School Year: **2023-24**

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 High School	28662660121087	May 15, 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 2022-2023 school year, ACHS was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, there is a disproportionate rate of suspensions among the following subgroups: English learners, homeless and student with disabilities. Additionally, students in the following subgroups are identified for additional targeted assistance in both ELA and math: English Learners and students with disabilities. This plan will address ways to improve school and student outcomes for English Learners, homeless and students with disabilities in particular, based on doing a needs assessment and identifying resources inequities.

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.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, The Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate

proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study that was conducted during the 2020/2021 school year and the WASC Action Plan that received a full 6-year accreditation in Spring 2021.

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 draft SPSA was co-developed by the principal and site leadership team and shared with teaching staff for input via the WASC process. The draft is shared with the English Learner Advisory Committee for input and the School Site Council for approval. Updates on actions and progress toward goals are reviewed at each SSC meeting. ATSI goals were added after the WASC process and are geared to provide support in the identified areas of need.

Resource Inequities

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

American Canyon High School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:
The following subgroups are experiencing lower levels of achievement in the areas of English Language Arts and math as compared to our overall population: students with disabilities and English Learners. The following subgroups are experiencing higher levels of suspension as compared to our overall student population: English Learners, homeless, and students with disabilities.

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

Students Graduate College- and Career-ready

Identified Need

The following subgroups are experiencing lower levels of achievement in the areas of English Language Arts and math as compared to our overall population: students with disabilities (SWD) and English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site data shows a need for ACHS School Wide Learning Outcomes (SWLOs) to be aligned with District identified essential standards in the core academic disciplines of ELA, math, science, and history/social science.	SWLO's are not aligned with current practices	SWLOs are aligned with assessment and instructional practices
CAASPP data shows a discrepancy in ELA and math performance for English Learners and students with disabilities	CAASPP English 2023 All: 59.3% Met or Exceeded Standard EL: 0% Met or Exceeded Standard SWD: 12.5% Met or Exceeded Standard CAASPP Math 2023 All: 24.8% Met or Exceeded Standard EL: 0% Met or Exceeded Standard SWD: 3.1% Met or Exceeded Standard	Improve CAASPP Scores overall and for each identified subgroup (English Learners and students with disabilities) by 10%

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

WASC Action Plan Goal 1

Schoolwide Strategies:
1. 90% of ACHS teachers will complete a survey to determine implementation of ACHS SWLOs and development of essential standards.
2. Grade level and/or Professional Learning Communities (PLCs) will review team data from 2021-2022 WASC and survey data to determine which SWLOs can be consistently assessed within the department and grade level.
3. Analyze SWLO survey results to identify implementation status of ACHS SWLOs and next steps for PLCs.
4. Grade level and/or in PLCs will determine where the use of proficiency scales can be applied - i.e. common summative, common formatives, IAKTs, project rubrics. Departments will review proficiency scales to determine how they will apply in terms of vertical alignment.

Content Specific Strategies:
1. Math teachers will review and refine vertical and horizontal alignment of SWLOs & essential standards. Math teachers will use proficiency scales for Math I, II, and III and identify SWLOs that can be assessed consistently. Math teachers will engage in professional learning and coaching in order to implement the new Carnegie Learning instructional materials and strategies.
2. The English Department will begin a conversation about the assessment of SWLOs and determine a goal for consistently assessing SWLOs across all grade levels. They will pilot instructional materials.
3. The Science Department will review/construct a blueprint/syllabus for each ACHS Science course and identify SWLOs to assess consistently. The Science Department will reflect on the implementation of blueprint/syllabus for each ACHS Science catalog course and the assessment of SWLOs.
4. History Social Studies will review/construct blueprint/syllabus for each ACHS Social Studies catalog course. H/SS teachers will review assessment of SWLOs. H/SS will participate in professional learning and coaching in order to implement the new TCI instructional materials and strategies.

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)
22,800	0003 - Supplemental
85,398	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)

English Learners and students with disabilities

Activities

1. Train PLC leaders to use STAR benchmark data and ELLevation to better monitor student progress, especially for the following subgroups: English Learners and students with disabilities.

2. Begin using learning sprints with core content departments as a guide for collaboration and instructional practice within PLCs.
3. PLC work will focus on student data to make adjustments as necessary in instructional practice.
4. Establish appropriate tier 1 interventions that meet the needs of English Learners and students with disabilities.

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)
6,500	0000 – No Reporting Requirements

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.

ACHS has worked on its new mission/vision statement with stakeholders who represent a new commitment to our school. There was a renewed focus on continuous improvement last year and this will continue along with effective implementation of core instructional materials adoptions in math and History/Social Science. All staff participated in PLC training with Solution Tree. Math and English PLCs learned from the implementation of learning sprints focused on using data and common assessments to monitor progress and effectiveness of instructional strategies. This will expand to all content areas.

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

District work began this year on learning sprints which shifted our focus to English and Math PLCs for instructional practice support. Math and History/Social Studies were also in the process of adopting new curriculum this year that took a lot of PLC time.

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.

ACHS has achieved the goal of adopting a new mission and vision statement. This is now omitted from the SPSA. ACHS needs to continue its work with its PLCs around proficiency scales, tier 1 academic interventions that meet the needs of struggling students and ELD students. The activities are reorganized to reflect what work still needs to be done moving forward and completed elements of the goal are omitted.

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

All students will participate in inquiry based learning experiences and assessments aligned to the California State Standards that will prepare them for college and career.

The following subgroups are experiencing lower levels of achievement in the areas of English Language Arts and math as compared to our overall population: students with disabilities (SWD) and English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP English 2023 All: 59.3% Met or Exceeded Standard EL: 0% Met or Exceeded Standard SWD: 12.5% Met or Exceeded Standard CAASPP Math 2023 All: 24.8% Met or Exceeded Standard EL: 0% Met or Exceeded Standard SWD: 3.1% Met or Exceeded Standard	Improve English Learner and students with disabilities CAASPP Scores by 10%
STAR Math	STAR data for the last three years indicates that the majority of our English Learners and students with disabilities score below standard performance level in math. STAR Spring 2023 English Learners: Level 1: 92.93% Level 2: 4.04% Level 3: 2.02% Level 4: 1.01%	5% more English Learners will meet or exceed the standard in math on STAR. 5% more students with disabilities will meet or exceed the standard in math on STAR.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	STAR Spring 2023 students with disabilities: Level 1: 88.24% Level 2: 2.35% Level 3: 4.71% Level 4: 4.71%	
STAR Reading	STAR data for the last three years indicates that the majority of our English Learners and students with disabilities score below standard performance level in reading. STAR Spring 2023 English Learners: Level 1: 77.69% Level 2: 20.66% Level 3: 1.65% Level 4: 0% STAR Spring 2023 students with disabilities: Level 1: 52.38% Level 2: 21.90% Level 3: 20.0% Level 4: 5.71%	5% more English Learners will meet or exceed the standard in reading on STAR. 5% more students with disabilities will meet or exceed the standard in reading on STAR.
English Learner Grade Data	Baseline Year	At least 60% of English Learners History/Social Studies and science grades will improve by another 0.5 grade step.

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)

English Learners and students with disabilities

Activities

ACHS WASC Goal 4: Use a guiding coalition of stakeholders (administration, certificated/classified staff, and district personnel) to address performance metrics (STAR, CAASPP Math/ELA,

College/Career Indicator) involving English Learners and students with disabilities on the California School Dashboard.

Activities:
1. Staff will identify English Learners who are struggling in math, science, History/Social Studies, and English based on grades, test scores, attendance, and survey results from math, science, History/Social Studies, and English teachers. ELLevation data will be used to determine areas of need.
2. We will revise the list as necessary after each progress report. For returning students, we will use the lists from the previous years' data to identify those needing intervention.
3. Staff will provide Pack Time intervention classes on weekly basis to 9th graders who have been identified as needing additional math, science, History/Social Studies, and English support.
3. We will offer math tutoring for identified English Learners from student tutors in math classes.
4. Wolf Support will be assigned to identified English Learners that need extra support. Student tutors will be assigned to help students in ELA and Math.
5. English Language Development teachers will participate in the pilot of instructional materials for designated ELD.
6. Staff will participate in professional learning focused on writing to learn strategies from The Writing Revolution and explicit instruction to support high quality interactions in the classroom.

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)
6,800	0003 - Supplemental

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.

ACHS CAASPP data shows that this goal has not been met. English learners and students with disabilities are a focus for this goal.

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

NA

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.

This goal has not been met, so this goal will remain for the 2023-2024 school year.

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

Families Experience Robust Communication, Community Engagement and Advocacy

Identified Need

The community expressed a need for increased communication including the following:
1. The communication about student work and progress between all partners.
2. Daily class agendas and learning intentions are provided by all classroom teachers for students and parents.
3. Weekly newsletters have been established for staff, parents and students. There needs to be ongoing use of Parent Square.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Community Survey	This is the baseline year.	There will be growth in parent inclusion and engagement.
Inclusive communication for parent and community stakeholders.	All forms of written communication, Back to School Night, Open House, ELAC, and PFC will be translated and transcribed.	Attendance at school-wide events held in 2022-2023 reflect 50% or more of the parent community that is invited. Participation and support in parent organizations and advisory groups, specifically ELAC and SSC, are reflective of 10% of the respective parent populations.
Consistent, translation services	Provide stakeholder communication in their native language.	100% of families will receive correspondence in their native language. All major school-wide functions and parent organizations will have interpretation services provided.
Parent Square	Baseline data this year	There will be an increase in Parent Square usage by staff based on baseline data.

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, staff, and families

Activities

Based on Parent/Community Survey, staff will develop strategies to address key challenges and track progress 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, staff, and families

Activities

1. Parents will receive all mandated notices in a timely manner through Parent Square. These messages will be delivered 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 parent meetings and support by the Community Parent Liaison.
2. Students will continue to produce and show Weekly Wolf videos.
3. We will host Parent Education Nights appropriate to the grade level and need of the student and parent.
4. Staff will become better versed in Parent Square and provide weekly communication to parents and students regarding learning intentions.

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)
11,910	0000 – No Reporting Requirements

Strategy 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Activities

We will involve ELAC parents, teachers, mentors, and community mentors in ongoing interventions. Pack Time intervention teachers call parents of their students at least once per month. We will identify mentors for students needing additional support.

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)
4,899	0003 - Supplemental

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 will continue with the actions from 2022-2023 with increased attention to partnering with school and community resources (ELAC parents, teachers, mentors, and community mentors) to support ongoing interventions as we saw improvement in grades.

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

There are not any differences at this time.

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 and we are going to continue with the implementation of this 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 4

Students Thrive Socially, Emotionally, and Academically

Identified Need

The following subgroups are experiencing higher levels of suspension as compared to our overall student population: English Learners, homeless, and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reflection and data gathering as a school site indicates a need to refine implementation of Tier I MTSS to include social emotional learning support.	MTSS team is in place and meets regularly to discuss tier 2 and 3 inventions.	Refine and continue implementation of MTSS regarding SEL supports and develop a multi-tiered system of academic interventions and supports, specifically with an emphasis on developing Tier I interventions
Suspension data on California School Dashboard	Suspension rate All students: 5.9% Homeless: 23.7% EL: 10.2% SWD: 13.4%	Reduced suspension rate for all by 50% and subgroups by one performance level

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)

Homeless, English Learners and students with disabilities

Activities

Tier 2 and 3 Strategies
1. The MTSS team will refine intervention at the tier 2 level for students struggling academically.
2. Staff will provide Pack Time intervention classes weekly for 9th graders in need of intervention to help build campus connections.
3. We will involve parents, teachers, mentors, and community mentors in ongoing interventions. Pack Time intervention teachers call parents of their students at least once per month. We will identify mentors for students needing additional support.

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)
30,041	0003 - Supplemental
21,554	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)

Homeless, English Learners and students with disabilities

Activities

Tier 1 Strategies:
1. Staff will continue the implementation of Character Strong as tier 1 SEL school wide.
2. Teachers will continue to participate in Scholar System training and implement tier 1 strategies, such as beginning all classes with a "warm opener." MTSS will help develop tier 1 SEL and academic interventions.
3. Staff will provide intake meetings for all students new to our school district to include campus tour, meeting counselor, meeting administration and reviewing student handbook and PBIS expectations.
4. Staff will engage in PBIS training. We will review school wide behavior expectations at the beginning of each semester and reteach 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)
108,625	0003 - Supplemental

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 2021-2022 Dashboard data reflects that this goal has not been met as evidenced by our suspension rate for Students with disabilities, English Learners and Homeless students being suspended at a higher rate than other students.

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

ACHS experienced higher than average fights during the 2021-2022 school year and not all strategies were implemented.

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.

Some new strategies and activities are reflected in this goal to try and reduce suspension rates for targeted groups.

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	$298,527.00

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	$125,362.00
0003 - Supplemental	$173,165.00

Subtotal of state or local funds included for this school: $298,527.00

Total of federal, state, and/or local funds for this school: $298,527.00

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

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Crystal Lopez	Principal
Karen Nelson	Classroom Teacher
Dan Feinberg	Classroom Teacher
Tricia Hernandez	Other School Staff
Open Seat	Parent or Community Member
Ava Acosta	Secondary Student
Anne Adrineda	Parent or Community Member
Amit Nischal	Parent or Community Member
Patty Slate	Other School Staff
Kimberly Robinson	Secondary Student
Open Seat	Classroom Teacher

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.
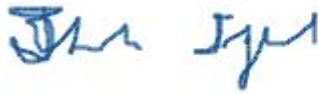
Recommendations and Assurances

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: WASC Focus Groups

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 May 15, 2023.

Attested:

	Principal, Crystal Lopez on 05/15/2023
	SSC Chairperson, Karen Nelson on 05/15/2023

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.

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 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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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