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
Stanislaus County West Campus	50105045030069	4/24/26	6/9/26

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 Stanislaus County West Campus for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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 Stanislaus County West Campus for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This plan has been created with input from all appropriate stakeholder groups. At West Campus, our community continuously engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of opportunity and achievement. Our goals contained in the SPSA are directly linked to Stanislaus County Office of Education's LCAP goals. All LCAP goals contained in our SPSA directly support the ESSA requirements to close academic achievement gaps for all students. Stakeholders were involved in a collaborative process in the development of the SPSA. Stakeholders were involved in the 2025-2026 budget development process via meeting opportunities to dialogue and to solicit input. These included SSC, ELAC, and Professional Learning Team (PLT) meetings held routinely throughout the year. Our LCAP advisory and ELAC is embedded within our SSC per bylaws and election process via August, 2025 (LCAP) and September, 2025 (ELAC). We include reviews of our School Plan and diving into our site's data as a standing item at our SSC/ELAC and Site Leadership Meetings.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the 2025-2026 school year the School Site Council (SSC), representing teachers, students, parents, and administration continually review school data and update plans. This group oversees the SPSA for both PACE and West Campus. With a vote, this group also acts as the LCAP and ELAC advisory teams. Throughout the school year, the SSC reviewed school data, school plans and goals. On April 24, 2026, the SSC reviewed the initial draft of the SPSA and its alignment with Stanislaus County Office of Education's LCAP goals. In May, 2026 the SSC reviewed and approved the final draft.

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.

West Campus qualifies for Comprehensive Support and Improvement (CSI) due to the graduation rate. To increase the graduation rate, the School Site Council (SSC) discussed the need for support systems in the areas of academics, CTE training and social-emotional development.

*Students are supported in each classroom with a teacher and paraprofessional. All teachers are credentialed. However, the alternative education classes have multiple subjects that a teacher may not specialize in specifically.
*Students do not have full internet access. West Campus provides curriculum and other educational websites by putting those websites on a URL exemption list.
*Students have the opportunity to enroll in CTE courses, career exploration and digital arts.
*Students are encouraged and have the resources to enroll at Modesto Junior College once their high school requirements are completed.
*Students are supported by a Special Education clinician that fulfills the required minutes of each qualified student.
*Due to the regimented schedule and supervision by probation, classroom lessons/projects can be taught without disruptions or absences.
*Students have access to an academic counselor.
*Students have access to mental health clinicians.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The California Dashboard shows the 2025-2026 West Campus graduation rate decreased by 24.2% and currently sits at 22.2%. These numbers are not indicative of the school's success. The 20224-2025 school year saw a dramatic increase of graduates due to the long-term students residing in the facility. West Campus's enrollment numbers are unstable with student enrollment, grade levels, credits and length of enrollment being in a constant flux. This has a direct effect on the College/Career results as well. Students are not enrolled for a long enough period to complete the required capstone classes.

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.

All (EL, SEL, SWD) students will continue to be provided the academic, behavioral and mental health support at the school site.

Other Needs

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

West Campus students are completing Math, ELA, Science and Social Studies at a 100% passage rate. Students are given the opportunity to show success through a variety of coursework with hands-on learning. These courses include Art, CTE Culinary, Career Exploration, and Digital Arts with a truck driving curriculum with simulator hours available to be taught to eligible students beginning this school year.

During the 2025-2026 school year, art students at West Campus anonymously filled out a card with their mood before and after what they created based on a scale of 1-6. In a 12 week period, West Campus students recorded an increase of 10% in positivity. Using a Wilcoxon signed-rank test we found the following results:
-Indicates that there is statistically significant improvement in students' perceived mood after engaging in artmaking.
-This statistically significant improvement is unlikely to have occurred by chance. In other words, the improvement in mood is likely a genuine effect of the artmaking activities rather than random variability.
-This level of statistical significance suggests that the impact of artmaking activities on mood is meaningful and not just a minor or temporary change. It provides strong support for the effectiveness of incorporating artmaking into the campuses.
West campus will continue these practices while guiding students toward their academic and career path goals.

The dashboard graduation rate is not indicative of the school's success. West Campus's enrollment numbers are unstable with an average student enrollment being in a constant flux during the 2025-2026 school year. The school will continue to offer appropriate, grade level curriculum to all students (EL, SED, SWD) while completing the necessary requirements toward graduation.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	11.11%	16.07%	4.92%	6	9	3
Hispanic/Latino	70.37%	66.07%	63.93%	38	37	39
Pacific Islander	%	%	1.64%			1
White	14.81%	14.29%	24.59%	8	8	15
Two or More Races	3.70%	3.57%	4.92%	2	2	3
			Total Enrollment	54	56	61

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 8	2	4	1
Grade 9	1	14	8
Grade 10	9	8	15
Grade 11	17	16	14
Grade 12	25	14	23
Total Enrollment	54	56	61

Conclusions based on this data:

1. Hispanic students make up the majority of the student population.
2. Length of enrollment varies with each student.
3. Student enrollment is fluid throughout the school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	15	15	14	30.0%	28.8%	25.9%
Fluent English Proficient (FEP)	4	7	5	8.0%	13.5%	9.3%

Conclusions based on this data:

1. EL numbers increased while jumping 17%.
2. The site will continue to monitor these numbers and provide the academic and mental health support while guiding students toward reclassification.

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 7		*			0			0				
Grade 8	*	5	4	*	0	*	*	0	*		0	
Grade 11	18	19	18	9	7	14	9	7	14	50.0	36.8	77.8
All Grades	21	25	22	10	7	17	10	7	17	47.6	28	77.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	2413.	*	*	0.00	*	*	0.00	*	*	21.43	*	*	78.57
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	17.65	*	*	82.35

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 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Exact Path assessment will continue to aid in determining the academic area(s) of need. Student enrollment fluctuates throughout the school year and numbers are clearly different of when data is gathered between enrollment date and the testing/participating date. Local data (StanStats) will be utilized to better understand where our students are academically.
2. Overall participation rates will fluctuate from year to year due to the fluidity of student enrollment.

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 7		*			0			0				
Grade 8	*	6	4	*	0	*	*	0	*		0	
Grade 11	19	19	17	9	7	12	9	7	12	47.4	36.8	70.6
All Grades	22	26	21	10	7	15	10	7	15	45.5	26.9	71.4

* 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 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	2373.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Exact Path assessment will aid will continue to determine the academic area(s) of need. Student enrollment fluctuates throughout the school year and numbers are clearly different of when data is gathered between enrollment date and the testing/participating date. Local data will continue to be utilized to better understand where our students are academically.
2. Percent of tested students continue to fluctuate. This can be from enrollment continuously being fluid.

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	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*	0	*
All Grades										4	4	11

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	9.09	*	*	18.18	*	*	63.64	*	*	9.09	*	*	11

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	81.82	*	*	0.00	*	*	18.18	*	*	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	100.00	*	*	0.00	*	*	11

Conclusions based on this data:

1. Low number of students tested. Percentage is not significant. Exact Path assessment will aid in determining the academic area(s) of need. Student enrollment fluctuates throughout the school year and numbers are clearly different of when data is gathered between enrollment date and the testing/participating date. Local data will be utilized to better understand where our students are academically.
2. Students were not ELPAC tested while enrolled in West Campus. Will continue to analyze each student's ELPAC score on an individual basis.
3. Will continue instruction that accommodates all students (EL, SED, SWD).

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
56	**100%**	**26.8%**	**1.8%**
Total Number of Students enrolled in Stanislaus County West Campus.	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	15	26.8%
Foster Youth	1	1.8%
Homeless	0	0.0%
Socioeconomically Disadvantaged	56	100%
Students with Disabilities	18	32.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	16.1%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	37	66.1%
Two or More Races	2	3.6%
Pacific Islander	0	0.0%
White	8	14.3%

Conclusions based on this data:

1. All students continue to be classified as socioeconomically disadvantaged. In order to entertain the idea of student success, sufficient resources and supports are in place for this group and all students.

2. The school has supports in place for all students (including EL, SED, SWD).

School and Student Performance Data

Overall Performance

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

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

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


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 No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Blue
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. The dashboard graduation rate is not indicative of the school's success. Students enroll into West Campus for a variety of reasons. The majority of students are enrolled for 60 or less days and are not credit current upon entry.
2. The enrollment fluctuation also has a direct effect on the College/Career results. Students are not enrolled for a long enough period to complete the required capstone classes.
3. West Campus uses local data to drive instruction. The school offers Culinary, Truck Driving, Art, Digital Arts and Career Exploration.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

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

Conclusions based on this data:

1. Students scores maintained with a slight decrease of 1.8 points. While state testing has its value, West Campus will continue to assess using classroom benchmarks and localized data (StanStats) to guide instruction and high interest career exploration.
2. EL students will continue to be supported with the appropriate curriculum and necessary supports in place.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



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
0	0	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
4 Students	1 Student	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
0 Students		4 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

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

Conclusions based on this data:

1. Student scores experienced an increase of 5.3 points. While state testing has its value, West Campus will continue to assess using classroom benchmarks and localized data (StanStats) to guide instruction and high interest career exploration.
2. Students will continue to be supported academically in and outside of the classroom. There is a teacher and paraprofessional in each classroom.

School and Student Performance Data

Academic Performance
Science

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

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

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



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
0	0	0	0	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
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
5 Students	1 Student	1 Student

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

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 6 Students	Number Students: 6 Students

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

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

Conclusions based on this data:

1. EL numbers are fewer than 11 and were not recorded. However, these students will continue to be supported in their academics and path for reclassification through the appropriate curriculum and assessment.
2. StanStats and Exact Path will be used to find academic ability. Teachers can assess and modify to better suit the student's current academic levels. Study Sync will continue to be utilized with our EL population.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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



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
0	0	0	0	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
 No Performance Color	 No Performance Color	 No Performance Color
Prepared 0%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained	5 Students	5 Students
26 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 0%
	1 Student	Maintained
		26 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Prepared 0% Maintained 13 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Students are performing at a low rate in regards to California's expectations. While state testing has its value, West Campus will continue to assess using classroom benchmarks and localized data to guide instruction and high interest career exploration.
2. West Campus will continue to have a fluid population. All students (EL, SED, SWD) will have access and opportunity to enroll in CTE and job skill related coursework.
3. Students are not enrolled for a long enough period to complete the required capstone classes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

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
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

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

Conclusions based on this data:

1. Chronic absenteeism is not a problem at West Campus. West Campus continues to be a residential site.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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



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	0	0	0	0

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**
 No Performance Color	 No Performance Color	 No Performance Color
22.2% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 24.2%	5 Students	5 Students
27 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	22.2% graduated
	1 Student	Declined 24.2%
		27 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 14.3% graduated Declined 43.6% 14 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Graduation rate experienced a sharp increase of 32.1%.
2. Students enrollment numbers are inconsistent. However, each enrolled student develops a graduation plan with the academic counselor and a Transition Plan with the Career Navigator.
3. The site will continue to encourage each student to complete credits and guide them to our adult program if necessary.

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.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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
 Blue	 Blue	 Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
421 Students	87 Students	75 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
32 Students		421 Students

Students with Disabilities	African American	American Indian
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
106 Students	36 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
9 Students	3 Students	Maintained 0%
		279 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
9 Students	2 Students	Maintained 0%
		83 Students

Conclusions based on this data:

1. West Campus uses suspensions sparingly. Students are able to have time outside of the classroom upon staff approval.
2. Students follow a daily point system both inside and out of the classroom.
3. Academics is something students want to be a part of due to the relationships they have with staff and the success they experience.

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.

Academic Performance Interventions
School staff will work to increase the academic achievement of all students (including EL, SED, SWD) in English Language Arts and Mathematics implementing Edmentum online curriculum while utilizing paraprofessionals and classroom supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Ensure pupil outcomes reflect access, equity and achievement leading to completion of a high school diploma.
Goal 4: Improve the performance of identified, low performing student groups.

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.

Due to low numbers of students tested, the California School Dashboard does not show data relating to Math and ELA scores. Previous years show individual testing trends to be low in all academic areas as well. However, local data shows students proving competency in grade level coursework through local data (StanStats) and curriculum assessment. Each classroom has a teacher and paraprofessional with the ability to provide one on one and small group learning.

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
Student ELA and math passing rate.	ELA: 95.5% passage rate Math: 93.1% passage rate	Students ELA and math passage rates will increase by 2%
Student ELA and math CAASPP score	ELA: 188.6 points below standard Math: 291.4 points below standard	Overall increase of 5%

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	Edmentum is a WASC accredited curriculum that allows students access to grade level academic material.	All Students (EL, SED, SWD)	Use of Exact Path to assess. PD to strengthen teacher knowledge of program.
1.2	Groups will follow ERWC (Expository Reading and Writing Curriculum) focusing on ELA and Math Nation lessons while paras support students with learning strategies.	All Students (EL, SED, SWD)	

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.

Students have access to the Edmentum curriculum. Students worked through the curriculum and were successful in attaining credits. Learning opportunities are limited due to the facility and safety constraints of West Campus. Both math and ELA had a 100% passage rate. This is achieved with our students having the opportunity to go back into their work and correct work they have made mistakes on. Data for CAASPP ELA and Mathematics is unavailable for this reporting period, as the student participation count (n < 11) did not meet the required threshold for public disclosure.

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

There are no major differences between implementation and budgeted expenditures. Strategies are teacher/paraprofessional driven to strengthen student skills and results.

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.

Subject.com has been utilized with success in the classroom giving teachers and students multiple ways of presenting and learning material. Students have access to lessons through paper/pencil, videos, and online curriculum. This encourages credit completion and an increase in state testing scores.

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.

Creative, Positive, and Safe School Climate
To build an environment that values student academic engagement, as well as, nurturing potential leadership from the student body.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Ensure equitable and conditions of learning through family engagement and positive school climate within learning environments in good repair.
Goal 3: Increase student engagement for all students by ensuring meaningful connections both inside and outside of the classroom.

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.

Classroom work will be focusing on academics, SEL Art and opportunities to build hands-on skills via CTE classes.

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
Mood / Satisfaction / Well-being	Students currently receive art instruction while reflecting on their mental health and well-being.	Students will have a sense of heightened well-being through self-expression in their artwork.

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	Continue to explore self-expression and reflection through art	All Students (EL, SED, SWD)	11,661.00 Local Categorical 1000-1999: Certificated Personnel Salaries TOSO 1 FTE 2,332.00 Other 3000-3999: Employee Benefits Fringes
2.2	Students will participate in assisting with the preparation of the walls and various tasks to be completed with the wall mural.	All Students (EL, SED, SWD)	4,000.00 Local Categorical 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Create calming mural for students and staff environment

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.

SEL Art is a main component of the goal. Students participated in art lessons exploring their creativity and mental health. Students are happy to participate and find it as a positive part of their day. The lessons serve between 13 and 23 students per visit, depending on the Unit visited.

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

There are no major differences between implementation and expenditures.

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.

As we progress through the school year, staff will gauge student interests and make any changes to meet student needs. Changes and progress can be found in Goal 2.

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.

Technology and Career Information Integration
Students will have the opportunity to take part in an exploration of a variety of career paths available throughout the area. Students will take away knowledge and working skills of technology and job/career requirements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Increase student engagement for all students by ensuring meaningful connections both inside and outside of the classroom.
Goal 4: Improve the performance of identified, low performing student groups.
Goal 5: Maintain county-wide coordination of services for the educational needs of foster youth. Maintain a countywide collaborative process for developing and revising the Countywide Plan for Expelled Youth and continue to operate programs to meet this need.

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.

College and Career levels are at "Very Low". CTE Culinary, Digital Arts, Truck Driving Education with simulator hours, and Career Exploration will be available to students. The Career Navigator will continue to provide opportunities for all students in a variety of job and career related fields. Weekly resume and career interest workshops/meetings will be conducted throughout the school year.

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
Career Exploration	Students will receiving one to two class period / week of career skills. Receiving introductory career interest instruction.	Students will build a personal file/portfolio for job and career interests and skills.
Increase of students being trained for various jobs/careers and attaining employment.	TBD: 2025-2026 data	Increase in number of students enrolled in CTE programs and certification.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Promethium Boards and Chrome books. Utilize Promethium Boards and Chrome books in the classrooms at all sites for curriculum delivery and student engagement	All Students (EL, SED, SWD)	None Specified None Specified Chrome Books will be used by students for individual learning.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Teacher will use Promethium in the classroom to help address academic needs.
3.2	Career and Education Technology Coach: Students will be enrolled into Digital Arts and Coding. Students will be introduced while beginning to build and strengthen tech skills through direct instruction while monitoring and assessing progress.	All Students (EL, SED, SWD)	49,402.88 Title I Part D 1000-1999: Certificated Personnel Salaries Career Coach 1 FTE 15,680.40 Title I Part D 3000-3999: Employee Benefits Career Coach 1 FTE Fringes 8,499 Title I Part D 4000-4999: Books And Supplies
3.5	Students will benefit from the introduction and development of culinary skills in a professional kitchen environment. Students will be certified through ServSafe.	All Students (EL, SED, SWD)	30,259.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Culinary Food Supply Culinary Kitchen Supplies 1 FTE 38,226.20 LCFF 2000-2999: Classified Personnel Salaries Culinary Instruction Salary 1 FTE 44,982.91 LCFF 3000-3999: Employee Benefits Fringe Benefits 2 FTE 1,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures CTE Dues
3.6	Students will enroll our truck driving program and complete coursework developed to designed to pass state license testing. Students will have the opportunity to complete behind the wheel hours using an industry approved simulator.	All Students (EL, SED, SWD)	21,827.92 Title I Part D 5000-5999: Services And Other Operating Expenditures Contracted training

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.

Students participated in career exploration lessons and job skill development. Career exploration was woven into the classroom curriculum and served as enrichment while providing more value to our students learning experience. Students were given the opportunity to participate in the truck driving program, culinary, and digital arts. The site's Career Navigator presents job skill lessons for interested students while continuing to document skills attained and job/career interests. During the 2025-2026 school year, the Career Navigator reviewed Transition Plans with 158 students. 19 students were provided additional information on college and career information at their request.

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

There are no major differences between implementation and expenditures.

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.

Lessons have a broad scope of career information and skill building. Staff will continue to monitor student strengths and weaknesses while taking note of high interest and demand of jobs and career paths.

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	$96,910.20
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$228,371.31
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$1,500.00
Title I Part D	$95,410.20

Subtotal of additional federal funds included for this school: $96,910.20

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

State or Local Programs	Allocation ($)
LCFF	$83,209.11
LCFF - Supplemental	$30,259.00
Local Categorical	$15,661.00
Other	$2,332.00

Subtotal of state or local funds included for this school: $131,461.11

Total of federal, state, and/or local funds for this school: $228,371.31

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
LCFF	83,209.11
LCFF - Supplemental	30,259.00
Local Categorical	15,661.00
Other	2,332.00
Title I Part A: Allocation	1,500.00
Title I Part D	95,410.20

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	91,322.88
2000-2999: Classified Personnel Salaries	38,226.20
3000-3999: Employee Benefits	62,995.31
4000-4999: Books And Supplies	12,499.00
5000-5999: Services And Other Operating Expenditures	23,327.92

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	38,226.20
3000-3999: Employee Benefits	LCFF	44,982.91
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,259.00
1000-1999: Certificated Personnel Salaries	Local Categorical	11,661.00
4000-4999: Books And Supplies	Local Categorical	4,000.00
3000-3999: Employee Benefits	Other	2,332.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part D	49,402.88
3000-3999: Employee Benefits	Title I Part D	15,680.40
4000-4999: Books And Supplies	Title I Part D	8,499.00
5000-5999: Services And Other Operating Expenditures	Title I Part D	21,827.92

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	17,993.00
Goal 3	210,378.31

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
John Luis	Principal
Juanita Tamayo	Other School Staff
Evie Freeman	Classroom Teacher
Kristina Garza-Quezada	Classroom Teacher
Gabe Castro	Classroom Teacher
David Costa	Parent or Community Member
Tania Villalon	Parent or Community Member
Allison Molina	Secondary Student
Ian Graves	Secondary Student
Jaden Graves	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
	Departmental Advisory Committee

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 4/24/2024.

Attested:

Principal, John Luis on 4/24/2026

SSC Chairperson, Kristina Garza-Quezada on 4/24/2026