



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 1, 2023	August 10, 2023

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

Additional Targeted Support and Improvement

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, African American students are experiencing lower levels of achievement in the areas of math as compared to the overall school population. Additionally, African American students are experiencing higher levels of chronic absenteeism and suspension as compared to the overall

student population. Another subgroup identified for ATSI is students with disabilities who are experiencing lower levels of achievement in English Language Arts and math, as well as higher levels of chronic absenteeism. This plan will address ways to improve our school and student outcomes for all with particular attention to the identified subgroups.

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 2023-24 enrollment of approximately 1030 students that incorporates the 6th, 7th and 8th grades. American Canyon Middle School (ACMS) meets the needs of our students through our strong academic and elective program, with an approved and aligned social and emotional advisory program, including the concept of teaming--a group of academic teachers who share a common group of students in classes at varied times throughout our students daily schedule.

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. To achieve this, we focus on the "6 C's" Critical Thinking, effective and efficient Communication, Collaboration, Creativity, positive Character and Local, Global & Digital Citizenship. We believe in creating 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 building strong relationships and a sense of belonging in the community, while there is open and respectful communication with common schoolwide expectations for all to: "Be Respectful, Safe, Responsible, and most importantly, Be Kind - which is the Wildcat Way!"

Educational Partner 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 development of the SPSA is based upon NVUSD LCAP and the NVUSD Strategic Plan where 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, School Site Council, parent groups, Wellness Team, and Administrative Team. The SPSA is reviewed and approved by the ACMS School Site Council, Equity Team (African American Coalition), English Learner Advisory Council, and leadership teams. 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.

American Canyon Middle School has been identified as an Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:

African American or Black (AA) are experiencing:

- 1) Lower levels of academic performance in math than our overall student population ('Very Low' on the CA Dashboard)
- 2) Higher levels of chronic absenteeism than our overall student population ('Very High' on the CA Dashboard).
- 3) Higher levels of suspension than our overall student population ('Very High' on the CA Dashboard).

Students with Disabilities (SWD) are experiencing:

- 1) Lower levels of academic performance in ELA than our overall student population ('Very Low' on the CA Dashboard)
- 2) Lower levels of academic performance in math than our overall student population ('Very Low' on the CA Dashboard)
- 3) Higher levels of chronic absenteeism than our overall student population ('Very High' on the CA Dashboard).

Funding and strategies will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

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 Career-ready

Identified Need

The following student groups have been identified as needing additional support in English Language Arts and/or Math based on the California State dashboard: African American or Black (AA) and Students with Disabilities (SWD).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Data	<p>STAR Reading by grade level Spring 2023:</p> <p>STAR Reading 8th Grade: Level 1: 24.5% Level 2: 29.11% Level 3: 37.18% Level 4: 9.22%</p> <p>STAR Reading 7th Grade: Level 1: 27.41% Level 2: 23.99% Level 3: 39.25% Level 4: 9.35%</p> <p>STAR Reading 6th Grade: Level 1: 32.54% Level 2: 27.46% Level 3: 31.19% Level 4: 8.81%</p>	<p>Improve STAR Reading scores by 10% overall or more.</p> <p>Specifically, we expect 5% decrease in the students scoring Urgent Intervention/Intervention (Level 1/ Level 2), and an increase, where the data shows 50% or more of students scoring at On Watch/At Benchmark (Level 3/Level 4) schoolwide.</p>
Star Math Data (Schoolwide) by GRADE	<p>STAR Math by grade level Spring 2023:</p> <p>STAR Math 8th Grade: Level 1: 44.35% Level 2: 25.22% Level 3: 14.78% Level 4: 15.65%</p> <p>STAR Math 7th Grade: Level 1: 45.87% Level 2: 24.16% Level 3: 17.43%</p>	<p>Improve STAR Math scores by 10% or more.</p> <p>Specifically, we expect 5% decrease in the students scoring Urgent Intervention/Intervention (Level 1/ Level 2), and an increase, where the data shows 50% or more of students scoring at On Watch/At Benchmark (Level 3/Level 4) schoolwide.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Level 4: 12.54%</p> <p>STAR Math 6th Grade: Level 1: 48.84% Level 2: 26.91% Level 3: 14.62% Level 4: 9.63%</p>	
California Dashboard CAASPP Data Math	<p>CAASPP Math 2023: CAASPP 8th Grade 2023 Standard Met: 26.9% CAASPP 7th Grade 2023 Standard Met: 25.3% CAASPP 6th Grade 2023 Standard Met: 23.1%</p>	<p>Goal for 2023-2024 is to increase student outcomes by 50% or more resulting in "standard met" or "exceeded."</p>
California Dashboard CAASPP Data English Language Arts	<p>CAASPP ELA 2023: CAASPP 8th Grade 2023 Standard Met: 57.1% CAASPP 7th Grade 2023 Standard Met: 51.7% CAASPP 6th Grade 2023 Standard Met: 36.2%</p>	<p>Goal for 2023-2024 is to increase student outcomes by 50% or more resulting in "standard met" or "exceeded."</p>
Additional Targeted Support and Intervention (ATSI) California Dashboard Academic Performance Data for African American or Black Students	<p>CAASPP 2022 (subgroup data not yet available): AA 116.2 points below standard Status: Very Low Exceeded Standard: 3.8% Met Standard: 9.4% Nearly Met Standard: 22.8% Did Not Meet Standard: 64.2%%</p>	<p>We expect both the African American or Black Students subgroup to move from the indicator of "Low" at least to the next performance level on the Dashboard.</p>
Additional Targeted Support and Intervention (ATSI) California Dashboard Academic Performance Data for students with disabilities	<p>CAASPP 2022 (subgroup data not yet available): SWD 72.6 points below standard in 2022 Status: Very Low Exceeded Standard: 4.1% Met Standard: 11.2% Nearly Met Standard: 17.3% Did Not Meet Standard: 67.3%%</p> <p>SWD 137 points below standard in 2022</p>	<p>We expect students with disabilities subgroup to move from the indicator of "Very Low" at least to the next performance level on the Dashboard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Status: Very Low Exceeded Standard: 3.1% Met Standard: 8.2% Nearly Met Standard: 12.4% Did Not Meet Standard: 78.4%%	

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

Activities

Professional learning communities focused on using data cycles:

1. Teachers will implement three cycles of learning sprint with professional development and coaching.
2. We will provide professional learning focused on literacy strategies and explicit direct instruction in math.
3. We will provide training and support with proficiency scales in math and ELA so students develop assessment capable learner strategies (where am I now, where am I going, what can I do next).
4. We will design learning walks to build teacher capacity in how to navigate and support working with differentiated strategies supporting students at all levels. Progress will be monitored through learning walks focused on literacy and math.
5. Teachers will implement core adoptions with high quality professional learning in social science and high school math.

ELA and Math Support:

1. Teachers will increase opportunities for students to read and write in every lesson in every content area.
2. Staff will 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. We will share baseline Lexile levels so students are able to follow their Lexile growth in reading.
3. There will be increased opportunities for students to read, write and be involved in academic discourse to strengthen academic language use in content area.
4. Staff will provide schoolwide academic vocabulary to review with students throughout the year.

American Canyon Middle School Administration and Site Leadership Team are working with District Academic Specialists on meeting our instructional goals and developing site based professional development to support PLC and Team work:

1. We will provide focused professional development on learning sprints (action research) that helps teachers try and then analyze strategies to support literacy in the classroom.
2. We will regularly assess student performance level utilizing STAR Reading and Math assessment, ELPAC, and classroom assessments. Teachers and administrators will analyze data

from State and local assessments to identify students by name that need targeted instruction to master grade-level standards.

3. Teacher collaboration will focus on designing standards-based lessons and schoolwide 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.

4. We will 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. Staff will engage in professional learning on differentiation/small group instruction.

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)

78,208

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)

African American or Black (AA)
Students with Disabilities (SWD)

Activities

1. We will monitor the progress of African American or Black (AA) students by looking at data every trimester, analyzing their needs, developing learning plans with site coach, reporting out to African American Coalition (AAC) and garnering feedback and input to support our students.

2. We will hire an equity consultant to analyze and develop professional development for staff to support all students.

3. We will adopt a Response to Intervention model that analyzes students D/F rates five times a year, then collaborate with teachers on how to support students and develop strategies for success

4. Additionally, ACMS will continue to support literacy for students with disabilities using SPIRE in our SDC ELA classes and with all students who have IEP.

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: 2022-23

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. The plan supports professional learning, use of Learning Sprints (data cycles and formative assessment) with PLCs, and coaching to support the implementation of instructional strategies focused on literacy and math.

This school year, we will need to continue to focus on building professional development focused on Universal Design for Learning (UDL), priority standards and proficiency scales, and refining departmental goals. 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. Additionally, we need to build processes, norms and protocols that strengthen ongoing Flex time (response to intervention), PLCs, and Academic Teams.

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. Being able to have the time to analyze due to sub shortages has been a challenge. Time in each others classes to provide feedback and learn from each other was not available as well.

ACMS has experienced programmatic shifts, curriculum changes and schedule changes (piloting textbooks, developing priority standards, developing grading processes, lingering gaps of knowledge due to COVID years of lack of instruction, etc.) that have resulted in instructional adaptations with unintended consequences.

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 due to the shortage of subs. Much of the professional development happened in faculty, after school, PLC, department and/or grade level meetings as well as through the two District sponsored professional development days. Finding coaching for teachers is also a challenge.

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.

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

The following student groups have been identified as needing additional support based on the California State dashboard: African American or Black (AA) and Students with Disabilities (SWD).
Additionally, the ELPAC scores demonstrate a continued need to support English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Reclassification rate was 30% this school year 2022-2023 (56 students out of 160 English Learners).	30% reclassification rate increase for English Learners by June 2024.
California Dashboard Conditions and Climate Data : SWD Progress Indicator - 2022	SWD Progress Indicator - 2022: 9.7% (124/1044 students)	Decrease the percentage of SWD suspension rate by 50%
California Dashboard Conditions and Climate Data: African American or Black (AA) Progress Indicator - 2022	AA Progress Indicator - 2022: 16% (81/1044 students)	Decrease the percentage of AA suspension rates by 50%

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

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:

1. Staff will engage in professional development and training twice a month.
2. PLCs will work through PBL/PrBL instructional models to plan lessons, projects, cognitively complex tasks and implement Rigorous PBL methodologies.

3. Staff will engage in professional learning focused on culturally responsive and engaging pedagogy provided by Scholar System or another equity consultant.
4. Staff will engage in learning walks to learn and strengthen the use of culturally responsive pedagogical practices.
5. Students benefit from real-world experiences by completing at least one college and career exploration through District supported career resources, counselors, AVID, Advisory class, community engagement, civic opportunities, community service, and/or content area learning activities. We will facilitate in conjunction with the Coordinator of College and Career Readiness field trips and speakers focused on career exploration. 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.
6. Student will benefit from 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. These programs are provided through elective options and the after school program.

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)

44,414

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

English Learners

Activities

1. 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. Staff will engage in professional learning to support designated and integrated ELD. We will utilize the ongoing support of the MLL Coach and District resources to build teacher capacity
2. Teachers will be provided release time to analyze data and plan in order to support English Learners.
3. We use ELPAC data to monitor yearly English Learner progress. Student progress will be monitored through the PLC cycle with assistance from site coach and principal. The registrar will query all ELs and RFEP students and email a student list to the appropriate teachers by the first week of school.
4. The master schedule is built with a 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 access elective classes.
5. ELD teachers will participate in the pilot of ELD instructional materials.

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: 2022-23

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.

Academic Teams, Grade Level Teams, and PLCs will analyze student data using the assessment systems and Learning Sprints. 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 Academic Teams to build capacity for strategic intervention. We will continue to refine processes to reflect on student data to help us drive instructional 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.

Teachers and students have learned from the 2022 and 2023 assessments cycles. Last year students learned how to navigate the various State assessment platforms and now are familiar with how to enter and respond to questions. This school year teachers were more aware of how to prepare students as the learning environments are more engaging and assessments are connected to priority standards. Students are shown the duration of time they spent on the test and how that connects to their 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.

The newness of Academic Teams and relaunch of PLCs reveal continued need for coaching. The lack of substitutes impacts our ability to provide training. We need more support and interventions to start early in the year (August/September) to support students at all levels and in all content 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.

The strategies provide targeted coaching and support to PLCs which may result in adaptations throughout the year to meet the various needs of students in response to formative and summative assessment data.

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. We 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
End of the Year Survey - Association of Middle Level Educators (AMLE)	AMLE Baseline Survey 2022	<p>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.</p> <p>Families & students have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders.</p> <p>Parents of students with IEP's will receive regular communication regarding student academic progress from case managers.</p>
Communication Platforms	The school is proficient at the use of social media, webpage, Parent Square, and newsletters.	The administrative team will have a system for identifying and developing content using a editorial calendar. More staff are using the communication platforms and included in the development of content.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of ACMS parents and students that are accessing and using the Parent Square application and data confirmation.	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.	100% of ACMS families are able to access the Parent Square application and there will be an increase in parent engagement in the Parent Teacher Organization, School Site Council, English Language Advisory Committee, African American Coalition and student activities.
Continue to provide outstanding, consistent translation services.	Stakeholder communication is provided in their Native tongue.	<p>Our District and 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.</p> <p>100% of families will receive correspondence in their Native language.</p> <p>All major schoolwide functions, Parent Faculty Club meetings, School Site Council, and the English Language Advisory Committee will have interpretation services provided.</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)

All students and parents

Activities

ACMS will provide pro-active two-way, inclusive, and user-friendly partner engagement through the following strategies:

1. 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. 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 how to send and receive messages.

2. Parent Square will be used to communicate all messages to all stakeholders. These messages will go out in the language requested by the parent. 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.
3. We will receive training on the new webpage platform and provide ongoing information on this platform.
4. Daily announcements to students and staff are made available via Google Slides to families.
5. The administrative team will have a system for identifying and developing content using a editorial calendar. Additionally, the principal will hold monthly Principal Meetings in person or online open to all families.
6. 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. Staff will provide families and students with opportunities and resources to participate in school decisions through focus groups and parent organizations.
7. The ACMS Community Liaison will work daily with families to connect them with resources and assist in helping parents navigate their child's education. Administration will support the coordination of services provided by Community Parent Liaison and community partners through the Wellness Center.
8. Parent Learning Series information will be regularly communicated to families. We will host Parent Education Nights and facilitate small sessions to teach parents how to access each system. The Parent 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.
9. The ACMS School Site Council will meet a minimum of 4 times

Implementation will be monitored through the use of the AMLE survey which will be sent to both students and parents. Staff will use the data to analyze areas of needed improvement and seek out AMLE coaching as necessary.

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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Strategy 2

Students to be Served by this Strategy/Activity

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

English Learners

Activities

1. The English Language Advisory Committee (ELAC) will meet up to 6 times over the course of the 2023-24 school year in order to increase parent involvement with our multilingual speaking families. ELAC will continue to offer/operate using virtual meeting space (Zoom or Google Meet) to allow for more participation. Interpretation and babysitting services will be provided at all ELAC Meetings.
2. More direct communication will be provided to the parents/guardians of English Learners.
3. Students growth and achievement will be celebrated in classes and at ELAC meetings.

4. ACMS will send at least one representative to the DELAC meetings so that they are able to bring the information back to ACMS and share it with our families.

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: 2022-23

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 continue to meet communication goals and will build on the strong foundation by expanding staff involvement and use of communication platforms as outlined in the strategies and expected outcomes. English Language Advisory Council (ELAC) has requested to add an additional goal which is to give a student survey to English Learners to capture their insights on their educational experience and make adjustments.

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.

There are no changes at this time.

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

African American students are experiencing higher levels of chronic absenteeism and suspension as compared to the overall student population. Students with disabilities are experiencing higher levels of chronic absenteeism.

According to Napa County CHKS data - The California Healthy Kids Survey data of 2022-2023 showed student's feeling of "School Connectedness" was 71%. Since 2022 the percentage of student's feeling a strong connection to school has been decreasing. New data from 2019-2021 shows that School Connectedness has decreased to 63%. This change in data shows an area of growth in student's School Connectedness. We are awaiting school site data for 2022/2023 school year. Students will need additional social, emotional and academic support in 2023-2024

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Attendance Data: African American or Black (AA) Progress Indicator - 2022	Baseline 2022 AA - 25% (80/1034)	Reduce chronic absenteeism by 10% for African American or Black Students
California Dashboard Attendance Data : SWD Progress Indicator - 2022	Baseline 2022 SWD - 32.5% (123/1034)	Reduce chronic absenteeism by 10% for students with disabilities
SWIFT FIA	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.	By May 2024, SWIFT - FIA assessment will show growth to the Implementing Level that may include some of the following components: 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>instruction, and flexible grouping.</p> <p>Our school will work on protocol to self-monitor or peer monitor the use of UDL and differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews by May, 2024.</p>
California Healthy Kids Survey and Localized Survey Data	<p>School Climate Index Scores</p> <p>School Climate: 264 (2022) Overall Supports and Engagement: 252 (2022) Overall Low Violence and Substance Abuse: 281 (2022)</p>	<p>By May 2024: 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>
California Dashboard Conditions and Climate Data : SWD Progress Indicator - 2022	<p>Baseline 2022 SWD was 9.7% (124/1044 students)</p>	<p>Reduce suspension rate by 50% for students with disabilities</p>
California Dashboard Conditions and Climate Data: African American or Black (AA) Progress Indicator - 2022	<p>Baseline 2022 AA was 16% (81/1044 students)</p>	<p>Reduce suspension rate by 50% for African American or Black students</p>
California Dashboard Conditions and Climate Data : EL and Hispanic Progress Indicator - 2022	<p>Baseline 2022 EL 11.2%. (170/1044 students) Hispanic 9.3% (388/1044 students)</p>	<p>Reduce suspension rate by 50% for students who are Multi-Lingual Learners or Hispanic</p>
Aeries Intervention/Student Progress Monitoring	<p>Trained teachers, staff and admin. and implemented Aeries Intervention.</p>	<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>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<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, 2024 all staff and teachers will be trained and consistent in recording student information in the intervention tab in Aeries.</p>
Implement Ecosystems of Carino modules to support integrated and designed social emotional curriculum and academic intervention.	Implemented throughout the year.	Implicit and explicit curriculum will be examined throughout the year with the goal of academic rigor and care are evident in the culture of ACMS by all.

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

Activities

1. School staff will participate in professional development on Positive Behavior Intervention and Support (PBIS). PBIS expectations will be taught, modeled, practiced and retaught in all interactions from the lens of restorative practices, non-violent communication, and community circles. ACMS has a recognition system developed that encourages academic and behavior growth.
2. 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 and relationship activities will be a regular focus. 100% of Second Step lessons will be completed in Advisory with strategies utilized in daily use.
3. A safety plan is developed and implemented as needed. The School Resource Office plays active role in building relationships on campus daily and supporting the safety plan as necessary. Campus supervision is scheduled, structured, and provided throughout campus through all transitions with a focus on building relationships, connecting with students and assisting as needed.
4. Students have the opportunity to engage as leaders and advocates through various methods including, Safe School Ambassador (SSA) Program, WEB, student panels, AMLE survey, student led conferences, and showcases of learning.
5. Staff and students will engage in the Where Everyone Belongs (WEB) program. 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 ACMS works, the bell schedule, where things are, and school wide expectations. Throughout the year, students will meet in their WEB group and engage activities that promote community and belonging.

6. ACMS will offer student clubs and middle school athletics. The clubs are student led and have a teacher advisor. Students are able to start a positive club at any time throughout the year.

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)

Strategy 2

Students to be Served by this Strategy/Activity

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

All students

Activities

1. Staff will use Flex time two days per week to support student growth and achievement in math and ELA. The Academic Teams will utilize the MTSS process to identify students who may need additional resources for intervention during Flex time. The Academic Teams need to develop calendars and protocols, use EdEfficiency, and clearly define entry and exit criteria. 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).

2. Students will receive targeted academic intervention before and after school to support ELA/Math academic progress towards our SPSA goals. The Intervention PLC will use STAR Math and Reading data to determine focus and the students for intervention instruction. Mid- and end of year STAR Math and Reading data will be used to monitor student progress. As needed, additional pre- and post-assessments will be created and used to further target intervention instruction.

3. 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.

4. 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.

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)

Strategy 3

Students to be Served by this Strategy/Activity

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

African American or Black
Students with disabilities

Activities

1. The staff will participate in a Personal Bias Assessment. We will receive training on how to understand and recognized our own bias to better serve all students through culturally responsive pedagogy, cultural humility understanding, and community building activities.
2. Staff will participate in Scholar System training modules and identify ways to implement in the school with specific attention to developing a sense of belonging with and inclusive community for AA and SWD students.
3. The staff will work with a restorative justice consultant and onsite 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.

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)

Strategy 4

Students to be Served by this Strategy/Activity

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

African American or Black
Students with disabilities

Activities

1. The MTSS Team will continue to engage in weekly meetings to identify needs and provide resources to students. 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. The MTSS Team will review the list of chronically absent students from 2022-2023 and monitor progress.
2. ACMS Administrative 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.
3. Counselors and Administrative Team will launch home visits if there is not an improvement with overall attendance with the chronically absent student(s).
4. The school will utilize Parent/Community Liaison, Counselors, Social Worker, and Administrative team to participate in calling home. Counselors, administrators, social workers, and parent liaisons will continue to use Zoom as a tool with parents and students who are chronically absent.

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: 2022-23

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.

Social and emotional needs of our students this last year was a high need, especially for students with disabilities and African American or Black students. We have the system and resources through the MTSS Team, Academic Teams, and Wellness Center to address the social emotional, behavior and academic needs of students. We need to continue to build staff and teacher capacity to meet goals through PBIS, restorative justice, trauma-informed care, and anti-bias training. 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 maximized due to staff and sub shortages limiting professional learning in certain areas. ACMS piloted Edficiency as a tool to support Flex and will continue to use this system to be responsive to students' academic needs.

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 the Scholar System (Ecosystems of Carino) modules 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	\$122,622.00

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 (\$)
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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	\$78,208.00
0003 - Supplemental	\$44,414.00

Subtotal of state or local funds included for this school: \$122,622.00

Total of federal, state, and/or local funds for this school: \$122,622.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 6 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Carliza Bataller	Principal
Nai Saelee	Classroom Teacher
Anne Grant	Classroom Teacher
Cathy Decanay	Parent or Community Member
Carmen Aguayo	Other School Staff
Dana Plummer	Parent or Community Member
Tony Heuschel	Other School Staff
Kiana Dacanay	Secondary Student
Cindy Ramirez	Parent or Community Member
Karina Servente	Other School Staff
Open Seat	Classroom Teacher
Open Seat	Classroom Teacher
Open Seat	Parent or Community Member
Open Seat	Parent or Community Member
Open Seat	Parent or Community Member

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
	Departmental Advisory Committee
	Other: Anne Grant, Equity Team / Multi - Lingual Learner Lead

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 6/1/2023.

Attested:



Principal, Dr. Carliza Bataller on 6/1/23



SSC Chairperson, Cathy Dacanay on 6/1/23

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.

[Educational Partner 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.

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.

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.

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.

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

Authority Cited: 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.

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 (Educational Partner 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 (Educational Partner 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/>

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