



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
American Canyon Middle School	28662666115240	June 2, 2022	September 8, 2022

Purpose and Description

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

Schoolwide Program

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

American Canyon Middle School, built in 1998, will have a 2022-23 enrollment of approximately 981 students that incorporates the 6th, 7th and 8th grades. American Canyon Middle School (ACMS) meets the needs of middle school-aged students through a strong academic and elective program, an approved and aligned social and emotional advisory program, and the concept of teaming. We will have teams that include the core academic teachers who will share a group of students in common.

The development of the SPSA is based upon NVUSD LCAP and the NVUSD Strategic Plan. The goals are aligned with the instructional elements of the strategic plan with actions funded through the LCAP. We build and implement goals with our teacher teams, site council, parent groups, wellness team, and administrative team. The SPSA is reviewed and approved by the ACMS School Site Council, English Learner Advisory Committee, African American Coalition and Leadership teams.

At American Canyon Middle School, we believe that school should be a place where every student feels a sense of belonging and thrive. We believe that it is our fundamental mission to provide an enthusiastic, safe and caring environment promoting academic excellence, social, emotional well-being, and independent thinking. We believe in providing a quality and challenging education to all our students to prepare them for a global society by focusing on career goals, appropriate technologies, tolerance towards, and respect for diverse cultures, beliefs and lifestyles.

Our mission is to work towards inspiring and preparing students today for the possibilities of tomorrow by instilling the "4 C's" (Critical Thinking, Communication, Collaboration & Creativity) in a respectful and safe community by utilizing clear expectations and focusing on strengthening relationships. Our Core Values are to empower all students, develop lifelong learning, establish clear and consistent expectations, and have strong relationships and community, while there is open and respectful communication with common school wide expectations for all to: "Be Respectful, Safe, Responsible, and most importantly, Be Kind."

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was co-developed by the Administrative team and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee, African American Coalition and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

Resource Inequities

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

There is an equitable distribution of site funds, personnel and resources.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

All Students Will Graduate College and/or Career Ready

Identified Need

ACMS has identified a need, based on the Star Reading and Math data assessments. As we review the data from the STAR Assessment from October 2020 through May 2022 there are identifiable needs in reading and math based on the number of students who scored at or above benchmark and the number of students who scored below the benchmark, more specifically in the Urgent Intervention performance level.

In order for American Canyon Middle School students to be prepared for the rigors of high school, it is imperative we address the low number of students not meeting or exceeding proficiency in math and reading at all three grade levels.

American Canyon Middle School Middle School will prioritize increasing proficiency in reading in both literary and informational texts.

1. We have identified a specific teacher need for building a repertoire of instructional practices and strategies that support Multilingual Learners (also known as English Learners - ELs) students in reading.
2. Additionally, our priority at American Canyon Middle School Middle School is increasing language arts proficiency since Star testing reveals reading to be our lowest performing area.
3. Observations of and discussions with teachers indicate there is a need for grade level teams to become more comfortable with high impact tier 1 classroom practices and to increase our tier 2 support for identified students.

Support for Multilingual Learners for reclassification is an ongoing as identified by the WestEd Report.

Data from California Dashboard in 2018-2019 showed disproportionality in discipline for students of color. This showed a need to learn culturally responsive pedagogy to serve all students where staff develop a cultural humility mindset recognizing all students are the expert in their culture and we can learn from their expertise to build relationships with high academic expectations where all students feel held accountable to high levels of learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Assessment Software - Star Reading Data (Schoolwide)	Star Reading Baseline Data: Schoolwide 963 students assessed with Star Proficient	We expect that for the whole school there will be a 5% decrease at the students in need for Urgent Intervention (Level 1) and a 10% increase in the students performing at or above proficiency.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Level 4: 48% (460 students) scored At/Above Benchmark Performance Level (At/Above 40th Percentile)</p> <p>Level 3: 20% (193 students) scored On Watch/Below Benchmark Performance Level (25th to 39th Percentile)</p> <p>Less than Proficient</p> <p>Level 2: 18% (173 students) scored Intervention/Below Benchmark Performance Level (10th to 24th Percentile)</p> <p>Level 1: 14% (137 students) scored Urgent Intervention/Below Benchmark Performance Level (Below 10th Percentile)</p> <p>ELA Star Reading by grade level:</p> <p>ELA Reading 8th Grade: Proficient</p> <p>Level 4: 49% (167 students)</p> <p>Level 3: 21% (74 students)</p> <p>Less than Proficient</p> <p>Level 2: 17% (59 students)</p> <p>Level 1: 13% (44 students)</p> <p>ELA Reading 7th Grade: Proficient</p> <p>Level 4: 49% (151 students)</p> <p>Level 3: 20% (61 students)</p> <p>Less than Proficient</p> <p>Level 2: 16% (49 students)</p> <p>Level 1: 16% (50 students)</p> <p>ELA Reading 6th Grade: Proficient</p> <p>Level 4: 46% (142 students)</p> <p>Level 3: 19% (58 students)</p> <p>Less than Proficient</p> <p>Level 2: 21% (65 students)</p> <p>Level 1: 14% (43 students)</p>	<p>We also expect to see all grades share roughly the same distribution as the school as a whole.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Renaissance Assessment Software - Star Math Data (Schoolwide)</p>	<p>Math Baseline Data: Schoolwide 960 students assessed with Star</p> <p>Proficient Level 4: 59% (565 students) scored At/Above Benchmark Performance Level (At/Above 40th Percentile) Level 3: 13% (126 students) scored On Watch/Below Benchmark Performance Level (25th to 39th Percentile)</p> <p>Less than Proficient Level 2: 15% (147 students) scored Intervention/Below Benchmark Performance Level (10th to 24th Percentile) Level 1: 13% (122 students) scored Urgent Intervention/Below Benchmark Performance Level (Below 10th Percentile)</p> <p>Math Star Assessment by grade level:</p> <p>Math 8th Grade: Proficient Level 4: 62% (215 students) Level 3: 14% (49 students)</p> <p>Less than Proficient Level 2: 15% (52 students) Level 1: 8% (29 students)</p> <p>Math 7th Grade: Proficient Level 4: 63% (197 students) Level 3: 11% (35 students)</p> <p>Less than Proficient Level 2: 16% (50 students) Level 1: 10% (32 students)</p> <p>Math 6th Grade:</p>	<p>We expect that for the whole school there will be a 5% decrease at the students in need for Urgent Intervention (Level 1) and a 10% increase in the students performing at or above proficiency.</p> <p>We also expect to see all grades share roughly the same distribution as the school as a whole.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Proficient Level 4: 51% (153 students) Level 3: 14% (42 students)</p> <p>Less than Proficient Level 2: 15% (45 students) Level 1: 20% (61 students)</p>	
<p>CAASPP Math</p> <p>CAASPP 6th Grade</p> <p>CAASPP 7th Grade</p> <p>CAASPP 8th Grade</p>	<p>CAASPP 6th Grade Exceeded Standard: 10% Met Standard: 14% Nearly Met Standard: 23% Did Not Meet Standard: 53%</p> <p>CAASPP 7th Grade Exceeded Standard: 13% Met Standard: 17% Nearly Met Standard: 31% Did Not Meet Standard: 39%</p> <p>CAASPP 8th Grade Exceeded Standard: 10% Met Standard: 18% Nearly Met Standard: 26% Did Not Meet Standard: 46%</p>	<p>We would expect the CAASPP scores to mirror the Star scores.</p>
<p>CAASPP ELA</p> <p>CAASPP 6th Grade</p> <p>CAASPP 7th Grade</p> <p>CAASPP 8th Grade</p>	<p>CAASPP ELA</p> <p>CAASPP 6th Grade Exceeded Standard: 12% Met Standard: 33% Nearly Met Standard: 29% Did Not Meet Standard: 26%</p> <p>CAASPP 7th Grade Exceeded Standard: 16% Met Standard: 42% Nearly Met Standard: 18% Did Not Meet Standard: 24%</p> <p>CAASPP 8th Grade Exceeded Standard: 21% Met Standard: 40% Nearly Met Standard: 23% Did Not Meet Standard: 16%</p>	<p>We would expect the CAASPP scores to mirror the Star scores.</p>
<p>Reclassification Rates for Multilingual Learners</p>	<p>Reclassification Rates:</p>	<p>We anticipate at least 15% or more of students who are</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>We had 153 Multilingual Learners for the 2021-2022 school year. 25% of the Multilingual Learners reclassified (39 students) this year as of May 2022.</p> <p>2021-2022 Multilingual Learners student count is 153, as follows: 6th Grade: 13 7th Grade: 11 8th Grade: 15</p> <p>D/F rate (students receiving two or more D/F including CR for 2022-Trimester 2 Reporting Period) of Multilingual Learners.</p> <p>68/132 of MLL students in D/F/# of EL = 52%</p>	<p>Multilingual Learners to reclassify by May 2023.</p> <p>Decrease D/F rate by at least 10% of students who are Multilingual Learners by Trimester 2 of 2023.</p>
<p>Monitor Reclassified Fully English Proficient (RFEP) Students</p>	<p>We currently have a total of 205 reclassified students at ACMS as of May 2022.</p> <p>D/F rate of RFEP 62 (30%) students (students receiving two or more D/F including CR for 2021-Trimester 2 Reporting Period).</p>	<p>All teachers will monitor and support reclassified student throughout the school year to ensure their academic progress.</p> <p>Decrease D/F rate of students who are reclassified Multilingual Learners by at least 50% or more by Trimester 2 of 2023.</p>
<p>Students/African American: Star, Aeries, and Master Schedule Data to be analyzed to address if there are any disproportionality in placement, academics and discipline/suspension.</p>	<p>First year implementation - Baseline data is outlined below:</p> <p>1) STAR Data based for sub group:</p> <p>Star Math - African American/Multi-ethnicity: Below Benchmark</p> <p>Schoolwide: 46% 6th Grade: 45% 7th Grade: 46%</p>	<p>Students of all backgrounds to have equal access, proportional academic success and discipline/suspension actions.</p> <p>Increase academic performance and decrease discipline/suspension as measure by Star, AERIES, & if applicable CAASPP/State Dashboard by May 2023 by at least 2%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>8th Grade: 48%</p> <p>Star Reading - African American/Multi-ethnicity: Below Benchmark</p> <p>Schoolwide: 50%</p> <p>6th Grade: 49%</p> <p>7th Grade: 53%</p> <p>8th Grade: 48%</p> <p>2) Based on multi-grade level Aeries Data 38/113 of African American/Mixed students = 36% total (10% in 6th grade, 9% in 7th grade and 17% in 8th grade) were given two or more D/F/CR grades during the 2nd Trimester of 2022</p> <p>3) School-wide Master Schedule student placements in both accelerated classes and strategic intervention classes are 9% and 35%, respectively.</p>	<p>School-wide Master Schedule student placements in accelerated classes is 9% and strategic intervention classes is 35%; ACMS Goal is to match representation of 11% or more in Accelerated classes and 11% or less in strategic intervention classes, which is the percentage of African American/Mixed amount of students at ACMS by May, 2022.</p>

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

Strategy 1

Students to be Served by this Strategy/Activity

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

Develop core instructional practices for empowering Assessment Capable Learners (clarity, feedback, and progress monitoring) through strengthening Professional Learning Communities (PLCs) & Response to Intervention (RTI) processes while implementing a comprehensive literacy initiative that ensures that all students 6-8 read, write and communicate proficiently.

Activities

ELA and Math Support:

- -Increase opportunities for students to read and write in every lesson in every content area
- -Implement the reading program, Accelerated Reader to provide a system for the ELA department to progress monitor their students to ensure daily reading is being done; Share baseline Lexile levels so students are able to follow their Lexile growth in reading.
- -Increased opportunities for students to read, write and be involved in academic discourse to strengthen academic language use in content area.
- -Provide school wide academic vocabulary to review with students throughout the year.

American Canyon Middle School administration and the Leadership Team are working with District Academic Specialists on meeting our instructional goals and developing site based PD to support PLC and Team work.

- -Focus professional development on learning sprints (action research) that helps teachers try and then analyze strategies to support literacy in the classroom.
- -Regularly assess student performance level utilizing Star Reading and Math assessment. Assess student learning through a robust balanced assessment system to inform teaching and respond to students needs - Star, ELPAC, and classroom assessments. Teachers and administrators will analyze data from state (Star, ELPAC) and local assessments to identify students by name that need targeted instruction to master grade-level standards.
- -Teacher collaboration will focus on designing standards-based lessons and school-wide literacy based on the identification of priority standards in each content area. ACMS will work on developing priority standards in content areas, with mastery of learning outcomes and clear alignment of learning outcomes reported out in Aeries.
- -If possible, we will utilize Project math as implemented in 2021-22 a strategic math class to support student learning and growth built into the class day utilizing Freckle, financial literacy, coding and math skill development. Renaissance Star assessment in Math and Reading and participate in ongoing training focused on reading the results and methods to use the results to modify instruction. Teachers will continue to use the results, which can be used to guide instruction and utilize Freckle resources as ACMS is a pilot site. Utilize the Star reports to identify student need and design strategic activities to support student learning according to target areas identified.
- -Teachers collaborate in PLCs (content teams) around specific school-wide strategies to develop support plans and instructional strategies based on data/results. Additionally, site coach with administration will develop (as needed) differentiated staff professional development focused on PLCs developing priority standards to calibrate learning over time and establish a baseline to possibly be able to measure one year's growth in one year's time, to be determined based on available data and assessment tools. The learning intentions will be assessed through common formative assessments. Data will be reviewed within the PLC who may have a common prep embedded in the day and/or on collaborative PLC time on Wednesdays.
- -Design learning walks to build teacher capacity in how to navigate and support working with differentiated strategies supporting students at all levels.
- -Work with District TOSA's, Equity Coordinator, MLL Site Lead and MTSS/Intervention coordinator to identify strategies to support all learners and develop training for teachers to grow their capacity to serve all learners.

Multilingual Learner Support:

- -Provide release time for teachers who are responsible for supporting the Multilingual Learners at the school site.
- -Registrar will query all MLLs (ELs) and RFEP students and email a student list to the appropriate teachers by the first week of school.
- -Offer zero period class in Physical Education and Choir to allow students who need English Language Development and Intervention/Support/Directed Studies Classes in their school schedule, are also able to access elective classes.

Flex/Targeted Intervention:

- -Targeted academic intervention two days a week offered before and after school to support ELA/Math academic progress towards our SPSA goals.

- -Use of flex time two days per week to support additional time for Math/ELA practice and progress monitor students.
- -Utilize MTSS process to identify students who may need additional resources for intervention during Flex time.
- -We will review intervention strategies with site leads and develop a plan to include support for students needing strategic and intensive interventions. Staff will use district-adopted intervention materials (e.g., Read 180, Math 180, Dreambox, teacher designed materials, Khan Academy, StudySync, Imagine Learning, iXL and Rosetta Stone) and provide intervention time in and out of the regular school day. After school, before school, Saturday School support will be integrated throughout the year. Academic Virtual Support will be made available as funding allows and as student need is identified.

Culturally Responsive and Engaging Pedagogy:

- -Teachers to build capacity through professional development with a focus to refine PBL/PrBL, CRT, improve literacy and implement UDL with a goal of one year’s growth in one year’s time for every student.
- -Develop PLC's using the ACMS Looking at Student Work Protocol-LASW/ELL, Shadowing/Culturally Responsive Pedagogy, or other tool to support RTI and leadership development to support to the PLC/Dept/Grade Level leads.
- -Students benefit from real-world experiences. Support students in completing at least one college and career exploration through district career resources, counselors, AVID, Advisory Class, community engagement, civic opportunities, community service, and/or content area learning activities.

Zero Period Class Cost \$24,054 (0003 Supplemental)

Professional Development Site Teacher Release Time Cost \$25,755. (includes PD for Goals 2, 3, 4 and field trip)

Before, After, & During School Student Support Class Costs \$9,209.

Instructional Supplies \$24,100.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,361	0003 - Supplemental
25755	0000 – No Reporting Requirements
24,100	0000 – No Reporting Requirements
300	0000 – No Reporting Requirements
2200	0000 – No Reporting Requirements
9965	0000 – No Reporting Requirements
2500	0000 – No Reporting Requirements
1364	0000 – No Reporting Requirements
1500	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

Multilingual Learners Students/African American Students/Students of Color/Students at Promise (unduplicated students) - Ensure all learners experience research based, high impact instructional strategies that engage and support student learning.

Activities

ACMS will utilize the following activities to support MLL students/African American Students/Students of Color/Students at Promise (unduplicated students):

- -Secondary professional learning on differentiation/small group instruction and Universal Design Learning (UDL). Deeper instructional coaching will be provided to the PLCs to use the data to provide targeted instruction and intervention.
- -All teachers will differentiate instruction to meet the needs of Multilingual Learners.
- -Multilingual Learners will use district-adopted materials designed to teach acquisition of the English language (StudySync, Rosetta Stone, Nat Geo Inside the USA, Imagine Learning, and Cengage).
- -Multilingual Learners are placed in English Language Development classes (ELD) and provided integrated and designated ELD throughout the day.
- -An Multilingual Learner Site Lead will be hired who will coordinate the MLL program.
- -Offer Zero Period PE/Choir in order for students who have ELD Class are able to also have an elective class to nurture and support the whole student.
- -Continual monitoring of MLL students, students and their parents with D/F grades are contacted and invited to attend ACMS academic after school support time to help them with their assignments. Emphasize assets based mindset toward students who need additional support.
- -Data analysis of Star assessments will be completed to assess student Lexile/Quantile growth and/or develop areas of need to support Multilingual Learner students.
- -Data analysis of ELPAC data will be completed to help develop areas of need to support Multilingual Learner students.
- -Utilize the English Language Framework: plan when it is introduced and develop trainings for staff through English Language Learning Shadow Walks.
- -Progress monitor African American Students/Students of Color/Students at Promise (unduplicated students) by looking at data every trimester, analyze need, develop learning plan with site coach, report out to African American Coalition (AAC) and garner feedback and input to support our students. Equity Coordinator will be hired to analyze and develop professional development for staff to support all students.

Utilize the RTI - Response to Intervention model 5 times a year to look at student in the D/F range, collaborate with teachers on how to support students, schedule Student Success Team (SST) meeting with students and families as needed to develop strategies for success

Parent/Family Support:

- -ELAC will continue to offer/operate using virtual meeting space (Zoom or Google Meet) to allow for more participation.
- -Provide translator and babysitting services to ELAC Meetings.
- -Communication needs to improve to parents/families of Multilingual Learners. For example, more direct communication to parents/guardians- flyers through gym/office/students/library/churches, calls home from teacher informing of student

progress, marquis, and generate ideas from community in how to disseminate information making it more accessible and helpful. Staff will reassess every three months to evaluate progress.

- -Celebrate student successes in classes and in ELAC meetings.

Additionally, ACMS will implement the following District resources to support MLL students:

- WestEd Audit action items based on Findings
- Learn and implementation Multilingual Learner Plan developed by NVUSD Expanded Leadership Committee.
- Professional learning on designated and integrated ELD

Multilingual Learner Teacher Release and Other Related Costs \$4184

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4184

0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall implementation will support consistency and clarity. It identifies and supports time for teachers/staff to analyze student work in a consistent cohesive manner, which was limited due to COVID during the 2021-2022 school year. Given that, we will continue to focus on building professional development focused on universal design for learning, priority standards, refining departmental goals and making learning clear by chunking smaller learning outcomes. As a part of professional development, staff will learn how and when to implement regular formative assessment and progress monitoring focused on building student clarity and agency: students will be clear on the learning outcomes; students will be able to clearly articulate what they are learning; students will have regular practice to make learning evident; students their next steps in the learning process (skills of an assessment capable learner). Additionally, we need to build processes that strengthen ongoing Flex time (response to intervention), PLCs and teaming.

The outlined strategies and activities are grounded in research based on John Hattie's meta-analysis that shows the highest effect size in teacher collective efficacy (belief that they can impact learning), clarity of learning intentions, clarity of success criteria, and iterative cycles of feedback. ACMS has experienced programmatic shifts that have resulted in constant changes in instructional focus. By grounding in learning based on identified needs and allocating resources accordingly,

students will show growth in key academic subjects based on Star, ELPAC, local assessment data results.

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

It was challenging to find release time to allow teachers to work together with the confines of the pandemic. Much of the professional development happened in faculty, afterschool, PLC, Department and/or Grade Level meetings as well as through the two District sponsored Professional Development Days.

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.

The primary change will be the additional metrics to evaluate the goal, such as the return of the CAASSP testing.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Students Experience Responsive, Engaging Pedagogy

Identified Need

Students identified as Multilingual Learners do not demonstrate proficiency at the same level as their monolingual counterparts.

The focus on developing assessment capable learners (clarity, feedback, and progress monitoring) and implementing priority standards through PLC's to build deeper understanding of content with engaging pedagogy will be areas of focus along with developing core instructional strategies to support multilingual learners of all grades.

In the SWIFT-FIA instrument assessment completed May 2022, it showed a need to learn how to use principles of Universal Design for Learning (UDL) to design instruction.

Due to middle school redesign, learning teaming to focus on student needs, strengthening RTI processes to implement strategic interventions through FLEX learning times, and realigning methodology for students to experience PBL/PrBL will need to be re-established through PLC's.

California Healthy Kids Survey School Climate shows room for growth in engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIFT FIA	<p>Year 1 Installing/Baseline Data - UDL</p> <p>Components currently in place: Our educators know how and regularly do differentiate instruction based on their students' performance and instructional needs. Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning.</p>	<p>By May 2023, SWIFT - FIA assessment will show growth to the Implementing Level that may include some of the following components:</p> <p>Our educators will understand and work to develop principles of Universal Design for Learning (UDL) to design instruction. Our school expects and supports educators to plan for use of UDL, differentiated instruction, and flexible grouping.</p> <p>Our school will work on protocol to self-monitor or peer monitor the use of UDL and</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews by May, 2023.
Ensure all learners experience research based, high impact instructional strategies that engage and support student learning.	Develop and build capacity for teachers to identify needs and provide time for department and grade level PLCs within the teams.	This support should develop skills to prepare students for post-secondary education, and vocational or career employment opportunities
All Multilingual Learners will be placed in ELD one period per day.	Reclassification rate was 25% this school year.	Increase the reclassification rate by at least 5% of Multilingual Learners by June 2023.
California Healthy Kids Survey and Localized Survey Data	School Climate Index Scores School Climate: 264 (2021) Overall Supports and Engagement: 252 (2021) Overall Low Violence and Substance Abuse: 281 (2021)	By May 2023: Increase School Climate Scores by at least 5% percentile Increase Overall Supports and Engagement by at least 5% Increase Overall Low Violence and Substance Abuse by at least 5%
Focus professional learning on teacher driven, instructionally focused learning sprints.	This will be the first year utilizing learning sprints across multiple content areas.	All PLC's engage in at least 3 learning sprints in the school year (1 per Trimester).
Provide 30 minutes 2 days per week for flexible learning to support students	Align to goal 1 to improve the overall proficiency of students in all grades. Use teachers, counselors and instructional aids for tier two support.	Improve school-wide Star ELA and Math goals for students performing in level 1 by 25%.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All students with a focus on Multilingual Learners

Activities

ACMS will work to ensure all learners experience research based, high impact instructional strategies that engage and support student learning through the following activities:

Professional Learning:

- -Professional development and training is provided twice a month.
- -PLC's will work through PBL/PrBL instructional models to plan lessons, projects, cognitively complex tasks and implement Rigorous PBL (Michael McDowell's) - surface - deep - transfer methodology to analyze student work to plan consistent, clear learning objectives in content area.
- -PLC's will work with District Academic Specialists and Site Leads to develop instructional models that are culturally responsive, engaging, and challenging.
- -Instructional coaches will work with PLC's, MLL and MTSS Team to implement intervention strategies and activities to support student learning at all levels.
- -The Site Leads will support teachers in developing instructional skills that provide students with greater access to content. The Site Leads work alongside the Principal to plan, help facilitate and support teachers in all areas of professional development. This includes the coaching of grade level and/or content teams that will be providing intervention support to students.
- -Secondary Professional learning on differentiation/small group instruction and universal design for learning (UDL).
- -Continue to learn, strengthen, and utilize MTSS Framework to support all students.
- -Professional development in CCSS aligned instructional strategies.
- -RTI, PBL and PrBL training
- -Structured Professional Learning Community time to prepare content and analyze student work samples.

Multilingual Learner Support:

- -Students needing English language support will receive integrated English Language Development (ELD) during core instruction time. Students needing English Language support will receive designated ELD that supports core instruction and grade-level standards daily. Newcomer students will receive additional support via Imagine Learning English software. Students in ELD have access to Early Flight performing arts.

Progress Monitoring:

- -All students will participate in common formative, publisher, diagnostic and state assessments.
- -Additionally, we use ELPAC data to monitor yearly Multilingual Learners' progress. Student progress will be monitored through the PLC cycle with assistance from site coach and Principal.

The intervention teams are responsible for: determining pre- and post-tests, analyzing data, determining which students will participate and exit intervention, and communicating with families. The intervention PLC will use Star Math/Reading data to determine focus and the students for intervention instruction. Mid-year and end of year Star Math/Reading data will be used to monitor student progress. As needed, additional pre- and post-assessments will be used and created to further target intervention instruction. Teachers providing intervention support will be released periodically to develop intervention instructional plans, set goals for students and analyze data.

Climate and Culture:

- -Administration will participate in professional development on how to improve school climate.

- -Learn, understand and work to put actions in place to the implement diversity, equity and inclusion plan developed by the District.

Classified Support:

- -As a school wide approach, classified Instructional Aides will be strategically placed in classrooms to support the classroom teacher with small differentiated learning groups, as designed by intervention coach/department leads/admin.
- -Classified Instructional Assistants will also support classroom teachers during the intervention instructional cycles, as needed. Teachers will be released periodically throughout the year to further develop intervention goals and instructional decisions for students through professional development learning walks and/or student shadowing.
- -Instructional Assistants will need training in conjunction with input from classroom teachers on how to provide small group differentiated learning sessions. Instructional Assistants serve as an additional support to teachers and they worked under the direction of the District Coordinator, District Director, Principal, TOSA's and certificated classroom teachers.

Costs for activities are accounted for in professional development/instructional supplies in expenses allocated in Goal 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,678.00	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were not able provide teacher release time to strengthen PLC and RTI processes due to excessive sub shortage, absences and staff shortages with the COVID-19 environment. ACMS Leadership Team will continue to work to calendar PLC development and work with district guidance to implement a plan to analyze student work, resulting in next steps and/or interventions through learning sprints and Flex time. We will learn how to work with teams to build capacity for strategic intervention through class activities and refine through active learning cycle. We will continue to refine processes to reflect on student data to help us drive instruction, decisions and guide ongoing work throughout the year. Student data will be reviewed at the beginning of the year and through each summative assessment cycle in content areas to determine student need. Clear

learning intentions, activities, agenda and homework will be posted daily by all classes and posted on website for family clarity.

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

We were not able to spend allocated funds for teacher release; funds were used for before, during and after school interventions. Budget costs are noted in Goal 1.

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.

Focus teacher professional learning on building strategies to support Multilingual Learners' success which is also excellent for all students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

Communication about student work, progress, programs and activities between all stakeholders at ACMS will continue and improve as we have been informed through stakeholder feedback that they like the ongoing communications and continue to want robust communication efforts from the school. We will seek to find ways to engage other forms of communication in the community. Daily class agendas and learning outcomes are provided by all classroom teachers however, families/guardians struggle to find and/or access it at times. Weekly newsletters have been sent yet at times information still seems to not reach necessary stakeholders. Need to find how to provide timely information in ways that serve our community effectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inclusive communication for parent and community stakeholders.	All forms of written communication, Back to School Night, Open House, ELAC, AAC and PTO will be translated and transcribed in all languages provided through Parent Square.	The school will become proficient at the use of Twitter, Facebook, Instagram, the ACMS Website, Parent Square, digital/video Daily Announcements (Principal's message), weekly and monthly digital newsletters (ELAC). This will be noted by an increase in social media following, increase website traffic for regular information, and increase in Parent Square usage.
Parent and student survey data will show an increase in parental involvement of all stakeholders.	Provide a time and space for stakeholder input to improve overall communication.	Parent survey to be gathered as needs assessment at the end and beginning of the year. 20% participation in survey data of the respective parent and student populations. ACMS will improve communications with parents resulting in increased parent understanding, knowledge and interaction with school as noted by survey data.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Percentage of ACMS parents and students that are accessing and using the Parent Square application and data confirmation.</p>	<p>99% of our stakeholders have access to Parent Square app. We have 1 non contactable students and 2 with no contact information equaling a 99.% contactable rate.</p>	<p>100% of ACMS families are able to access the Parent Square application and an increase in parent engagement in Parent Teacher Organization, Club meetings, School Site Council, English Language Advisory Committee, Site Council, African American Coalition and student activities.</p> <p>Increase student participation to improve communication of information and access to activities.</p>
<p>Weekly newsletter to all ACMS Students, Parents, Families, Staff & Stakeholders. Weekly ACMS website posting, Weekly Staff News & Updates posted on ACMS Staff website.</p>	<p>Improve overall communication to/within ACMS Community. Measure impact through surveys and focus groups.</p> <p>First year implementation: Monitor progress through surveys and interviews every three months to students, families, community and staff.</p>	<p>Parent Square data demonstrates that 80% or more of families open the weekly newsletter.</p> <p>Survey and/or outreach efforts demonstrate improved to better communication and parent engagement.</p>
<p>Systematize family engagement and advocacy efforts at the District and site level</p>	<p>Measure impact through surveys and focus groups.</p> <p>First year implementation: Coordinated services provided by Parent Engagement Coordinator and advocacy services provided to Migrant Ed families.</p>	<p>Improve overall parent and community engagement.</p> <p>Families & students have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school/district leaders. Families & students contribute to core school decisions.</p> <p>All personnel in our school understand the importance of building positive partnerships with their students and students' families.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue to provide outstanding, consistent translation services.	Provide stakeholder communication in their native tongue.	Our district/school collaborates with a variety of community partners to match resources and services in the community with identified needs. Community and school feel empowered to interact with the school and feel well informed. 100% of families will receive correspondence in their Native language. All major school-wide functions, Parent Faculty Club meetings, School Site Council, and the English Language Advisory Committee will have interpretation services provided.
Clear learning intentions, activities, agenda and homework will be posted daily by all classes and posted on website for family clarity.	Families accessing to support student success. Community Liason supports access, as needed.	Anticipated outcome is that families feel empowered to support their students and are well informed on how to do that through the access of daily class information on the website and Google Classroom.
Coffee with the Principal	Stakeholders have access to learn, question, share and advocate for improvements and/or understand processes at ACMS. Meet monthly to provide time for communication channels.	Stakeholders have access to educational programs and ability to communicate concerns/questions/learn on an ongoing basis.
Training for special education case managers - increasing supportive communication with families (a part of CAMP SPED initiative)	Parents of students with IEP's will receive regular communication regarding student academic progress from case managers.	Improvement with overall communication with the parent community.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All parents/guardians of students, students who attend ACMS will received regular weekly communication by the school administration, teachers and staff, as appropriate.

Activities

ACMS will provide pro-active two-way, inclusive, and user-friendly partner engagement

- -Provide families and students with opportunities and resources to participate in school decisions through focus groups and parent organizations.
- -Daily announcements to students and staff are made available via Google Slides to American Canyon families and community.
- -Provide effective school site websites, parent communication and social media. We will create and use Twitter, Facebook and Instagram.
- -Back to School Night will occur on September, 2022, and Open House will take place on April/May, 2023
- -Teachers will communicate student learning progress to parents through Aeries Parent Portal, as needed. Teachers will communicate with parents and families through Parent Square as needed to share learning progress.
- -Parent Square will be used to communicate all messages to all stakeholders: Weekly Newsletter to Parents & Staff. Parents will receive all mandated notices in a timely manner through Parent Square. These messages will go out in the language requested by the parent.
- -We will work to ensure all parents have a working email address and the knowledge to use it. This will be incorporated into every parent meeting that we hold. If the parent does not have an email address, we will set them up with the Community Liaison, who will walk them through the setup process and include a basic explanation of how to send and receive messages.
- -The Community Liaison and the school Registrar will work weekly, running a report that will help to ensure all parents have access to Parent Square. The weekly report will pick up any families that are new to the school or may have experienced a change of contact information.
- -The ACMS Community Liaison will work daily with families to connect them with resources, assist in helping parents navigate their child's education, and serve as the liaison between teachers.
- -Monthly Principal meetings in person or online
- -Coordinated services provided by Parent Engagement Coordinator
- -Advocacy services provided to Migrant Ed families

Survey Data:

- -ACMS will send out a "School Climate Survey" to both students and parents.
- -We will survey parents to ensure that they are all activating their Parent Square and Aeries Parent Portal accounts, as well as have access to their child's school Google account. Data confirmation is addressed with all parents to ensure they are able to access Parent Square which is a mandatory way of communicating.

Parent Organizations:

- -The English Language Advisory Committee (ELAC) will meet up to 6 times over the course of the 2022-23 school year in order to increase parent involvement with our multilingual speaking families.
- -ACMS will send at least one representative to the district DELAC meetings so that they are able to bring the information back to ACMS and share it with our families.
- -The ACMS School Site Council will meet a minimum of 4 times per year.

- -We will host an ELAC/AVID Parent Night in April/May 2023 or hold in conjunction with Open House in order to highlight the achievement of our AVID students throughout the 2022-23 school year.

Parent and Student Learning:

- -Parent Learning Series information will be regularly communicated to families as received by District and created by our site.
- -Teachers at ACMS will invite guest speakers into their classrooms in order to support student learning.
- -We will facilitate in conjunction with College and Career District Department Career Day in January 2023, for our eighth-grade students. Professionals from the community will gather at ACMS to facilitate small workshops or virtual workshops with our students who will select which career they are interested in learning more about.
- -We will host Parent Education Nights and facilitate small sessions to teach parents how to access each system. Community liaison meets with parents virtually to educate parents on how to use the Parent Square app as well as how to access the daily agenda on the ACMS website.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goals were met and improved with the added meetings with the Principal. We will continue with the goals for 2022-2023. Currently, all members of the ACMS School Site Council (SSC) attend meetings and participate regularly to the quarterly meetings or more. Participation during English Language Advisory Council (ELAC) and Parent Teacher Organization (PTO), African American Coalition (AAC) meetings are not heavily attended. Only a portion of our parent population are participating and are aware of the school site's key goals and achievement improvement action steps. We will open up meetings for hybrid options for 2022-2023 and take steps to provide families and students with opportunities and resources to participate in school decisions and provide pro-active two-way, Inclusive, and user-friendly stakeholder engagement .

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

No budget necessary

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Students Thrive Socially, Emotionally and Academically

Identified Need

Historical data on attendance, grades and discipline underscored a need at ACMS for early intervention and culturally relevant curriculum for all students.

All students were given the opportunity to take a survey called the "Strengths and Difficulty Questionnaire" (SDQ). Results from SDQ show a need to work on more resources/supports to provide to students and to strengthen opportunities for students to engage and participate in resources when in person.

CHKS shows an area of need to be growth in building a positive school climate for all students.

Students will need additional social, emotional and academic support in 2022-2023

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All student take the SDQ (strengths & difficulty questionnaire) survey to indicate their overall social and emotional wellness.	<p>Review SDQ survey data with MTSS after each administration of survey to assess needs.</p> <p>Another area of need identified by the Wellness Team is the need for more resources to support students. Social workers will look to the community to see what we need to do and guide us to find more support for ACMS students.</p>	<p>Align appropriate interventions for student in need.</p> <p>The Wellness Team/Social Worker will work with community agencies to add at least one or more resources for ACMS students on or before May, 2023 (Resilience for Youth, ACHS Mentorship Program, Counseling support, etc.).</p>
California Healthy Kids Survey and Localized Survey Data	<p>California Healthy Kids Survey School Climate Index Scores:</p> <p>School Climate: 264 Overall Supports and Engagement: 252 Overall Low Violence and Substance Abuse: 281</p>	<p>By May 2023: Increase School Climate Scores by at least 5% percentile Increase Overall Supports and Engagement by at least 5% Increase Overall Low Violence and Substance Abuse by at least 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS Team Meets Once a Week	Review student data weekly to identified need, brainstorm ideas to serve student, decide what strategy/activity to implement, design plan of action, follow up to determine next steps, if any.	<p>Improve overall student outcomes in attendance, grades and socio-emotional wellness.</p> <p>Ensure the effective, consistent implementation of Multi-Tiered Systems of Support for academic, social emotional and behavioral intervention in order to provide differentiated support for all.</p>
Attendance Rates	<p>Review Attendance rates and identify student needs.</p> <p>225 students (22.3%) have high severely chronic absences 241 students (23.9%) have high absences 544 students (53.9%) meets attendance standards</p> <p>COVID-19 continues to play a major factor in high absence rates.</p>	Decrease chronic and high absences by 5%
Create educational environments that develop adult and student academic and emotional competencies through implementation of Ecosystem of Carino and SEL Plan.	NA - this is a new goal.	<p>Staff professional learning reflects Ecosystem of Carino modules.</p> <p>Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community.</p> <p>Student SEL will approve as noted through student survey data and focus group feedback.</p>
Master schedule organization to support Advisory class and	Promote time for intervention and PBL/PrBL while having advisory classes within the	100% of Second Step lesson will be completed in Advisory.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
rotating block class time in bell schedule structure at ACMS.	school structure to support academic depth/support in content areas and nurturing the whole child developing SEL for students utilizing the Second Steps SEL curriculum.	Students will thrive academically, socially and emotionally and progress by being attached to a academic teacher all three years while at ACMS.
Monthly Student Panel to support implementation of student advocacy, voice, diversity, equity and inclusion plan.	Student monthly panel meetings provide support student advocacy	Improve student voice, advocacy, involvement, school ownership, leadership, and empowerment.
Aeries Intervention TAB/Student Progress Monitoring	Continue to support implementation and training to teachers, staff and admin.	<p>Components in place maintain a sustaining level based on SWIFT-FIA:</p> <p>Item 4.1.1: Universal (Tier 1) behavior and SEL support system includes teaching school wide behavior expectations and SEL skills, recognition systems, and restorative discipline policies</p> <p>Item 4.2.1: multi-tiered instructional system available to all students to provide increasing levels of behavioral and social- emotional instruction and support for students when needed</p> <p>By May, 2023 all staff and teachers will be trained and consistent in recording student information in the intervention tab in Aeries.</p>
Academic Team field trip to create shared experience and community among students.	First year goal.	100% of our six academic teams will take at least one educational field trip.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All students will be served by these goals

Activities

Continue safety needs of our community are considered by having the following structures in place:

- School Resource Officer - building relationships and serving our community on site
- Safety Plan - anticipated emergencies and the necessary responses are developed with community resources, outlined, and taught to staff, students and practiced.
- Campus Supervision - presence of adults throughout campus through all transition, before school, brunch, lunch, and after school are crucial to build relationships, connect/check-in with students and be available to assist as needed. Schedule and structure for this to happen are developed and put in place each day.
- School-wide Positive Expectations (Be Safe, Be Respectful, and Be Responsible) are clearly explained and modeled, retaught, reviewed and practiced in all interactions developed from the lens of restorative practices, non-violent communication, and community circles.
- Second Steps Curriculum teaching social emotional appropriate behaviors and how to interact with negative peer pressure.
- Anti-Bullying is addressed with a proactive approach through the teachers/staff in how they monitor kids more carefully, checking in and watching in the common areas/transitions/hallways. This may be a very invasive option, but it really helps more than any poster or bullying awareness assembly. Building skills in empathy, compassion, standing up and not participating, interrupting behaviors, modeling and practicing kindness are addressed in the SEL programming of Second Steps, PBIS Strategies, Words of Wisdom, Safe School Ambassadors (SSA), WEB-Where Everyone Belongs, Advisory, Community Circles, Restorative Practices, Restorative Facilitator, Counselors, Small Group Counseling, Friendship Groups, and Peer Mentors. District policy supports proactive processes to address the actions of bullying with corrective behaviors and necessary discipline to prohibit continued harassment.
- Tip 411 - Community Resource to inform of harm in the community.
- Life Skills - teaching about how to respond to negative peer pressure, education of the effects of nicotine, alcohol and drugs on the adolescent body and alternative positive activities.
- Juvenile Justice Program - understanding the justice system through the lens of community members (District Attorney, Police/Sheriff, Juvenile Hall Mentors, Counselor/Social Workers) and making positive choices.
- The recognition and understanding of middle school student physiological, emotional and social changes they are going through, that these changes happening in their body are normal and they learn about that through programming options. For example, Social Emotional Curriculum that explains their growing minds and what to expect in the middle school years. Another example is the Kaiser Program of learning about their growing body - Nightmare on Puberty Street, character development through daily announcements that include words of wisdom and character focus.

Continue the work of humanizing support through belonging and care:

- Professional development for staff to build ACMS capacity to meet the needs of all students will include: Trauma Informed Practices, Care and Kindness in Customer Service, Personal Bias Assessment and how to understand and recognized our own bias to better serve all students, culturally responsive pedagogy and cultural humility understanding, community building activities, relationship building activities, first 21 days - school wide approach, lesson plans and activities to build classroom culture, procedures, relationships and expectations before diving in to academic rigor and content delivery.

- Ongoing lessons in character development, what it looks like to be safe, respectful and responsible in all roles (staff and students).
- Classroom practices to be supported with intervention strategies as guided by site coach to support students at differing levels.
- Orientations - before the first week of school, programming will connect students to peer mentors, teachers and adults on campus through activities to support positive social interactions and connectedness while learning about how the ACMS works, the bell schedule, where things are, and school wide expectations. WEB - Where Everyone Belongs is the program we use for orientation and it will be for all grades a week prior to starting school. The Orientation Plan is designed by WEB Teacher Leaders supported by training and professional development.
- Advisory class is built into the bell schedule and is designed where students have a class to help them navigate the middle school years. Advisory class and content is where community building, relationship activities will be a regular focus.
- Student Leadership - plan out activities for the year to engage students and promoting community.
- Student Clubs - ACMS has a variety of clubs that are student led and have a teacher advisor. Clubs at ACMS are Book Club, Black Girls Rock, LGBTQ Club, Chess Club, Journalism Club, Anime Club, Multi-Cultural Club, Lunch Bunch, Robotics Club, Music Club, Dance Club, Girls on the Run, Middle School Builders/Key Club, etc. Students are able to start a positive club at any time throughout the year.
- Our PBL/PrBL pedagogy design supports and acknowledges students' strengths and hard work.
- Equitable grading practices being developed acknowledges students ability to learn and grow through positive feedback
- ACMS Awards Assemblies, rallies, teacher designed classroom encouragement, Honor Roll, Wildcat Pride (positive acknowledgement ticket given to student for being safe, respectful and responsible), End of the Year Activities, Promotion activity.

Continue leadership/self-actualized/self-fulfilled activities where students are achieving one's full potential through options such as:

- Exploratory Programs that offer a wide range of experiences to ignite interest and passion which include: art, theater, music, choir, robotics, cooking, music appreciation, world language, coding, yearbook, leadership, sewing, gardening and financial literacy.
- Project Based Learning/Problem Based Learning empowers ownership and engagement of content learning through strategic, standards based activities in an authentic, real world simulation experience building upon student strengths, style of learning and challenging them in new ways for skill development in critical thinking, creativity, communication, agency/work ethic and local and global citizenship.
- College/Career exploration opportunities through AVID, field trips, Virtual Webinars with Experts of all fields, Career Fair, authentic audience participation in classroom PBL/PrBL (i.e. Congressman visit/interview, Mayor interview, National participation in Congress Video, Protest Poster Contest, etc.)
- Student Centered and Student Led Conferences where students show the goals they have made for the year and the action plan they put in place to meet their goals.
- Student centered and student led open house where students showcase their learning to their family and community.
- Student centered productions showcasing student skills in plays, haunted house, detective theater, music concerts, music festivals, music visits to other sites and locations, art shows, robotics competitions, music playlist for fun Friday lunch, jog-a-thon, triathlon, staff vs. student competitions, weekly leadership ACMS News video, daily announcements

- Student proficiency showcased in ongoing assessments
- Student led activities throughout the year which include: lunch activities, socials, dances, wing competitions, rally's, assemblies, etc.
- Student Leadership - leading the community in activities
- WEB - Where Everyone Belongs activities throughout the year
- Student Clubs
- American Canyon Parks and Recreation Department offers extracurricular activities for middle school students to participate.'
- Middle school sports program

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 Other structural components and strategies to empower student where they thrive socially, emotionally and academically are:

- Student Handbook provides an ongoing resource that highlights information student needs to know. This is provided to all students the first day of school.
- Restorative Practices and District Aligned Discipline strategies are utilized, as needed.
- Faculty (Teachers and Staff) will be trained on Aeries Intervention Tab and use it regularly to monitor and inform student progress. First year implementation - data of use will guide future priorities. Training will provide additional and intensified support for behavior and social-emotional learning which are matched by function and intensity to student need, and the instruction and support have:
  - professional learning for implementation
  - clearly defined decision rules for access and exit
  - procedures in place to monitor the fidelity of implementation and the overall effectiveness.
- MTSS - Weekly Meetings to identify needs and provide resources. The school has developed an MTSS Team who will work with the whole child to provide not only the academic support but also the behavioral support necessary in order to demonstrate both academic and behavioral progress. MTSS reviews a data cycle that focuses on student attendance rates, the number of discipline referrals, and grades. Review list of chronically absent students.
- Intervention for after school, before school and/or Saturday School - Correlate data with outcomes, we will develop a more accurate methodology for understanding what interventions and programs generate the highest effect size as we determine what growth can be achieved after returning from a pandemic school year and work towards clarifying what one year's growth in one year's time looks like in student learning per content areas.
- Work with restorative justice consultant and on site facilitator, to improve the function of the MTSS team to better meet student academic and socio-emotional outcomes while developing community circles, restorative practices, and non-violent communication script.
- Site leadership is beginning the journey of reflection on current grading practices within the teaching staff. Teachers will attend a discussion on moving in the direction of grading through the lens of equity. This will be led by a consultant that was hired by the Instructional Division at NVUSD.

- Review list of chronically absent students. ACMS site admin team will attend a minimum of two webinars to engage in new ways to increase attendance by students who are chronically absent and complete Wellness checks, as needed. Counselors and administrative team launches home visits if there is not an improvement with overall attendance with the chronically absent student(s). Utilize Parent/Community Liaison, Counselors, Social Worker, and Administrative team to participate in calling home. Counselors, administrators, social workers, and parent liaisons have been meeting via Zoom with parents and students who are chronically absent.
- Continue Aeries Training as needed for staff and administration.

WELLNESS Team Efforts in the following areas will continue to support students:

- 6th Grade Lunch Meetings
- 504 Coordination and student support
- Attend and participate in SST's
- General Counseling for students via Zoom, email, over the phone
- Student Assistance Program Coordinators - referring students to outside Mental Health Agencies (Wolfe, Aldea, Mentis, Mariposa)
- Character Education - providing Social Emotional Learning (SEL) curriculum through Words of Wisdom and supporting the facilitation of Second Step
- Safe School Ambassadors Program Facilitators
- Wildcat Prides drawings
- Facilitate small group counseling services with students
- Supervision on campus
- Assist parents with completing lunch applications
- Work with community partners to secure resources and funding for student programs and or parent needs.
- 5th Grade Outreach/Orientation
- Juvenile Justice Liaison
- Social Worker and ALDEA Behavioral Health is providing therapist once a week to meet (virtually) with a caseload of students.
- Nurse support and collaboration with MTSS and educating staff on student needs and serving students

District Supported Activities to include:

- Wellness Centers
- Integrated SEL
- Restorative Practices
- Trauma-Informed Practices PD (UCSF Healthy Environments and Response to Trauma in Schools: HEARTS)
- Mental health and wellness (suicide prevention) professional learning

McKinney Vento Foster Youth Support

- Liaison position
- Training to enrollment staff
- Transportation
- Outreach and identification

Cost for field trip incorporated in Goal 1 under professional development expense.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

We will continue to work though these articulated goals. Social and emotional needs of our students this last year was a high need. COVID-19 still limited our access and programming and we still need to support these programmatic activities so are students are thriving, providing increased results in regards to our overall positive school climate from the California Healthy Kids Survey and increasing engagement/participation of services showing students connecting with resources through SDQ Data. We need to continue to build staff and teacher capacity to meet goals. District and community resources are a necessity to provide support for students. ACMS has the largest middle school student population in the District and needs additional resources to serve all students. We need to find ways to work effectively with less burnout and exhaustion by all.

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

Thankfully LCAP funding provided more resources, however, District and site funding was not utilized due to staff shortages and sub shortages limiting professional learning in certain areas.

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.

We will be learning with the SEL Plan and Ecosystems of Carino as we progress through the year and co-construct our tools as we learn.



# Budget Summary

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

## Budget Summary

| Description                                                             | Amount      |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$96,407.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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 (\$) |
|----------------------------------|-----------------|
| 0000 – No Reporting Requirements | \$68,184.00     |
| 0003 - Supplemental              | \$28,223.00     |

Subtotal of state or local funds included for this school: \$96,407.00

Total of federal, state, and/or local funds for this school: \$96,407.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members  | Role                       |
|------------------|----------------------------|
| Carliza Bataller | Principal                  |
| Meaghan Malaret  | Classroom Teacher          |
| Charlotte Baxter | Classroom Teacher          |
| Dana Plummer     | Parent or Community Member |
| Patrick Malaret  | Classroom Teacher          |
| Tai Gaskins      | Parent or Community Member |
| Cathy Dacanay    | Parent or Community Member |
| Radford Castro   | Parent or Community Member |
| Cindy Ramirez    | Parent or Community Member |
| Karina Servente  | Other School Staff         |

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: African American Coalition 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 June 2, 2022.

Attested:



Principal, Dr. Carliza Bataller on 08/23/2022



SSC Chairperson, Cathy Dacanay on 08/24/2022

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019