



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
American Canyon Middle School	28662666115240	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 Middle 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - California School Dashboard 15
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1..... 28
 - Goal 2..... 34
 - Goal 3..... 37
 - Goal 4..... 41
- Budget Summary 47
 - Budget Summary 47
 - Other Federal, State, and Local Funds 47
- Budgeted Funds and Expenditures in this Plan 48
 - Funds Budgeted to the School by Funding Source..... 48
 - Expenditures by Funding Source 48
 - Expenditures by Budget Reference 48
 - Expenditures by Budget Reference and Funding Source 48
 - Expenditures by Goal..... 48
- Instructions..... 50
- Appendix A: Plan Requirements 57
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 60
- Appendix C: Select State and Federal Programs 63

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.

American Canyon Middle School, built in 1998, will have a 2024-25 enrollment of approximately 1060 students that incorporates the 6th, 7th and 8th grades. American Canyon Middle School (ACMS) meets the needs of our students through our strong academic and elective program, with an approved and aligned social and emotional advisory program, including the concept of teaming--a group of academic teachers who share a common group of students in classes at varied times throughout our students daily schedule.

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

Our mission is to work towards inspiring and preparing students today for the possibilities of tomorrow. To achieve this, we focus on the "6 C's" Critical Thinking, effective and efficient Communication, Collaboration, Creativity, positive Character and Local, Global & Digital Citizenship. We believe in creating a respectful and safe community by utilizing clear expectations and focusing on strengthening relationships. Our Core Values are to empower all students, develop lifelong learning, establish clear and consistent expectations, and build strong relationships and a sense of belonging in the community, while there is open and respectful communication with common school wide expectations for all to: "Be Respectful, Safe, Responsible, and most importantly, Be Kind - which is the Wildcat Way!"

While doing all this, we are continually asking students, "Are you high school ready?" to keep us and them current and future forward thinking, goal oriented, relevant, rigorous learners and focused on the bigger picture.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA is based upon NVUSD LCAP and the NVUSD Strategic Plan where the goals are aligned with the instructional elements of the strategic plan with actions funded through the LCAP and potential use of Proposition 28 (Visual and Performing Arts) funds. We build and implement goals with our teacher teams, School Site Council, parent groups, Wellness Team, and Administrative Team. The SPSA is reviewed and approved by the ACMS School Site Council, Equity Team, English Learner Advisory Council, and Leadership Teams. Updates on actions and progress toward goals are reviewed at each SSC meeting.

Resource Inequities

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

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

American Canyon Middle School is not an ATSI or CSI school.

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.

There are three categories in which ACMS has scored in the Orange or Red Categories. Those are in English Language Arts, math, and chronic absenteeism.

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.

Asian and African American student groups are suspended at a higher rate 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 Middle 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%		0	0
African American	7.0%	7.84%	6.95%	71	79	70
Asian	6.6%	7.04%	7.55%	67	71	76
Filipino	27.2%	25.99%	22.54%	275	262	227
Hispanic/Latino	36.9%	36.31%	40.81%	373	366	411
Pacific Islander	0.6%	0.60%	0.5%	6	6	5
White	13.5%	14.19%	11.82%	136	143	119
Multiple/No Response	8.2%	8.04%	9.53%	83	81	96
Total Enrollment				1,011	1,008	1007

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	325	317	312
Grade 7	349	331	342
Grade 8	337	360	353
Total Enrollment	1,011	1,008	1,007

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)	145	153		14.3%	15.2%	
Fluent English Proficient (FEP)	222	207		22.0%	20.5%	
Reclassified Fluent English Proficient (RFEP)	15			5.5%		

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 6	325	313	309	0	311	308	0	311	308	0.0	99.4	99.7
Grade 7	347	324	336	0	321	333	0	321	333	0.0	99.1	99.1
Grade 8	335	355	351	0	353	350	0	353	350	0.0	99.4	99.7
All Grades	1007	992	996	0	985	991	0	985	991	0.0	99.3	99.5

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 6		2515.	2492.		12.54	9.42		32.80	26.62		28.62	28.57		26.05	35.39
Grade 7		2553.	2547.		16.20	14.11		41.74	37.54		18.07	26.43		23.99	21.92
Grade 8		2586.	2571.		20.96	16.86		40.23	40.00		23.51	24.57		15.30	18.57
All Grades	N/A	N/A	N/A		16.75	13.62		38.38	35.02		23.35	26.44		21.52	24.92

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 6		14.79	9.74		59.16	54.55		26.05	35.71
Grade 7		17.45	15.32		64.17	63.66		18.38	21.02
Grade 8		24.65	16.00		54.96	61.14		20.40	22.86
All Grades		19.19	13.82		59.29	59.94		21.52	26.24

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 6		12.90	12.34		61.94	52.27		25.16	35.39
Grade 7		24.69	21.92		54.38	54.95		20.94	23.12
Grade 8		26.63	20.29		58.07	61.71		15.30	18.00
All Grades		21.67	18.37		58.09	56.51		20.24	25.13

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 6		12.86	6.49		71.06	75.00		16.08	18.51
Grade 7		13.08	11.41		73.21	76.28		13.71	12.31
Grade 8		13.03	15.14		77.34	72.57		9.63	12.29
All Grades		12.99	11.20		74.01	74.57		12.99	14.23

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 6		17.68	13.31		63.99	63.96		18.33	22.73
Grade 7		19.94	21.32		63.86	63.06		16.20	15.62
Grade 8		28.33	25.14		62.61	62.86		9.07	12.00
All Grades		22.23	20.18		63.45	63.27		14.31	16.55

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 6	325	314	309	0	312	307	0	312	306	0.0	99.4	99.4
Grade 7	347	324	336	0	320	334	0	319	334	0.0	98.8	99.4
Grade 8	335	355	351	0	352	349	0	351	349	0.0	99.2	99.4
All Grades	1007	993	996	0	984	990	0	982	989	0.0	99.1	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 6		2468.	2469.		9.62	8.50		14.10	14.71		22.76	27.78		53.53	49.02
Grade 7		2507.	2488.		13.17	11.68		17.24	13.77		31.03	23.05		38.56	51.50
Grade 8		2509.	2506.		9.69	11.17		17.95	15.47		26.78	23.50		45.58	49.86
All Grades	N/A	N/A	N/A		10.79	10.52		16.50	14.66		26.88	24.67		45.82	50.15

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 6		8.01	9.15		37.18	39.22		54.81	51.63
Grade 7		14.11	13.47		49.22	36.53		36.68	50.00
Grade 8		9.97	11.17		49.00	45.27		41.03	43.55
All Grades		10.69	11.32		45.32	40.44		43.99	48.23

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 6		8.33	9.48		47.12	47.39		44.55	43.14
Grade 7		11.29	11.68		52.98	47.90		35.74	40.42
Grade 8		9.69	10.60		58.69	49.57		31.62	39.83
All Grades		9.78	10.62		53.16	48.33		37.07	41.05

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 6		8.01	8.17		53.21	57.19		38.78	34.64
Grade 7		9.40	8.38		66.46	59.58		24.14	32.04
Grade 8		7.69	10.03		59.54	59.03		32.76	30.95
All Grades		8.35	8.90		59.78	58.65		31.87	32.46

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1534.5	1543.0	1513.5	1543.1	1559.1	1520.6	1525.3	1526.5	1506.0	53	45	45
7	1561.3	1562.9	1559.3	1583.4	1581.8	1563.7	1538.7	1543.4	1554.5	41	47	38
8	1547.6	1570.4	1550.6	1559.7	1589.1	1552.6	1534.9	1551.1	1548.2	36	29	36
All Grades										130	121	119

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
6	24.53	35.56	13.33	45.28	37.78	28.89	16.98	15.56	40.00	13.21	11.11	17.78	53	45	45
7	34.15	44.68	47.37	41.46	31.91	28.95	14.63	12.77	10.53	9.76	10.64	13.16	41	47	38
8	25.00	37.93	27.78	33.33	37.93	44.44	33.33	13.79	13.89	8.33	10.34	13.89	36	29	36
All Grades	27.69	39.67	28.57	40.77	35.54	33.61	20.77	14.05	22.69	10.77	10.74	15.13	130	121	119

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
6	47.17	66.67	35.56	35.85	26.67	40.00	9.43	0.00	13.33	7.55	6.67	11.11	53	45	45
7	56.10	59.57	63.16	34.15	29.79	21.05	4.88	6.38	2.63	4.88	4.26	13.16	41	47	38
8	47.22	68.97	50.00	30.56	20.69	27.78	16.67	3.45	11.11	5.56	6.90	11.11	36	29	36
All Grades	50.00	64.46	48.74	33.85	26.45	30.25	10.00	3.31	9.24	6.15	5.79	11.76	130	121	119

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
6	5.66	2.22	0.00	30.19	35.56	13.33	45.28	37.78	44.44	18.87	24.44	42.22	53	45	45
7	14.63	10.64	15.79	21.95	25.53	39.47	43.90	40.43	23.68	19.51	23.40	21.05	41	47	38
8	0.00	10.34	8.33	30.56	34.48	41.67	38.89	41.38	30.56	30.56	13.79	19.44	36	29	36
All Grades	6.92	7.44	7.56	27.69	31.40	30.25	43.08	39.67	33.61	22.31	21.49	28.57	130	121	119

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
6	24.53	17.78	15.56	58.49	73.33	64.44	16.98	8.89	20.00	53	45	45
7	24.39	10.64	18.42	63.41	74.47	63.16	12.20	14.89	18.42	41	47	38
8	8.33	17.24	13.89	69.44	68.97	66.67	22.22	13.79	19.44	36	29	36
All Grades	20.00	14.88	15.97	63.08	72.73	64.71	16.92	12.40	19.33	130	121	119

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
6	75.47	88.89	62.22	16.98	4.44	26.67	7.55	6.67	11.11	53	45	45
7	80.49	91.49	78.95	17.07	4.26	7.89	2.44	4.26	13.16	41	47	38
8	75.00	86.21	75.00	19.44	10.34	13.89	5.56	3.45	11.11	36	29	36
All Grades	76.92	89.26	71.43	17.69	5.79	16.81	5.38	4.96	11.76	130	121	119

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
6	7.55	4.44	0.00	45.28	53.33	28.89	47.17	42.22	71.11	53	45	45
7	14.63	19.15	23.68	41.46	48.94	44.74	43.90	31.91	31.58	41	47	38
8	22.22	20.69	22.22	19.44	44.83	41.67	58.33	34.48	36.11	36	29	36
All Grades	13.85	14.05	14.29	36.92	49.59	37.82	49.23	36.36	47.90	130	121	119

Writing 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
6	15.09	17.78	6.67	75.47	66.67	77.78	9.43	15.56	15.56	53	45	45
7	12.20	12.77	26.32	78.05	74.47	60.53	9.76	12.77	13.16	41	47	38
8	0.00	3.45	5.56	88.89	82.76	83.33	11.11	13.79	11.11	36	29	36
All Grades	10.00	12.40	12.61	80.00	73.55	73.95	10.00	14.05	13.45	130	121	119

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
1007	60.5	16.9	0.3
Total Number of Students enrolled in American Canyon Middle 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	170	16.9
Foster Youth	3	0.3
Homeless	11	1.1
Socioeconomically Disadvantaged	609	60.5
Students with Disabilities	122	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	70	7
Asian	76	7.5
Filipino	227	22.5
Hispanic	411	40.8
Two or More Races	96	9.5
Pacific Islander	5	0.5
White	119	11.8

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Yellow

School and Student Performance Data

Academic Performance English Language Arts

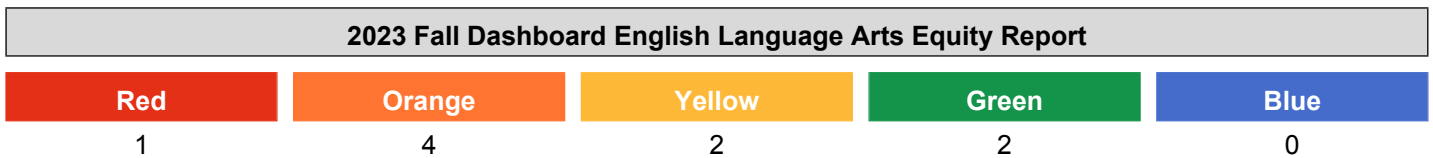
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”










This section provides number of student groups in each level.



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		
<p style="text-align: center;">All Students</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">10 points below standard Decreased -14.7 points</p> <p style="text-align: center;">972 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">66.1 points below standard Decreased -8.9 points</p> <p style="text-align: center;">232 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">3 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">10 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">33.8 points below standard Decreased -9.6 points</p> <p style="text-align: center;">590 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;"> Red</p> <p style="text-align: center;">94.2 points below standard Decreased Significantly -21.6 points</p> <p style="text-align: center;">127 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 26.7 points below standard Decreased -7.3 points 67 Students	 No Performance Color 0 Students	 Green 22.5 points above standard Decreased Significantly - 15.1 points 72 Students	 Green 42.2 points above standard Maintained -1.4 points 222 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48 points below standard Decreased Significantly - 16.3 points 391 Students	 Yellow 3.5 points below standard Decreased -8.1 points 94 Students	Less than 11 Students 5 Students	 Yellow 4.9 points above standard Decreased Significantly - 15.1 points 118 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
107.7 points below standard Decreased -4.5 points 106 Students	31.1 points below standard Decreased Significantly -16.8 points 126 Students	1.9 points above standard Decreased Significantly -16.3 points 602 Students

School and Student Performance Data

Academic Performance Mathematics

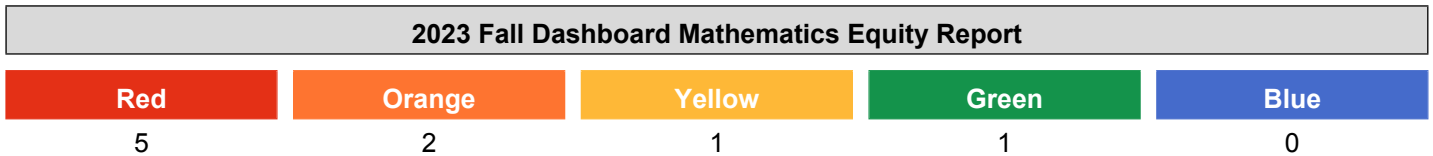
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”










This section provides number of student groups in each level.



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  Orange 78.1 points below standard Decreased -6.5 points 971 Students	English Learners  Red 138.9 points below standard Decreased -11.2 points 232 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Red 106.7 points below standard Maintained +1.9 points 589 Students	Students with Disabilities  Red 145.8 points below standard Decreased -8.8 points 127 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 123 points below standard Decreased -6.8 points 67 Students	 No Performance Color 0 Students	 Orange 28.3 points below standard Decreased -14.1 points 72 Students	 Green 15.3 points below standard Increased +4.6 points 222 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 117 points below standard Decreased -5.2 points 390 Students	 Yellow 81.8 points below standard Increased +6.3 points 94 Students	Less than 11 Students 5 Students	 Orange 68.8 points below standard Decreased -5.3 points 118 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	Reclassified English Learners	English Only
178 points below standard Decreased -10.1 points 106 Students	106.1 points below standard Decreased Significantly -15.4 points 126 Students	64.1 points below standard Decreased -5.1 points 601 Students

School and Student Performance Data

Academic Performance English Learner Progress

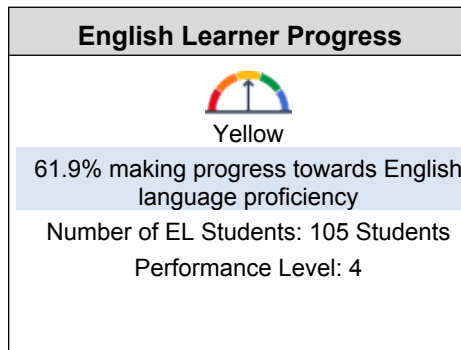
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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
14	25	3	62

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.

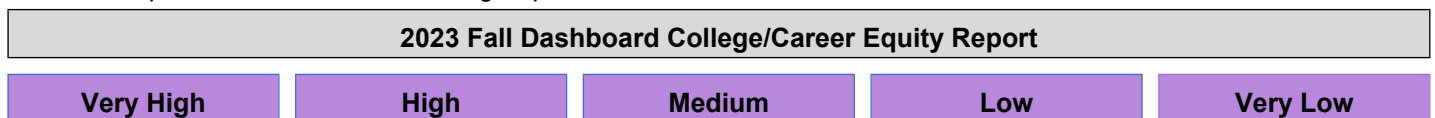
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

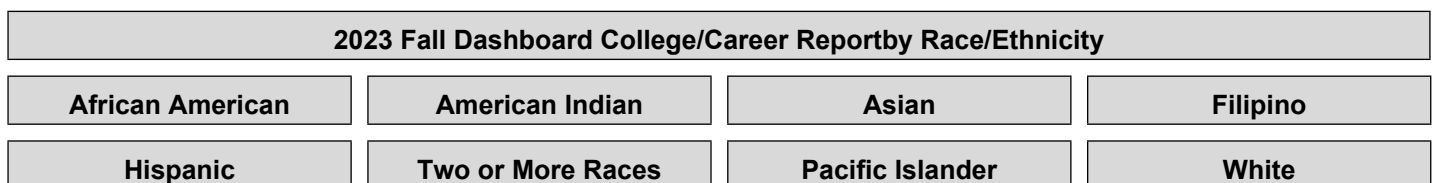
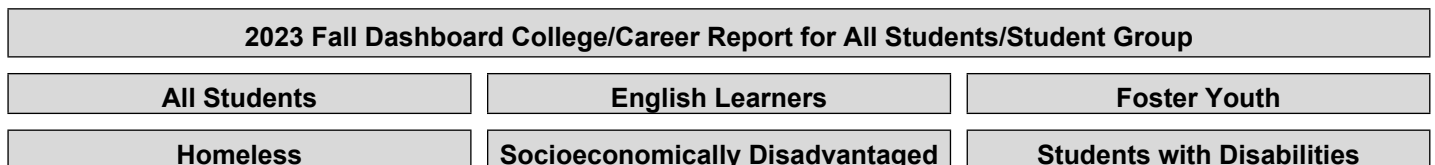
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



School and Student Performance Data

Academic Engagement Chronic Absenteeism

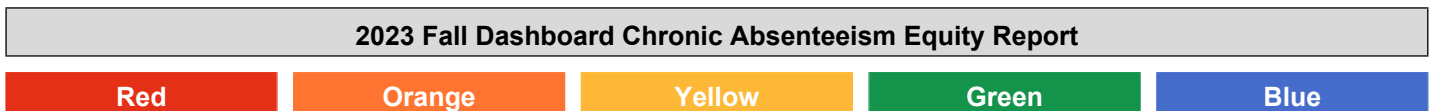
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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










This section provides number of student groups in each level.



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
 Orange 21.3% Chronically Absent Declined -1.1 1035 Students	 Yellow 25.4% Chronically Absent Declined Significantly -10.5 181 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
38.5% Chronically Absent 0 13 Students	 Yellow 26.9% Chronically Absent Declined Significantly -3.2 642 Students	 Orange 25.9% Chronically Absent Declined -6.6 135 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 27.4% Chronically Absent Increased 2.4 73 Students	 No Performance Color 0 Students	 Red 23.1% Chronically Absent Increased 14.9 78 Students	 Yellow 10.9% Chronically Absent Declined -0.8 230 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25% Chronically Absent Declined Significantly -5.5 428 Students	 Orange 21.8% Chronically Absent Declined -3.5 101 Students	Less than 11 Students 5 Students	 Orange 20.8% Chronically Absent Declined -2.9 120 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

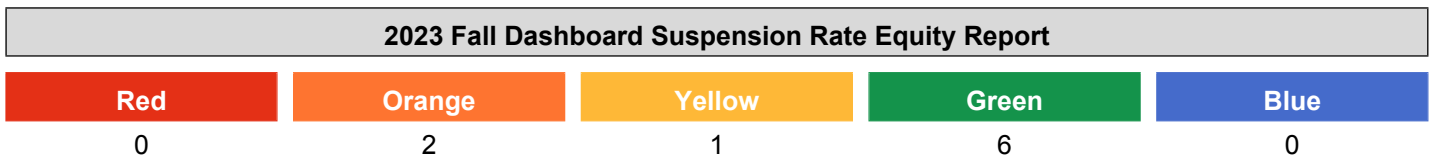
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."










This section provides number of student groups in each level.



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													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5% suspended at least one day</td> </tr> <tr> <td>Declined -2.3 1046 Students</td> </tr> </tbody> </table>	All Students	 Green	5% suspended at least one day	Declined -2.3 1046 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -4.6 183 Students</td> </tr> </tbody> </table>	English Learners	 Green	6.6% suspended at least one day	Declined Significantly -4.6 183 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students	
All Students													
 Green													
5% suspended at least one day													
Declined -2.3 1046 Students													
English Learners													
 Green													
6.6% suspended at least one day													
Declined Significantly -4.6 183 Students													
Foster Youth													
Less than 11 Students 3 Students													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>13 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	13 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -3.4 647 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	6.6% suspended at least one day	Declined Significantly -3.4 647 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.8% suspended at least one day</td> </tr> <tr> <td>Declined -0.9 136 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	8.8% suspended at least one day	Declined -0.9 136 Students
Homeless													
0% suspended at least one day													
13 Students													
Socioeconomically Disadvantaged													
 Green													
6.6% suspended at least one day													
Declined Significantly -3.4 647 Students													
Students with Disabilities													
 Yellow													
8.8% suspended at least one day													
Declined -0.9 136 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.1% suspended at least one day Declined -1 73 Students	 No Performance Color 0 Students	 Orange 2.6% suspended at least one day Increased 1.2 78 Students	 Green 0.9% suspended at least one day Declined -2.5 232 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.3% suspended at least one day Declined Significantly -3 431 Students	 Green 6.9% suspended at least one day Declined -5.2 102 Students	Less than 11 Students 6 Students	 Green 2.4% suspended at least one day Declined -1.7 124 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 Star Renaissance and CAASPP performance.

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.

All Students performed in the ORANGE Performance Level with 78.1 points below standard with 971 students assessed for math and 10 points below standard with 972 students assessed for English Language Arts.
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard and Star Reading Assessments: Students with Disabilities (SWD), African American, English Learners, Hispanic, Socioeconomically Disadvantaged (SED), and Two or More Races.
The following student groups have been identified as performing below standard in math based on the CA School Dashboard and Star Math Assessments: SWD, African American, English Learners, Hispanic, SED, Asian, White, and Two or More Races.

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 English Language Arts	SWD = 94.2 points below standard African American = 26.7 points below standard English Learners = 66.1 points below standard Hispanic = 48 points below standard SED = 33.8 points from standard, Two or More Races = 3.5 points below standard,	By 2025 all student groups that had significant performance gaps in CAASPP ELA, will assess 10 or more points closer to the standard: SWD expected outcome = go from 94.2 to 84.2 or more AA expected outcome = go from 26.7 to 16.7 or more English Learners expected outcome = go from 66.1 to 55.1 or more, Hispanic expected outcome = go from 48 points below standard to 38 points or more, SED expected outcome = go from 33.8 points below standard to 23.8 or more, Two or More Races expected outcome = go from 3.5 points below standard to 5 points above standard or more.
CAASPP Math	SWD = 145.8 points below standard African American = 123 points below standard English Learners = 138.9 points below standard Hispanic = 117 points below standard SED = 106.7 points below standard Asian = 28 points below standard White = 68.8 points below standard Two or More Races = 81 points below standard	By 2025 all student groups that had significant performance gaps in CAASPP Math, will assess 10 or more points closer to the standard: SWD expected outcome = go from 145.8 to 135.8 or more AA expected outcome = go from 123 to 113 or more English Learners expected outcome = go from 138.9 to 128.9 or more, Hispanic expected outcome = go from 117 points below standard to 107 points or more, SED expected outcome = go from 106.7 points below standard to 96.7 or more Asian expected outcome = go from 28 points below standard to 18 or more White expected outcome = 68.8 points below standard to 58.8 or more Two or More Races expected outcome = go from 81 points below standard to 71 points above standard or more.
Star Reading Data (Schoolwide) by student groups	Winter 2024 Star Reading by student group: SWD: On Watch: 8.9% Intervention: 18.8% Urgent Intervention: 57.4% African American: On Watch: 22.2% Intervention: 19% Urgent Intervention: 20.6% English Learners:	By Spring 2025, decrease the students scoring Urgent Intervention by 10% or more.

	<p>On Watch: 3.3% Intervention: 33% Urgent Intervention: 62.6%</p> <p>Hispanic: On Watch: 17.9% Intervention: 27.9% Urgent Intervention: 22.4%</p> <p>SED: On Watch: 18.2% Intervention: 25.7% Urgent Intervention: 20.1%</p> <p>Two or More Races: On Watch: 21.7% Intervention: 19.6% Urgent Intervention: 12.3%</p>	
<p>Star Math Data (Schoolwide) by student groups</p>	<p>Winter 2024 Star Math by student group:</p> <p>SWD: On Watch: 7.9% Intervention: 11.9% Urgent Intervention: 63.4%</p> <p>African American: On Watch: 20.3% Intervention: 23.4% Urgent Intervention: 21.9%</p> <p>English Learners: On Watch: 17.4% Intervention: 29.1% Urgent Intervention: 45.3%</p> <p>Hispanic: On Watch: 15% Intervention: 20.6% Urgent Intervention: 25.2%</p> <p>SED: On Watch: 16.7% Intervention: 20.5% Urgent Intervention: 20.2%</p> <p>Asian: On Watch: 9.3% Intervention: 9.3% Urgent Intervention: 4%</p> <p>White: On Watch: 23.8% Intervention: 14.3% Urgent Intervention: 15.2%</p> <p>Two or More Races: On Watch: 12.3% Intervention: 16.7% Urgent Intervention: 12.3%</p>	<p>By Spring 2025, decrease the students scoring Urgent Intervention by 10% or more.</p>

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	<p>Support the implementation of effective Professional Learning Communities focused on student work improving student learning using ongoing data cycles schoolwide and districtwide.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Implement cycles of learning sprint with professional development and coaching. SWD, African American, English Learners, Hispanic, SED, Asian, White, Two or More Races & MLLs will be a targeted subject in the learning sprints. 2. Provide professional learning focused on literacy strategies and explicit direct instruction in math. 3. Provide training and support with proficiency scales in all subject areas, including science, social science, math and ELA so students develop assessment capable learner strategies (where am I now, where am I going, what can I do next). 4. Implement core adoptions with high quality professional learning, as needed. 5. Ongoing Data and Assessment Analysis and align our school calendar with the district and other middle schools to provide for district wide assessment analysis, support and learning. 6. Progress monitor student growth using student work samples, through the lens of active learning cycles, success criteria and PLC. 	All students	<p>22330 0000 – No Reporting Requirements</p> <p>Guest teacher costs, travel, trainings,</p> <p>39145 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Paper, Toner, General Classroom Supplies, Department Funds Riso Supplies Chair Order Medals-Seals Mailers Project Wisdom</p>
1.2	<p>Learning Walks/Data Analysis/Boot Camp/Academic Vocabulary/Spiral Review</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Continue with the IAB assessments and calendar them into the site assessment calendar 2. Support a math assessment framework for teacher adoption, including performance tasks, as appropriate for middle school level 3. Support the development and launch of the use of math formative assessments to inform teaching and learning. 4. Support and implement secondary math curriculum adoption and monitor for quality and consistency, as needed. 5. Seek high quality engagement strategies (PBL, UDL, PrBL, direct instruction, etc.) relevant, rigorous, teaching strategies that support students love of learning and content understanding. 6. Support development of clear grading practices that align with development of assessment capable learners, priority standards and proficiency scales. 	All Students	<p>4000 0000 – No Reporting Requirements</p> <p>Sub Costs 2000 0000 – No Reporting Requirements</p> <p>Supplies</p>
1.3	Implement strategic intervention (possibly Math 180 & Read 180 or other identified intervention) within	Students with significant performance gaps	

	the school day (Master Schedule) and/or support teacher capacity within class to strengthen differentiation and support student need.		
1.4	<p>AVID Implementation:</p> <ol style="list-style-type: none"> 1. Implement AVID classes with better selection process and support through Summer Training for teachers and administration. 2. Support and/or provide organizational strategies for students schoolwide either through MTSS or AVID to support student success. 3. Provide planners and organization audit as needed for support. 4. Implement WICOR training through staff development to build schoolwide capacity and understanding for student success and consistency of practice. 		
1.5	<p>Reading and Writing Across the Curriculum and Content Areas</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Utilize the district coaching for support to special education staff to increase the literacy rate as measured by the Star assessment of students eligible for special education services. 2. Learn about how to evaluate the special education curricular tools to ensure special education staff are equipped to address literacy for special education students to support growth for students. 3. Learn how to support the program: SPIRE, and/or Science of Reading (Lexia's LETRS) professional learning and implementation to include additional teachers and administrators at ACMS. 4. Support the development and launch Lexia Aspire Cohort 2 through a Secondary Literacy Community of Practice for our educators at ACMS by encouraging a Community of Practice participants will incorporate 3-5 strategies into their courses and integrate into learning sprints 5. Support, explore, and provide opportunities for relevancy, rigor, connection and student engagement through field trips, author visits, speakers, audience, connections with experts in the field/career areas based on topic/subject area, across subject/contents. 	All Students	<p>7000. 0000 – No Reporting Requirements</p> <p>Field Trips, Sub Coverage, 3000 0000 – No Reporting Requirements</p> <p>Supplies for Reading Challenge, Reading Rally, Boot Camp Test Prep</p>
1.7			
1.8			
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.

Based on the Star Reading and Math scores, student performance data is stagnant. There continues to be a new for high quality tier one instruction with targeted tier two and three intervention.

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

Staff implemented targeted intervention using Math 180 and Read 180 beginning in the Winter for students scoring in the "Urgent Intervention" and "Intervention" performance levels.

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

As a result, there are intervention strategies outlined in the SPSA for 24-25 to continue to provide support to students performing at the "Urgent Intervention" and "Intervention" performance levels on Star Reading and Math.

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: improve literacy rates and continue to redesignate at least 50% of our students in ELD.

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
ELPAC	Reclassification rate was 54% this school year 2023-2024 (53 students out of 120 English Learners).	10% reclassification rate increase for English Learners by June 2025.
Star Reading	Winter STAR Reading: English Learners: At/Above: 1.1% On Watch: 3.3% Intervention: 33% Urgent Intervention: 62.6%	Decrease the number of English Learners in the Urgent Intervention level by 10% by June 2025.

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	ACMS will work to ensure all learners experience research based, high impact instructional strategies that engage and support student learning through the following activities: 1. Staff will engage in professional learning communities twice a week. 2. Staff will engage in academic teams twice a week.	All students	30000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 1.1 Language & Literacy Support / Zero Period Class 6000 0003 - Supplemental

	<p>3. PLCs will work plan and implement learning sprints following the district model to improve student learning.</p> <p>4. Staff will engage in professional learning focused on culturally responsive and engaging pedagogy provided by Scholar System or equity consultant (Dr. Watson as approved by NVUSD).</p> <p>5. Staff will engage in learning walks to learn and strengthen the use of culturally responsive pedagogical practices.</p> <p>6. Students benefit from real-world experiences by completing at least one college and career exploration through District supported career resources, counselors, AVID, Advisory class, community engagement, civic opportunities, community service, and/or content area learning activities. We will facilitate in conjunction with the Coordinator of College and Career Readiness field trips and speakers focused on career exploration. Professionals from the community will gather at ACMS to facilitate small workshops or virtual workshops with our students who will select which career they are interested in learning more about.</p> <p>7. Student will benefit from exploratory programs that offer a wide range of experiences to ignite interest and passion which include: art, theater, music, choir, robotics, cooking, music appreciation, world language, coding, yearbook, leadership, gardening, Project (career exploration), and financial literacy. These programs are provided through elective options and before and after school classes.</p>		<p>1000-1999: Certificated Personnel Salaries 1.1 Language & Literacy Support ELD Leader & Equity/Mentor Lead Teacher 2070 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Cost for Certificated Personnel Salaries 3400 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 4.2 Multi-tiered System of Support : Sub Cost for Additional Training for AVID, ELD, SPED, Academic Vocabulary, MTSS Lead</p>
<p>1.2</p>	<p>Students needing English language support will receive integrated English Language Development (ELD) during core instruction time. Students needing English language support will receive designated ELD that supports core instruction and grade-level standards daily. Newcomer students will receive additional support via Rosetta Stone, Vista, and Lexia Powerup online platforms.</p> <p>1. Staff will engage in professional learning to support designated and integrated ELD.</p> <p>2. Teachers will be provided release time to analyze data and plan in order to support English Learners.</p> <p>3. ELD Lead/Admin with the help of the registrar will query all MLL's and RFEP students and email a student list to the teachers by the first week of school.</p> <p>4. Staff/teachers will learn how to use ELlevation strategies to support MLL's students.</p> <p>5. We use ELPAC data to monitor yearly English Learner progress. Student progress will be monitored through the PLC cycle with assistance from site coach and admin team.</p> <p>6. The master schedule is built with a zero period class in Physical Education or other Zero period options to allow students who need English Language Development and/or Intervention/Support/Directed Studies classes in their school schedule to access elective classes as</p>	<p>MLL / English Learners</p>	<p>5486 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Supplies</p>

	recommended by ELAC & Site Council, if students are able to attend.		
1.3	Field trips for grade levels (content areas) and/or experiential opportunities to develop background knowledge to support literacy and comprehension in all content areas.	All students	1467 0000 – No Reporting Requirements Field trip, sub coverage, experiential opportunities
1.5			

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.

Star Reading data shows that English Learners in 6th and 8th grade are making progress, but 7th grade data is stagnant. Star math data shows that English Learners in 7th grader are making growth, but 6th and 8th grade is stagnant.

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

There was a shift in ELD staffing. The ELD team focused on piloting new curricular resources and implementation of instructional strategies.

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.

For 24-25, there will be a focus on the implementation of the new curricular resource and support using AVID strategies for reading, writing, listening, and speaking.

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	Baseline Year	There will be growth in parent inclusion and engagement.
Communication Platforms: ACMS Website, Newsletter, Instagram, Facebook Inclusive communication for parent and community stakeholders.	Improve use of platforms. Community feedback states website is lacking information. Newsletters are too long, needs to be shorter.	Improved information and communications on communication platform. Feedback provided in person, on surveys and over the phone will improve.
Percentage of ACMS parents and students that are accessing and using the Parent Square application and data confirmation.	99% of our stakeholders have access to Parent Square app. We have 8 contactable students who have not connected to parent square and one who has a landline and an email making us have a 99.3% contactable rate. We have 99% staff use, one staff member does not have a mobile number that takes text messages.	We will work towards an increase in Parent Square usage. ACMS families are able to access the Parent Square application and there will be an increase in parent/family engagement in the Parent Teacher Organization, School Site Council, English Language Advisory Committee, African American Coalition and student activities.
Telephone access has been very hard for our families.	Intermittent access to staff over the year. Families have reported that phone calls to office have not gone through. Phones have not worked or been operational.	Have back up plan in place when phones are down to technology issues.

Provide outstanding, consistent translation services.	Stakeholder communication is provided in their Native tongue.	<p>Our District and school collaborates with a variety of community partners to match resources and services in the community with identified needs. Community and school feel empowered to interact with the school and feel well informed.</p> <p>100% of families will receive correspondence in their Native language.</p> <p>All major schoolwide functions, Parent Faculty Club meetings, School Site Council, and the English Language Advisory Committee will have interpretation services provided.</p>
-------------------------------------------------------	---------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	<p>ACMS will provide pro-active two-way, inclusive, and user-friendly partner engagement through the following strategies:</p> <ol style="list-style-type: none"> 1. We will work to ensure all parents have a working email address and the knowledge to use it. This will be incorporated into every parent meeting. If the parent does not have an email address, we will set them up with the Community Liaison, who will walk them through the setup process and how to send and receive messages. 2. Parent Square will be used to communicate all messages to all stakeholders. These messages will go out in the language requested by the parent. The Community Liaison and the school Registrar will work weekly, running a report that will help to ensure all parents have access to Parent Square. The weekly report will pick up any families that are new to the school or may have experienced a change of contact information. 3. We will receive training on the new webpage platform and provide ongoing information on this platform. 4. Daily announcements to students and staff are made available via Google Slides to families. 5. The administrative team will have a system for identifying and developing content using a editorial calendar. Additionally, the principal will hold monthly Principal Meetings in person or online open to all families. 6. Teachers will communicate student learning progress to parents through Aeries Parent Portal, as needed. Teachers will communicate with parents and families through Parent Square as needed to share learning progress. Staff will provide families and students with opportunities and resources to 	All students, staff, and families	

	<p>participate in school decisions through focus groups and parent organizations.</p> <p>7. The ACMS Community Liaison will work daily with families to connect them with resources and assist in helping parents navigate their child's education. Administration will support the coordination of services provided by Community Parent Liaison and community partners through the Wellness Center.</p> <p>8. Parent Learning Series information will be regularly communicated to families. We will host Parent Education Nights and facilitate small sessions to teach parents how to access each system. The Community Liaison meets with parents virtually to educate parents on how to use the Parent Square app as well as how to access the daily agenda on the ACMS website.</p> <p>9. The ACMS School Site Council will meet a minimum of 4 times.</p> <p>10. Student Leadership Activities, Videos & Surveys & Involvement.</p>		
1.2	<p>1. The English Language Advisory Committee (ELAC) will meet up to 6 times over the course of the school year in order to increase parent involvement with our multilingual speaking families. ELAC will continue to offer/operate using virtual meeting space (Zoom or Google Meet) to allow for more participation. Interpretation and babysitting services will be provided at all ELAC Meetings.</p> <p>2. More direct communication will be provided to the parents/guardians of English Learners.</p> <p>3. Students growth and achievement will be celebrated in classes and at ELAC meetings.</p> <p>4. ACMS will send at least one representative to the DELAC meetings so that they are able to bring the information back to ACMS and share it with our families.</p>	Multiple Learners	Language
1.3	Based on Parent/Community/Student Survey, staff will develop strategies to address key challenges and track progress throughout the year.	All students, staff, and families	
1.4	Work with technology to problem solve and have back up plan in place when phones are down to technology issues.	All students, staff, and families	
1.5	Office Manager and administrators will become trained on more efficient social media postings.	All students, staff, and families	

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.

The ELD Team strengthened their approach to support the families of English Learners by deepening their understanding of the ELD program and reclassification. The EL parent involvement increased.

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

The ELAC structure shifted from a combined ACMS/ACHS ELAC into level specific ELACs. This resulted in an increased focus on increasing parent involvement and allowed for more targeted grade-level support to families.

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

We will continue with this focus on ELAC for 24-25.

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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

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 in chronic absenteeism based on the California State dashboard:

- 27.4 African American
- 23.1 Asian
- 21.8 Two or more races
- 25.9 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
California Dashboard Attendance Data	Baseline 2023 27.4 African American 23.1 Asian 21.8 Two or more races 25.9 Students with disabilities 25.4 MLL 10.9 Filipinos 25 Hispanic 25.9 SED	Goal: Regular, on time attendance will increase resulting in a reduction in chronic absenteeism. With a focus on students with significant performance gaps noted on CAASPP Dashboard Indicators.
Suspension Data on California School Dashboard	Baseline 2023 AA 15.1 Asian 2.6 SWD 8.8	Reduced suspension rate for all by 50% and subgroups by one performance level
Reflection and data gathering as a school site indicates a need to refine implementation of Tier I MTSS to include social emotional learning support. SWIFT FIA	SWIFT FIA Indicators 2024 Administrative Leadership 2.1 rated 2 out of 3 Inclusive Behavior Instruction 4.2 rated 2 out of 3 4.3 rated 2 out of 3 Integrated Educational Framework 5.1 rated 2 out of 3	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

	Inclusive Policy Structure & Practice 9.1 rated 2 out of 3 9.2 rated 1 out of 3 10.1 rated 2 out of 3 10.2 rated 1 out of 3	
California Healthy Kids Survey and Localized Survey Data	School Climate Index Scores 2024: School Connectedness 57% Meaningful Participation 25% Academic Motivation 63% Perceived School Safety 58% Boring 44% Harassed or Bullied 46%	Increase in School Climate Scores by 10% or more in the following areas: School Climate Index Scores 2024 School Connectedness 57% Meaningful Participation 25% Academic Motivation 63% Perceived School Safety 58% Decrease by 10% or more in the following areas: Boring 44% Harassed or Bullied 46%

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	<p>1. Advisory class is built into the bell schedule and is designed where students have a class to help them navigate the middle school years. Advisory class and content is where community building and relationship activities will be a regular focus. Second Step lessons will be completed in Advisory with strategies utilized in daily use. NCOE Vape, Tobacco Lessons taught. District Wide Plan for Fentanyl Instruction to continue as guided by district.</p> <p>2. A safety plan is developed and implemented with goals to address A1, A2, A3 behaviors and improve school climate. The School Resource Office plays active role in building relationships on campus daily and supporting the safety plan as necessary. Campus supervision is scheduled, structured, and provided throughout campus through all transitions with a focus on building relationships, connecting with students and assisting as needed.</p> <p>3. Students have the opportunity to engage as leaders and advocates through various methods including, Safe School Ambassador (SSA) Program, WEB, student panels, student surveys, student led conferences, and showcases of learning.</p> <p>4. Staff and students will engage in the Where Everyone Belongs (WEB) program. Before the first week of school, programming will connect students to peer mentors, teachers and adults on campus through activities to support positive social interactions and connectedness while learning about how ACMS works, the bell schedule, where things are, and school wide expectations. Throughout the year, students will meet in their WEB</p>	All students	

	<p>group and engage activities that promote community and belonging. WEB Leaders provide ongoing support for all new students and families to school as their connection to school and assist with student transitions.</p> <p>5. ACMS will offer student clubs and middle school athletics. The clubs are student led and have a teacher advisor. Students are able to start a positive club at any time throughout the year with an adult staff/teacher as a mento.</p>		
1.2	<p>1. Staff will use Flex time two days per week to support student growth and achievement in math ELA, writing, & all classes. The Academic Teams will utilize the MTSS process to identify students who may need additional resources for intervention during Flex time. The Academic Teams & PLC's will use planners/calendars and protocols, use Edificancy/Securely, clearly define entry and exit criteria consistent and Agenda's schoolwide. Staff will use district-adopted intervention materials (e.g., Read 180, Math 180, Dreambox, teacher designed materials, Khan Academy, StudySync, Imagine Learning, iXL and Rosetta Stone).</p> <p>2. Students will receive targeted/strategic academic intervention before and after school to support ELA/Math/writing across content areas academic progress towards our SPSA goals. The Intervention PLC will use Star Math and Reading data to determine focus and the students for intervention instruction. Mid- and end of year Star Math and Reading data will be used to monitor student progress. As needed, additional pre- and post-assessments will be created and used to further target intervention instruction.</p> <p>3. As a school wide approach, classified Instructional Aides will be strategically placed in classrooms to support the classroom teacher with small differentiated learning groups, as designed by intervention coach/department leads/admin. Classified Instructional Assistants will also support classroom teachers during the intervention instructional cycles, as needed.</p> <p>4. Teachers will be released periodically throughout the year to further develop intervention goals and instructional decisions for students through professional development, learning walks and/or student shadowing.</p>	All students	<p>3000 0000 – No Reporting Requirements</p> <p>Supplies for Reading Challenge, Reading Rally, Boot Camp Test Prep</p>
1.3	<p>1. The staff will participate in a Personal Bias Assessment. We will receive training on how to understand and recognized our own bias to better serve all students through culturally responsive pedagogy, cultural humility understanding, and community building activities.</p> <p>2. Staff will participate in Scholar System training modules and identify ways to implement in the school with specific attention to developing a sense of belonging with and inclusive community for AA, MLL's and SWD students.</p>	All Students	

	<p>3. The staff will work with a restorative justice consultant and onsite facilitator to improve the function of the MTSS team to better meet student academic and socio-emotional outcomes while developing community circles, restorative practices, and non-violent communication script.</p>		
1.4	<p>1. The MTSS Team will continue to engage in weekly meetings to identify needs and provide resources to students. The school has developed an MTSS Team who will work with the whole child to provide not only the academic support but also the behavioral support necessary in order to demonstrate both academic and behavioral progress. MTSS reviews a data cycle that focuses on student attendance rates, the number of discipline referrals, and grades. The MTSS Team will review the list of chronically absent students and monitor progress.</p> <p>2. ACMS Administrative Team will attend a minimum of two webinars to engage in new ways to increase attendance by students who are chronically absent and complete Wellness checks, as needed.</p> <p>3. Counselors and Administrative Team will launch home visits if there is not an improvement with overall attendance with the chronically absent student(s).</p> <p>4. The school will utilize Parent/Community Liaison, Counselors, Social Worker, and Administrative team to participate in calling home. Counselors, administrators, social workers, and community liaisons will continue to use Zoom as a tool with parents and students who are chronically absent.</p> <p>5. Train teachers, staff and administrative team will support ongoing use of documenting implemented pre-Intervention Tier 1, Tier 2 Interventions and Tier 3 strategies into Aeries. ACMS will work with all teachers to build capacity and work with the District to have training provided to staff/teachers to learn the effectiveness of Aeries to document strategies used for Tier 1, Tier 2 & Tier 3, if applicable to improve SST process at ACMS (FIA 4.1, 4.2, 9.1,9.2, 10.1, 10.2, 2.2).</p> <p>6. Staff and teachers will implement Team Time/PLC and new Parent Student Teacher Meeting Time logging into Aeries upon training to minimize teacher work load, improve inclusive behavior instruction support and data based decision making for student outcomes (FIA 4.1, 4.2, 2.2)</p>	All Students	
1.5	<p>American Canyon Leadership Team will work with Dr. Lori Watson of Race Works to continue the Diversity, Equity and Inclusion alignment work to build capacity amongst the team. As the Leadership Team grows in capacity, the work will build the site capacity over the next few semesters/trimesters and years improving school climate outcomes across campus with clear protocols and expectations K-12.</p>	All Students K-12	
1.6	<p>School staff will participate in professional development on Positive Behavior Intervention and Support (PBIS). PBIS expectations will be taught,</p>	All Students.	

	modeled, practiced and retaught in all interactions from the lens of restorative practices, non-violent communication, and community circles. ACMS has a recognition system developed that encourages academic and behavior growth. Laura Mooiman has been employed by the district and contacted to work with ACMS teachers/staff to PBIS, community circles, restorative practices and non-violent communication at the beginning of the year (4.1, 4.2). We will review school wide behavior expectations at the beginning of each Trimester and reteach throughout the year.		
1.7	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.	MLL's, All Students,	158248 6770 - Prop 28 Certificated staff (Prop 28 funds 2024-25 and 2023-24) 20000 6770 - Prop 28 Supplies, Training, (Prop 28 funds 2024-25 and 2023-24) 15000 6770 - Prop 28 Supplies, training, (Prop 28 funds 2024-25 and 2023-24)
1.8	CHKS questions provide clear areas to help guide how to support students: 1. Review California Healthy Kids Survey with MTSS Team, Leadership Team and Staff. 2. Complete SWOT Analysis School wide to gain feedback on how to improve. 3. Gather data from all stakeholders. 4. Implement plan, identify roles, responsibilities, timelines.	All students.	

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.

ACMS has new admin team, new wellness team and new MTSS team. American Canyon has new leadership teams at all the school. Having Dr. Watson meet with the American Canyon Leadership Team at this time is excellent timing for the success of our students and community. Having the MTSS Team and our teachers work with the District and Laura Mooiman is what the teachers and staff are asking for to better serve the students. The effectiveness of the training and support will work well because this is what they are asking for.

This is the first year we have use the Proposition 28 Funding for classes. We are learning through the process and the students have chosen the classes that they wanted before we put them into the Master Schedule. The training, technology, clerical, safety student supervisors and administrative work that it will take to support the additional classes is unknown. Additionally the cost of student/teacher supplies is estimated at this time, as well.

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

Costs associated with new classes, leaders being trained, and the interventions that we need to incorporate to serve all of our students are still unknown. The current model of intervention has not met our students needs.

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

As a result, there are intervention strategies outlined in the SPSA for 24-25 to continue to provide support to students performing at the "Urgent Intervention" and "Intervention" performance levels on Star Reading and Math. Prop 28 will expand options for students in VPA. There will also be an expansion of wellness services.

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	\$322,146.00
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 (\$)
0000 – No Reporting Requirements	\$81,942.00
0003 - Supplemental	\$46,956.00
6770 - Prop 28	\$193,248.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$322,146.00

Total of federal, state, and/or local funds for this school: \$322,146.00

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
0000 – No Reporting Requirements	81,942.00
0003 - Supplemental	46,956.00
6770 - Prop 28	193,248.00

Expenditures by Budget Reference

Budget Reference	Amount
	42,797.00
1000-1999: Certificated Personnel Salaries	46,956.00
5000-5999: Services And Other Operating Expenditures	39,145.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0000 – No Reporting Requirements	42,797.00
5000-5999: Services And Other Operating Expenditures	0000 – No Reporting Requirements	39,145.00
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	46,956.00
	6770 - Prop 28	193,248.00

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

Goal 1	77,475.00
Goal 2	48,423.00
Goal 4	196,248.00

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

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

Updated by the California Department of Education, October 2023