School Year: **2024-25**

AMERICAN CANYON HIGH SCHOOL
HOME OF THE WOLVES

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
American Canyon High School	28662660121087	June 6, 2024	June 20, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by American Canyon High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) 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 and a Mid-cycle visitation took place during the spring of 2024.

Educational Partner Involvement

How, when, and with whom did your American Canyon High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was co-developed by the interim 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.

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

American Canyon High 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:
The following subgroups are experiencing lower levels of achievement in the areas of English Language Arts and Mathematics as compared to our overall population: Students with Disabilities. The following subgroups are experiencing higher levels of suspension as compared to our overall student population: Homeless and Students with Disabilities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

ACHS scored in the Orange category for math.

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

In English Language Arts (ELA), Students with Disabilities scored two levels below All Students. English Learners and Students with Disabilities are two performance levels below All Students on the College and Career Readiness indicator.

Lastly, Homeless and students considered Two or More Races are two levels below All Students for suspensions which demonstrates that they are suspended at higher percentages than All Students.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.2%	0.23%	0.29%	4	4	5
African American	9.5%	9.25%	9.12%	162	159	157
Asian	6.0%	5.65%	5.98%	102	97	103
Filipino	28.2%	26.95%	27.06%	481	463	466
Hispanic/Latino	37.0%	37.37%	37.51%	631	642	646
Pacific Islander	0.5%	0.58%	0.64%	9	10	11
White	10.8%	10.94%	10.28%	185	188	177
Multiple/No Response	7.7%	8.91%	8.89%	132	153	153
			Total Enrollment	1,707	1,718	1722

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 9	429	403	424
Grade 10	468	438	414
Grade 11	426	455	428
Grade 12	384	422	456
Total Enrollment	1,707	1,718	1,722

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	124	136	117	7.3%	7.9%	7.1%
Fluent English Proficient (FEP)	529	503	320	31.0%	29.3%	19.3%
Reclassified Fluent English Proficient (RFEP)	2		25	0.0%		1.5%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	417	440	416	0	434	412	0	434	412	0.0	98.6	99.0
All Grades	417	440	416	0	434	412	0	434	412	0.0	98.6	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2603.	2593.		23.73	20.87		38.48	37.86		20.05	21.60		17.74	19.66
All Grades	N/A	N/A	N/A		23.73	20.87		38.48	37.86		20.05	21.60		17.74	19.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		26.50	23.54		58.06	60.44		15.44	16.02
All Grades		26.50	23.54		58.06	60.44		15.44	16.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.42	25.97		55.76	53.88		16.82	20.15
All Grades		27.42	25.97		55.76	53.88		16.82	20.15

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		13.59	12.62		74.88	75.49		11.52	11.89
All Grades		13.59	12.62		74.88	75.49		11.52	11.89

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		23.73	22.33		65.44	65.29		10.83	12.38
All Grades		23.73	22.33		65.44	65.29		10.83	12.38

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	417	439	416	0	433	413	0	431	413	0.0	98.6	99.3
All Grades	417	439	416	0	433	413	0	431	413	0.0	98.6	99.3

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2542.	2530.		9.74	5.33		15.78	19.13		22.74	23.73		51.74	51.82
All Grades	N/A	N/A	N/A		9.74	5.33		15.78	19.13		22.74	23.73		51.74	51.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.46	8.47		35.73	37.29		50.81	54.24
All Grades		13.46	8.47		35.73	37.29		50.81	54.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.60	10.17		62.41	59.08		25.99	30.75
All Grades		11.60	10.17		62.41	59.08		25.99	30.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		11.14	9.44		62.65	60.53		26.22	30.02
All Grades		11.14	9.44		62.65	60.53		26.22	30.02

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1504.3	1534.2	1542.9	1499.8	1521.4	1543.0	1508.4	1546.4	1542.3	34	40	30
10	1531.4	1545.0	1551.9	1534.3	1535.5	1549.2	1528.1	1554.1	1554.3	26	33	43
11	1545.7	1539.6	1536.7	1541.8	1531.2	1529.1	1549.0	1547.4	1543.8	27	31	37
12	1535.9	1550.0	1555.5	1531.0	1539.4	1552.0	1540.3	1560.0	1558.4	21	22	19
All Grades										108	126	129

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.88	7.50	20.00	32.35	35.00	30.00	35.29	45.00	36.67	26.47	12.50	13.33	34	40	30
10	3.85	12.12	13.95	34.62	42.42	46.51	38.46	27.27	30.23	23.08	18.18	9.30	26	33	43
11	18.52	9.68	8.11	25.93	32.26	43.24	33.33	32.26	18.92	22.22	25.81	29.73	27	31	37
12	0.00	13.64	21.05	38.10	36.36	21.05	47.62	40.91	36.84	14.29	9.09	21.05	21	22	19
All Grades	7.41	10.32	14.73	32.41	36.51	37.98	37.96	36.51	29.46	22.22	16.67	17.83	108	126	129

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.76	7.50	26.67	44.12	55.00	46.67	20.59	20.00	16.67	23.53	17.50	10.00	34	40	30
10	23.08	24.24	27.91	42.31	48.48	48.84	19.23	9.09	13.95	15.38	18.18	9.30	26	33	43
11	33.33	22.58	21.62	29.63	45.16	43.24	18.52	12.90	8.11	18.52	19.35	27.03	27	31	37
12	14.29	13.64	21.05	61.90	54.55	47.37	14.29	13.64	26.32	9.52	18.18	5.26	21	22	19
All Grades	20.37	16.67	24.81	43.52	50.79	46.51	18.52	14.29	14.73	17.59	18.25	13.95	108	126	129

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

Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	2.50	0.00	11.76	17.50	20.00	52.94	52.50	46.67	35.29	27.50	33.33	34	40	30
10	3.85	9.09	6.98	3.85	24.24	23.26	46.15	42.42	55.81	46.15	24.24	13.95	26	33	43
11	3.70	0.00	0.00	18.52	25.81	21.62	44.44	38.71	43.24	33.33	35.48	35.14	27	31	37
12	0.00	4.55	10.53	14.29	18.18	10.53	33.33	54.55	47.37	52.38	22.73	31.58	21	22	19
All Grades	1.85	3.97	3.88	12.04	21.43	20.16	45.37	46.83	48.84	40.74	27.78	27.13	108	126	129

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.88	0.00	10.00	52.94	87.50	73.33	41.18	12.50	16.67	34	40	30
10	3.85	6.06	9.30	57.69	75.76	81.40	38.46	18.18	9.30	26	33	43
11	7.41	0.00	2.70	48.15	70.97	67.57	44.44	29.03	29.73	27	31	37
12	0.00	9.09	5.26	57.14	63.64	63.16	42.86	27.27	31.58	21	22	19
All Grades	4.63	3.17	6.98	53.70	76.19	72.87	41.67	20.63	20.16	108	126	129

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	67.65	55.00	76.67	8.82	30.00	16.67	23.53	15.00	6.67	34	40	30
10	65.38	66.67	83.72	19.23	21.21	6.98	15.38	12.12	9.30	26	33	43
11	59.26	54.84	64.86	33.33	32.26	8.11	7.41	12.90	27.03	27	31	37
12	76.19	54.55	73.68	14.29	36.36	21.05	9.52	9.09	5.26	21	22	19
All Grades	66.67	57.94	75.19	18.52	29.37	11.63	14.81	12.70	13.18	108	126	129

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	7.50	3.33	61.76	55.00	56.67	38.24	37.50	40.00	34	40	30
10	7.69	15.15	11.63	34.62	45.45	60.47	57.69	39.39	27.91	26	33	43
11	11.11	6.45	8.11	40.74	45.16	45.95	48.15	48.39	45.95	27	31	37
12	4.76	9.09	10.53	28.57	50.00	52.63	66.67	40.91	36.84	21	22	19
All Grades	5.56	9.52	8.53	43.52	49.21	54.26	50.93	41.27	37.21	108	126	129

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.94	0.00	3.33	64.71	90.00	80.00	32.35	10.00	16.67	34	40	30
10	0.00	3.03	0.00	73.08	81.82	83.72	26.92	15.15	16.28	26	33	43
11	11.11	9.68	5.41	66.67	61.29	59.46	22.22	29.03	35.14	27	31	37
12	14.29	9.09	15.79	71.43	81.82	63.16	14.29	9.09	21.05	21	22	19
All Grades	6.48	4.76	4.65	68.52	79.37	72.87	25.00	15.87	22.48	108	126	129

Writing Domain
Percentage of Students by Domain Performance Level for All Students

School and Student Performance Data

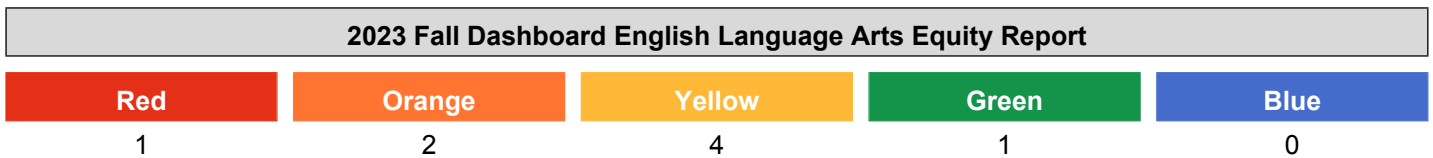## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1722	**54.7**	**8.3**	**0.3**
Total Number of Students enrolled in American Canyon High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	143	8.3
Foster Youth	6	0.3
Homeless	27	1.6
Socioeconomically Disadvantaged	942	54.7
Students with Disabilities	142	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	157	9.1
American Indian	5	0.3
Asian	103	6
Filipino	466	27.1
Hispanic	646	37.5
Two or More Races	153	8.9
Pacific Islander	11	0.6
White	177	10.3

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Green		
College/Career High		

School and Student Performance Data

Academic Performance
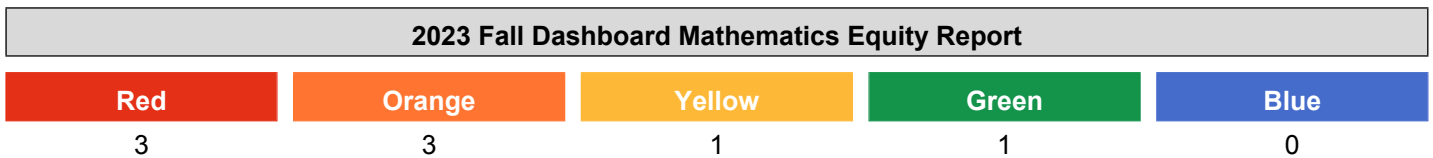### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	4	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
14.3 points above standard	92.9 points below standard	
Decreased -7.8 points	Increased Significantly +29.4 points	1 Student
403 Students	54 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	17.9 points below standard	108.8 points below standard
7 Students	Maintained -2.4 points	Decreased -6 points
	220 Students	35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	35.2 points above standard	Green
0.1 points above standard		Decreased Significantly - 29.5 points	44.6 points above standard
Decreased -4.9 points	1 Student		Decreased Significantly - 17.7 points
41 Students		25 Students	106 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Yellow	No Performance Color	Yellow
8.4 points below standard	8 points above standard	0 Students	29.5 points above standard
Increased +8.9 points	Decreased Significantly - 28.3 points		Decreased -7.3 points
154 Students	41 Students		35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.2 points below standard	44.1 points below standard	26.7 points above standard
Decreased -3.3 points	26 Students	Decreased -8.3 points
28 Students		256 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	1	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
93.6 points below standard	191.8 points below standard	1 Student
Decreased -7.8 points	Increased +10.8 points	
403 Students	54 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
7 Students	129.4 points below standard	195.7 points below standard
	Increased +4.8 points	Decreased Significantly -16.9 points
	220 Students	35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Red

156.6 points below standard

Decreased Significantly - 31.8 points

41 Students

American Indian

Less than 11 Students

1 Student

Asian

28.6 points below standard

Decreased Significantly - 16.1 points

25 Students

Filipino

Yellow

41 points below standard

Decreased Significantly - 17.4 points

106 Students

Hispanic

Red

128.7 points below standard

Maintained -1.3 points

154 Students

Two or More Races

Orange

110.7 points below standard

Decreased -13.6 points

41 Students

Pacific Islander

No Performance Color

0 Students

White

Green

51 points below standard

Increased Significantly +42.4 points

35 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

226 points below standard

Decreased Significantly -17 points

28 Students

Reclassified English Learners

154.9 points below standard

26 Students

English Only

85.2 points below standard

Decreased -8.7 points

256 Students

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
49.1% making progress towards English language proficiency
Number of EL Students: 114 Students
Performance Level: 3
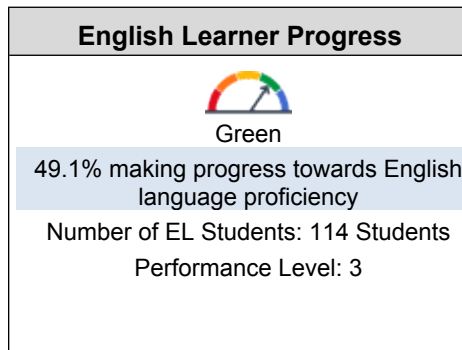
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

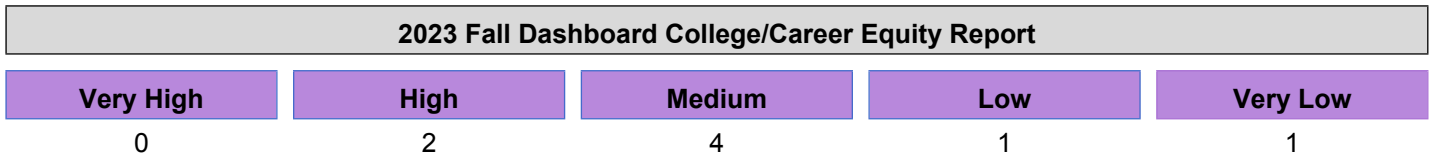| 2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
24	34	0	56

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
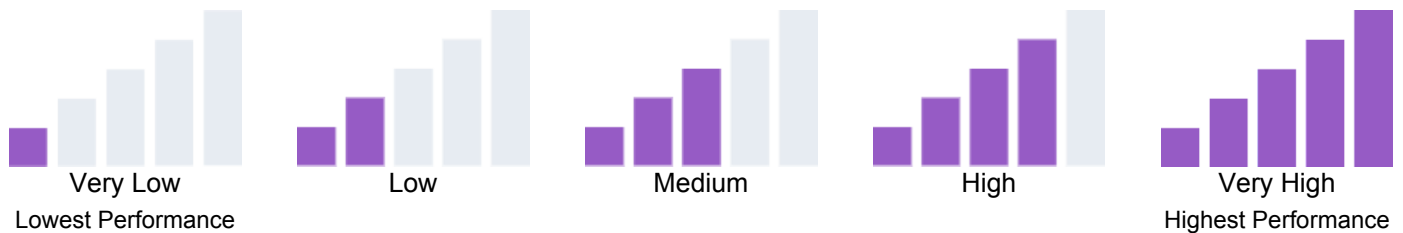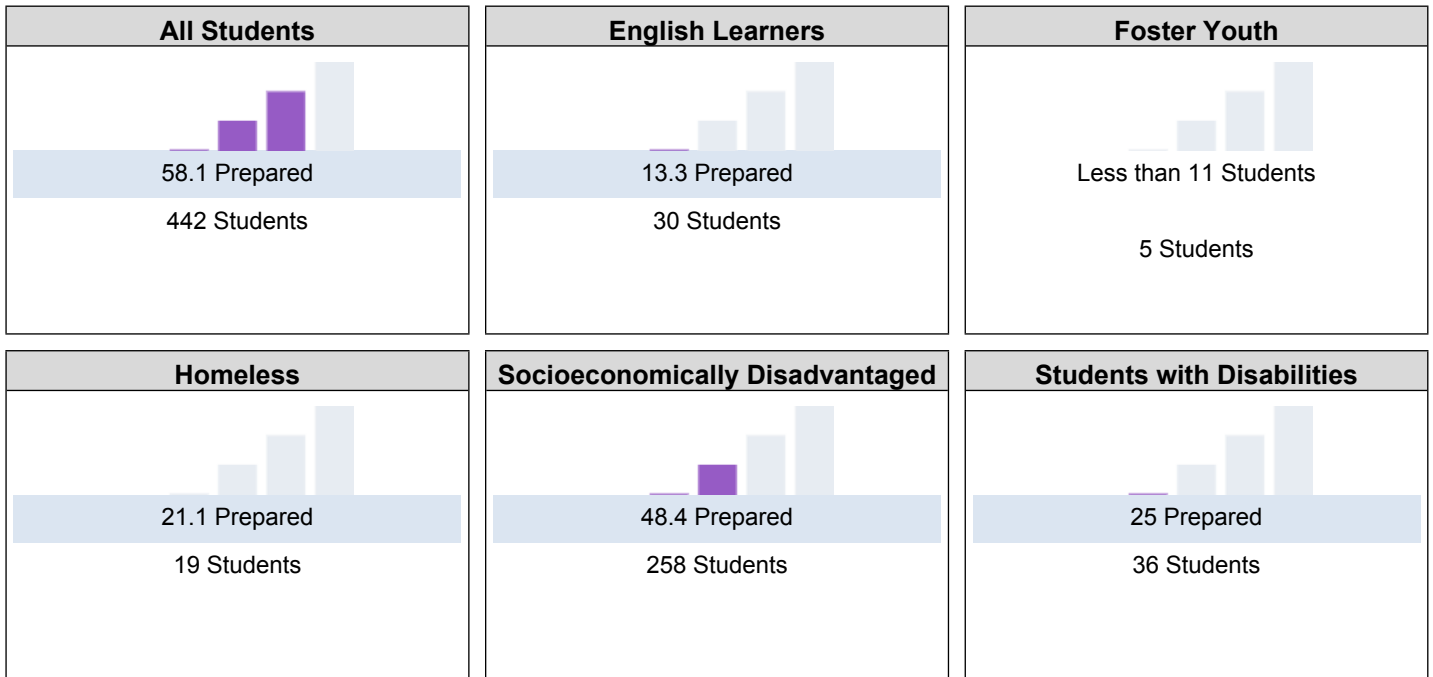
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

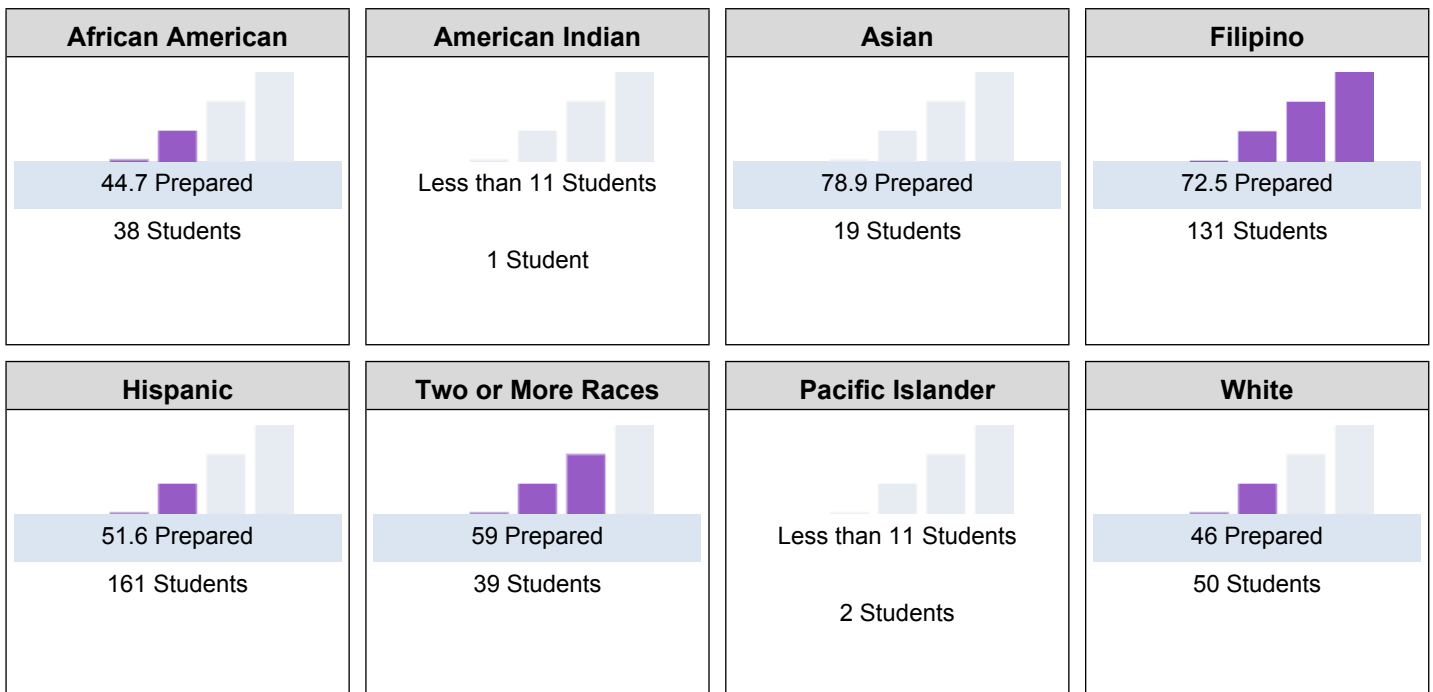| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	2	4	1	1

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students
58.1 Prepared

442 Students

English Learners
13.3 Prepared

30 Students

Foster Youth
Less than 11 Students

5 Students

Homeless
21.1 Prepared

19 Students

Socioeconomically Disadvantaged
48.4 Prepared

258 Students

Students with Disabilities
25 Prepared

36 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American
44.7 Prepared

38 Students

American Indian
Less than 11 Students

1 Student

Asian
78.9 Prepared

19 Students

Filipino
72.5 Prepared

131 Students

Hispanic
51.6 Prepared

161 Students

Two or More Races
59 Prepared

39 Students

Pacific Islander
Less than 11 Students

2 Students

White
46 Prepared

50 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

School and Student Performance Data

Academic Engagement
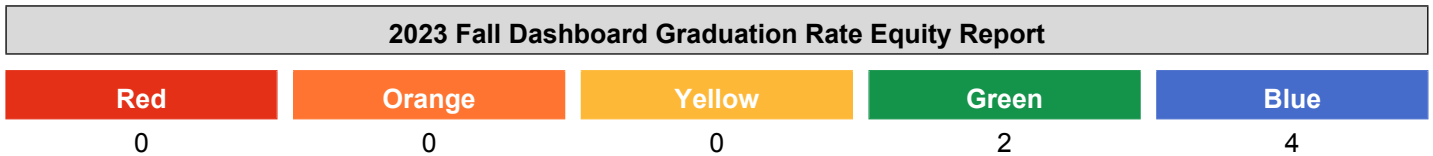### Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	4

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue 95.9% graduated Maintained 0.8 442 Students	86.7% graduated Decreased Significantly -6.4 30 Students	Less than 11 Students 5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
89.5% graduated Increased Significantly 19.5 19 Students	Green 94.6% graduated Increased 1.8 258 Students	86.1% graduated Increased Significantly 7.5 36 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	Less than 11 Students	100% graduated	Blue
100% graduated		Increased 3.3	96.2% graduated
Increased Significantly 7.3	1 Student		Decreased -2.9
38 Students		19 Students	131 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	Less than 11 Students	Blue
93.2% graduated	97.4% graduated		98% graduated
Increased 2	Maintained 0.7	2 Students	Increased 1.9
161 Students	39 Students		50 Students

School and Student Performance Data

Conditions & Climate
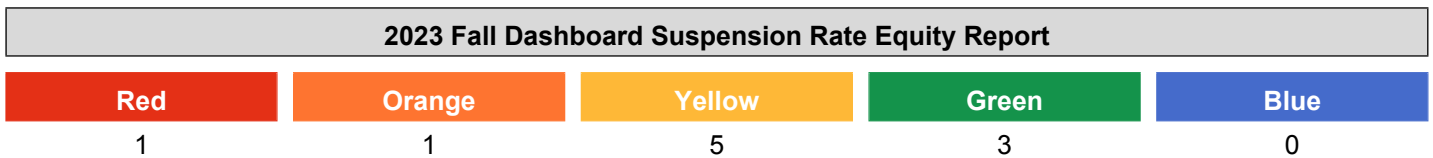### Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	5	3	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	Less than 11 Students
5.1% suspended at least one day	7.7% suspended at least one day	8 Students
Declined -0.8	Declined Significantly -2.5	
1781 Students	156 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Yellow
24.2% suspended at least one day	7.9% suspended at least one day	6.5% suspended at least one day
Increased 0.6	Declined -0.3	Declined Significantly -6.9
33 Students	994 Students	154 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Yellow

9.4% suspended at least one day

Declined Significantly -3

170 Students

American Indian

Less than 11 Students

5 Students

Asian

Green

1.8% suspended at least one day

Declined -1.1

109 Students

Filipino

Green

1.7% suspended at least one day

Declined -1.1

474 Students

Hispanic

Yellow

6% suspended at least one day

Maintained -0.2

663 Students

Two or More Races

Orange

8.6% suspended at least one day

Increased 2.9

162 Students

Pacific Islander

9.1% suspended at least one day

11 Students

White

Green

4.8% suspended at least one day

Declined Significantly -3.6

187 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All student groups will increase achievement in ELA and math as measured by CAASPP.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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

The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.   The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: All Students, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

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

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
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: 58.73% 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, Socioeconomically Disadvantaged, and Students with Disabilities) by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 engage in professional learning and coaching in order to implement the new ELA curricular resource adoption. 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. They will participate in the review and development of vertical and horizontal alignment of SWLOs & essential standards, including NGSS. They will develop proficiency scales that align to the essential learning outcomes. 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 the review and development of vertical and horizontal alignment of SWLOs & essential standards using TCI as the core instructional resource. They will	All Students	22,800 0003 - Supplemental 85,398 0000 – No Reporting Requirements

	develop proficiency scales that align to the essential learning outcomes.		
1.2	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. Engage in learning sprints aligned to high quality tier one instructional strategies with core content departments. 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.	English Learners and Students with Disabilities	6,500 0000 – No Reporting Requirements
1.3			
1.7			
1.10			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NVUSD has offered guidance and professional development to bolster the vision for our Professional Learning Communities (PLCs): "To operate as a cohesive unit that actively involve departments in cycles of growth and improvement. This is achieved by analyzing data from various sources and employing Learning Sprints to explore, implement, monitor, and assess evidence-based strategies." Currently, PLCs are structured by departments, convening weekly during early release Wednesdays. The meeting framework encompasses discussions on blueprints, assessment of learning outcomes, common assessments, and data analysis. NVUSD has provided professional development sessions to facilitate the integration of Learning Sprints in both ELA and Math. The implementation of Learning Sprints took place across all PLCs in the Fall of 2023. Learning Sprints serve as a platform for teams to engage with site-specific student data related to formative or summative assessments. This data is crucial for monitoring the effectiveness of instructional strategies. Additionally, Learning Sprints facilitates departmental discussions during scheduled meetings, focusing on student achievement and identifying areas that require instructional attention.

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

In the fall of 2023, a new PLC meeting structure was introduced, emphasizing the prioritization of Learning Sprints.

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 were no costs associated with this change. Given that, there is no change reflected in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Students Experience Responsive, Engaging Pedagogy

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

> English Learner progress data reveals the following areas of need: English Language Arts and Math.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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% STAR Spring 2023 students with disabilities: Level 1: 88.24% Level 2: 2.35% Level 3: 4.71%	5% more English Learners will meet or exceed the standard in math on Star.

	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.
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.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	English Learners and Students with Disabilities	6,800 0003 - Supplemental

	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.		
1.2			4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NVUSD's Student Advisory Council, parent survey results, and DEI (Diversity, Equity, and Inclusion) staff survey and focus groups indicated a need to strengthen our support system for students by providing increased social and emotional support and rigor. The district has adopted the Ecosystem of Cariño. Staff meetings now include lessons delivered by administration that focus on building a caring community of learners with a focus on high expectations and support for all students.

Staff identified Multilingual Learners who are struggling in Math, Science, Social Studies, and English, based on grades, test scores, attendance, and survey results from Math, Science, Social Studies, and English teachers. ACHS has developed a comprehensive program of support for our ELD classes that includes academic support for ELD students and a new ELD teacher who works with general ed teachers to support the ELD 1/2/3/4 population on our campus.

Across content areas new curriculum is being adopted that attends to language development, has strong visual representations, includes vocabulary support and development as well, and contains multiple representations of scaffolding materials. Interdisciplinary Teams, comprising all staff members, convene monthly to collaboratively analyze data from diverse sources using various protocols. These meetings serve as a platform for cross-departmental collaboration, fostering collective efforts to advance the objectives outlined in our School-wide Action Plan.

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

During four staff meetings, staff participated in integrated language development professional learning provided by NVUSD.

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 addition of staff training outlined above was at no cost. There are no changes to note in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

ELAC Participation	Baseline data this year	ELAC participation will increase by 10% from baseline participation data.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Based on Parent/Community Survey, staff will develop strategies to address key challenges and track progress throughout the year.	All students, staff, and families	0
1.2	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.	All students, staff, and families	11,910 0000 – No Reporting Requirements
1.3	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.	English Learners	4,899 0003 - Supplemental
1.4	Administration will participate in ELAC training to improve partnerships with the ELAC families.	English Learners	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

ACHS is utilizing Parent Square polls to solicit parents, students, and staff input for ongoing school improvement. ACHS staff partner with the English Learner Advisory Committee (ELAC) to support English Learners. A needs assessment is conducted at the beginning of the year to identify support needed for English Learners and their families. Translation of all documents is a norm and interpretation is provided for all events.

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

Administration and ELAC officers participated in the NVUSD DELAC Subcommittee to share and learn from other ELAC families across the district.

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 participation of staff in DELAC subcommittees outlined above was at no cost. There are no changes to note in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Students will graduate and meet a-g requirements at a higher rate, resulting in more students placing "prepared" on the college/career readiness indicator.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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

The following student groups have been identified as needing additional support with graduating and meeting a-g requirements based on the California State dashboard: English Learners and Students with Disabilities

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reflection and data gathering as a school site indicates a need to refine implementation of Tier I MTSS to include academic and 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% with targeted focus on Homeless and Students with Disabilities.
Visual and performing arts (VPA) enrollment	Baseline Data	Increase student participation in visual and performing arts

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Tier 2 and 3 Strategies 1. The MTSS team will refine intervention at the tier 2 level for students struggling academically.	Homeless, English Learners and Students with Disabilities	30,041 0003 - Supplemental

	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.			21,554 0000 – No Reporting Requirements
1.2	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.	Homeless, English Learners and students with disabilities		16,003 0003 - Supplemental 9788.00 0000 – No Reporting Requirements
1.3	Visual and Performing Arts: 1. There will be an increase in course offerings for visual and performing arts. 2. Staff will hire coaches, accompanists, and choreographers to support programming. 3. Staff will purchase additional instructional materials, resources, and equipment for students.	All Students		149,000 6770 - Prop 28
1.4	Provide safety and transportation support to Athletics	All Students involved in Athletics		143,260.00 0003 - Supplemental
1.6				
1.7				

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NVUSD is now in year two of rolling out a more formal Multi-Tiered System of Support teams at each school. Our high school has an MTSS Site Lead (.2 FTE) who oversees the program. The MTSS team meets every week to discuss students of concern, suspensions, and referrals from teachers through our pre-intervention referral process in Aeries. Our MTSS Site Lead and administrator look at data to focus on students in need who do not come up in our weekly

discussions. These data points include information from the SDQ report, grades, attendance, and referrals. The MTSS Site Lead works collaboratively with our school's full-time social worker to assign students to Tier 2 and 3 interventions. Through our Wellness Center, we have a total of 9 outside agencies that come onto our campus weekly to provide services. All 9 providers are currently at capacity serving over 100 students at any given time. We also run several SEL groups that include Anger Management, Anxiety, Social Skills, and Grief. Implemented intake meetings for all students which included campus tours, counselor and grade level administration meetings as well as a brief review of the ACHS student handbook and school-wide expectations.

Advisory classes have been added (PackTime and Academic Support) where students meet with their third-period teachers every Tuesday and Thursday. This is a block of time that students may use as they see fit to get academic support, make up assessments, review missing assignments, as well as engage in teacher-led social-emotional learning, designed by Character Strong. Mu Alpha Theta (ACHS math honors society) peer-tutors math students referred to by teachers during PackTime. Last year, we began to implement PackTime intervention; tier 2 academic support groups for 9th-grade students during PackTime on Tuesdays or Thursdays. We have continued the PackTime intervention year; seven teachers with 3rd-period prep provide intervention. Teachers are paired with an administrator and/or social worker who covers teacher absence. We pulled data, along with input from the 9th-grade counselor, identified 60 students in need of academic support, and assigned them to a teacher/admin group. While intervention focuses on good study habits, study skills, etc. we encourage teachers to first focus on relationship building and getting to know the students. We have found that students who feel "known" on our campus tend to do better. Overall, students' grades and attendance have improved.

ACHS has restructured our time on early release Wednesdays. In addition to PLC meetings, the meeting calendar includes Interdisciplinary Team meetings and time devoted to documenting PBIS/MTSS Interventions in Aeries. The PBIS team was revived in the fall of 2023; the current team consists of two parents, a student, a social worker, a counselor, two administrators, and teachers, two of whom represent the interests of Special Education.

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

There were no major changes made to this goal.

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

There were no changes to the SPSA in this area.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$507,953.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

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 ($)
	$0.00
0000 – No Reporting Requirements	$135,150.00
0003 - Supplemental	$223,803.00
6770 - Prop 28	$149,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $507,953.00

Total of federal, state, and/or local funds for this school: $507,953.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
0000 – No Reporting Requirements	135,150.00
0003 - Supplemental	223,803.00
6770 - Prop 28	149,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	476,611.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	0000 – No Reporting Requirements	135,150.00
	0003 - Supplemental	223,803.00
	6770 - Prop 28	149,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,698.00
Goal 2	6,800.00

Goal 3	16,809.00
Goal 4	369,646.00

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

    I.   The development of the SPSA shall include both of the following actions:

        A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1.   The comprehensive needs assessment of the entire school shall:

                a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

                b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                    i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                    ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                    iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                    iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                    v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

        B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

    II.   The SPSA shall include the following:

        A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

        B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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