	50.00	88	55	38
12	5.13	9.38	8.70	46.15	51.56	43.48	48.72	39.06	47.83	39	64	46
All Grades	13.13	13.21	13.30	49.85	44.29	43.58	37.01	42.50	43.12	335	280	218

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	2.20	0.00	79.57	78.02	71.70	20.43	19.78	28.30	93	91	53
10	6.09	2.86	1.23	79.13	77.14	85.19	14.78	20.00	13.58	115	70	81
11	9.09	7.27	7.89	70.45	65.45	60.53	20.45	27.27	31.58	88	55	38
12	12.82	10.94	8.70	51.28	62.50	67.39	35.90	26.56	23.91	39	64	46
All Grades	5.97	5.36	3.67	73.73	71.79	73.85	20.30	22.86	22.48	335	280	218

Conclusions based on this data:

1. Our numbers for students at a Level 4, increased by about 1%.
2. Our numbers for students at a Level 1, increased by about 5%

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1920	**76.5%**	**11.6%**	**0.3%**
Total Number of Students enrolled in Merrill F. West High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	222	11.6%
Foster Youth	5	0.3%
Homeless	122	6.4%
Socioeconomically Disadvantaged	1469	76.5%
Students with Disabilities	277	14.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	89	4.6%
American Indian	8	0.4%
Asian	268	14%
Filipino	123	6.4%
Hispanic	1116	58.1%
Two or More Races	68	3.5%
Pacific Islander	27	1.4%
White	220	11.5%

Conclusions based on this data:

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

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

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

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	2

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Orange	 No Performance Color
21.2 points above standard	51.6 points below standard	68.4 points below standard
Increased 30.5 points	Increased 39.1 points	Increased 65.2 points
388 Students	117 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	70.8 points below standard	9.6 points above standard
	Increased 10.6 points	Increased 34.5 points
	20 Students	299 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
100.7 points below standard	24 points above standard	Fewer than 11 students - No Data for Privacy
Increased 45.7 points	Increased 88 points	1 Student
52 Students	13 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
34.3 points above standard	68.4 points above standard	11.6 points above standard
Increased 22.4 points	Maintained -0.4 points	Increased 40.9 points
59 Students	27 Students	224 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
18.2 points above standard	Fewer than 11 students - No Data for Privacy	30.2 points above standard
Increased 6.8 points	6 Students	Increased 24 points
13 Students		46 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
90.7 points below standard	170.8 points below standard	201.3 points below standard
Increased 18.1 points	Increased 20.5 points	Increased 27.9 points
386 Students	120 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	153.9 points below standard	110.3 points below standard
1 Student	Increased 22.3 points	Increased 17.1 points
	21 Students	297 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
230.8 points below standard	108.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 15.2 points	Increased 51.2 points	1 Student
52 Students	13 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
41.2 points below standard	37.3 points below standard	114.5 points below standard
Increased 7.7 points	Declined 25.1 points	Increased 28.5 points
57 Students	27 Students	222 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
94.2 points below standard	Fewer than 11 students - No Data for Privacy	70.2 points below standard
Declined 10.3 points	6 Students	Increased 32.7 points
13 Students		49 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	No Performance Color
51.6 science points	37.9 science points	31 science points
Maintained 1 points	Maintained 0.1 points	Declined 3.2 points
401 Students	127 Students	15 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	34.5 science points	48.7 science points
	Declined 7.8 points	Maintained 1.1 points
	24 Students	311 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
29.1 science points	42.5 science points	Fewer than 11 students - No Data for Privacy
Declined 5.6 points	Maintained 0.9 points	1 Student
56 Students	17 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Green
56 science points	60.5 science points	48.9 science points
Maintained 1.1 points	Maintained -1.5 points	Increased 2 points
62 Students	27 Students	233 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
52 science points	Fewer than 11 students - No Data for Privacy	51.8 science points
Maintained -0.8 points	6 Students	Declined 3.3 points
13 Students		49 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	Green
52.6 making progress.	56.1 making progress.
Number Students: 173 Students	Number Students: 107 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
8.7%	38.4%	0%	52.9%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

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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.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
3	2	3	2	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Red	Red
Prepared 34.1%	Prepared 6.7%	Prepared 6.4%
Increased 2.8%	Maintained	Declined 2%
511 Students	135 Students	94 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Yellow	Yellow
Fewer than 11 students - No Data for Privacy	Prepared 22.5%	Prepared 29.5%
1 Student	Increased 14.6%	Increased 4.2%
	40 Students	414 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
Prepared 2.9%	Prepared 12.5%	Fewer than 11 students - No Data for Privacy
Maintained -1%	Declined 13.1%	4 Students
70 Students	32 Students	

Asian	Filipino	Hispanic
 Green	 Green	 Yellow
Prepared 50%	Prepared 62.2%	Prepared 26.5%
Increased 6.5%	Increased 17.2%	Increased 2.5%
80 Students	45 Students	260 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Prepared 38.9%	Fewer than 11 students - No Data for Privacy	Prepared 34.8%
Declined 23.6%	5 Students	Maintained 0.2%
18 Students		66 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism for 2024-2025 increased compared to 2023-2024.by a little over 1%. Still we were below district, county and state percentages.
2. Homeless and social-economically disadvantaged absenteeism is significantly lower than district, county and state numbers.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	3	1

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Orange	 Orange
91% graduated	86.1% graduated	87.2% graduated
Increased 1%	Declined 3.1%	Declined 4.5%
513 Students	137 Students	94 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Yellow
Fewer than 11 students - No Data for Privacy	88.1% graduated	90.4% graduated
1 Student	Increased 8.1%	Maintained 0.7%
	42 Students	416 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
71.8% graduated	75% graduated	Fewer than 11 students - No Data for Privacy
Declined 9.4%	Declined 18%	4 Students
71 Students	32 Students	

Asian	Filipino	Hispanic
 Blue	 Yellow	 Green
95.1% graduated	93.3% graduated	92.3% graduated
Increased 3.2%	Declined 4.2%	Increased 4.1%
81 Students	45 Students	261 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
88.9% graduated	Fewer than 11 students - No Data for Privacy	89.4% graduated
Declined 11.1%	5 Students	Increased 2.6%
18 Students		66 Students

Conclusions based on this data:

1. Number of graduating students increased 1%
2. Homeless and Students with disabilities have low graduation rates but have increased about 8% and 9% respectively.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	4	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 Orange
9.7% suspended at least one day	11% suspended at least one day	12.4% suspended at least one day
Declined 1.7%	Declined 7%	Declined 9.4%
2069 Students	273 Students	137 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	9.1% suspended at least one day	10.5% suspended at least one day
7 Students	Declined 5.5%	Declined 2.5%
	143 Students	1613 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
17.7% suspended at least one day	19.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.8%	Increased 1%	9 Students
310 Students	104 Students	

Asian	Filipino	Hispanic
 Green	 Orange	 Orange
5.1% suspended at least one day	4.7% suspended at least one day	10.9% suspended at least one day
Declined 2.1%	Increased 0.4%	Declined 1%
292 Students	128 Students	1195 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
10.8% suspended at least one day	13.3% suspended at least one day	7.6% suspended at least one day
Declined 4.8%	Declined 3.9%	Declined 5.8%
74 Students	30 Students	237 Students

Conclusions based on this data:

1. Our suspension rates were "Very High" with 11.4% of students suspended at least one day, a minimal increase.
2. There was a 30% decrease in multiple suspensions in the first semester of 2023-24.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

NEEDS ASSESSMENT:

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard College/Career Indicator	Data from 2024 Graduating Class Ca Dashboard College/Career Indicator All students 34.1% (increased 3%) CA Dashboard College/Career Indicator EL Students very low 6.7% (maintained) CA Dashboard College/Career Indicator Hispanic students Low (maintained) CA Dashboard - College/Career Indicator Students with Disabilities Very Low (maintained)	Expected Outcomes will be for 2026-27 school year Ca Dashboard College/Career Indicator All students 39.1% prepared (goal of 5% increase annually) CA Dashboard College/Career Indicator EL Students Very Low to Low CA Dashboard College/Career Indicator Hispanic students Low to Medium CA Dashboard - College/Career Indicator Students with Disabilities Very Low to Low
California School Dashboard English Language Arts	CA Dashboard - ELA Performance Students with Disabilities, English Learners - Low (increased) CA Dashboard -ELA Performance Hispanic, and Socioeconomically Disadvantaged - High (increased significantly)	CA Dashboard - ELA Students with Disabilities, Homeless Very Low to Medium CA Dashboard -ELA Performance- Hispanic, and Socioeconomically Disadvantaged High to Very High
California School Dashboard Math Performance	CA Dashboard - Math Performance Students with Disabilities, Very Low (maintained) English Learners, Low (increase), Hispanic, Medium (increased significantly) Long-Term English Learners, High (increased significantly)	CA Dashboard - Math Performance SWDs Very Low to Low ELs Low to Medium Hispanic Medium to High LTEL High to Very High
Graduation Rate	Graduation Rate - All students 91% graduated, High (maintained) Students with Disabilities, Low (declined significantly) Homeless, High (maintained) White, High (increased significantly) Asian, Very High (increased significantly) African American, Low (N/A) LTEL, Low (decreased significantly)	Graduation Rate - All students High to Very High SWD Low to Medium Homeless High to Very High White High to Very High

		Asian Maintain African Americans Low to Medium LTELs Low to Medium
FastBridge Assessment Data Math (aMath)	23% of students scored College Pathway 23% of students scored High Risk 25% of students scored Low Risk as measured by the Winter 2025 FastBridge aMath assessment	3% increase in all levels as measured by FastBridge assessments
FastBridge Assessment Data English Language Arts (aReading)	21% of students scored "College Pathway" 29% of student scored high Risk 28% of students scored Low Risk as measured by the Winter 2025 FastBridge aReading assessment	3% increase in all levels as measured by FastBridge assessments
FastBridge Assessment Data (mySAEBRS)	76% of students scored at Low Risk 21% of students scored at Some Risk 3% of students scored at High Risk as measured by the Winter 2025 FastBridge mySAEBRS assessment	5% Increase in students scoring at Low Risk and a 3% or more decrease in students scoring at other levels.
ELPAC Assessment Data	2025 Data 52.9% Progressed at least one ELPAC level (3.1% increase)	3% increase in Progress Indicator
Overall F Grades Rates	2025 Semester 1 = 9% (.4% increase)	decrease by 1%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	AVID Program (AVID Training for staff members, AVID Coordinator Prep, AVID Courses, AVID Tutoring)	All students	39162 District Funded
1.2	Support for Comprehensive Educational Opportunities for All Students (Including Socioeconomically Disadvantaged Students) - Special program and club support, field trips, sub coverage, classroom supplies, digital technology, supplies for academic intervention	All students	15571 LCFF 20000 Title I
1.3	Mainstream English Learner Students and provide ELD Support classes	English Learner Students	0 District Funded

1.4	Mainstream Students with Disabilities into Co-taught and collaborative sections of core classes	Students with Disabilities	0 District Funded
1.5	Targeted Academic Intervention (tutoring, PLC collaboration, supplies for intervention)	All students	7000 LCFF 0 District Funded Title I
1.6	Schoolwide TOSA w/EL Strategies focus, EL Paraprofessional, Translator Clerk/Typist	EL Students	204810 Title I
1.7	3 EL Paraprofessional Salaries (Targeted EL Funding), EL Coordinator (prep sections) +1 New para for non Spanish English language learners	EL Students	214518 LCFF - Supplemental
1.8	ELD Class Supplies, EL Collaboration, Translation for Parent Events, Group Tutoring, One-On-One Tutoring, Academic Intervention, Home Visits, Testing Support	EL Students	7500 LCFF
1.9	Professional Development for Staff - professional development, conferences, sub costs, timesheets for professional development preparation (including AdvanceSTEM ILT team), speakers, presenters, collaboration time for Lesson Studies	All Students	17000 LCFF
1.10	Nutritional Services for Students Attending After School Targeted Intervention / Tutoring	Students Attending After School Targeted Intervention / Tutoring	1000 LCFF 727 LCFF - Supplemental
1.11	Parent Engagement Activities (PIQE, Parent Group, Parent Presentations, Communication tools)	All Students (and Parents)	2491 Title I District Funded
1.12	General Operating Costs - Supplies, Equipment Agreements, School Business, Postage, Copies, School Safety	All Students	32500 LCFF 17500 Title I
1.13	General Operating Costs - Teacher, Department and Class Supplies	All Students	70000 LCFF 15000 Title I
1.15	Tutoring, Intervention, Other Academic Support Services (A-G completion increase) No Red Ink	All Students	18663 Title I
1.16	Increase A-G rates and decrease F rates for all students; Group counseling (360); Academic	All Students	0 District Funded

	Tutoring; Teacher Professional Development; Counseling Presentations		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Named a California Distinguished School 2026 for closing the achievement gap.

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Provide a Safe and Equitable Learning Environment for students and staff
Provide a Safe and Equitable Learning Environment

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a Safe and Equitable Learning Environment

Identified Need

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

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

Supports for students with an identified risk factor
Supports for students with discipline issues
Tutoring program
Mental health services for students
Support for underperforming student sub groups
Academic Intervention
Mentoring Programs for Students
EL Student Supports
Support for Reclassified EL Students
Support for Students Struggling in Math
Additional Tier 2 Supports
Focus on Grading Practicing
Additional Behaviorist Supports
Increase A-G percentages
Expanded Tutoring Offerings
0 and 7th Period Course Offerings
Bilingual Peer Tutors
Supports for Students with Discipline Issues (PBIS)
SBAC Support and Practice
Expanded Translation Services
Support for Students Struggling Academically and Emotionally

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Overall 9.7% Suspended at least once (previous year - 11.4%)	Decrease by 2% annually - Goal nearly met (1.7% decrease)
FastBridge Assessment Data Social-Emotional Learning Survey (mySAEBRS)	76% of students were at Low Risk for SEL Concerns	Increase by 3% in all categories (Goal met - increased by 4%)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support and Supplies for Intervention and Study Skill Center	All Students	
2.2	Support Services for Homeless / Foster Youth	Homeless / Foster Student Support	0 District Funded
2.3	Mental Health Services and Socio-Emotional Support for Students (ex. VCC)	All Students	151200 Title I
2.4	Increase security presence to address safety concerns (City of Tracy PD)	All Students	5000 LCFF
2.5	Increase Awareness of Diversity (assemblies, conflict management)	All Students	13000 LCFF
2.6	Student Tracking Safety and Participation Program (5 Star)	All Students	2300 LCFF
2.7	Clerk Typist 1 to document student mental health and academic interventions	All Students	5077 LCFF 45695 Title I
2.8	Additional Support for Student Wellness and PBIS Strategies		2500 LCFF

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Coordination of Services Team continues to provide needed SEL and academic intervention with over 400 students currently receiving regular intervention.

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$908,214.00
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	$475,359.00

Subtotal of additional federal funds included for this school: $475,359.00

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	$39,162.00
LCFF	$178,448.00
LCFF - Supplemental	$215,245.00

Subtotal of state or local funds included for this school: $432,855.00

Total of federal, state, and/or local funds for this school: $908,214.00

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	39,162.00
LCFF	178,448.00
LCFF - Supplemental	215,245.00
Title I	475,359.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	683,442.00
Goal 2	224,772.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

4 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 4-30/2026.

Attested:

	Principal, Gary Henderson on 4/30/2026
	SSC Chairperson, Tara Hackney on 4/30/2026

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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