



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	May 19, 2025	June 26, 2025

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 the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by American Canyon Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

American Canyon Middle School, built in 1998, will have a 2024-25 enrollment of approximately 1075 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 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

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. 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. Site Council Signed and Approved 5/29/2025.

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.

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 (orange), English Learner Progress (red), and Suspension (orange) performance categories.

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.

English Learner Progress (red) and Students with Disabilities are two performance levels below the "all student" performance of yellow in math.

White (red) are two performance levels below the "all student" performance of yellow in Chronic Absenteeism.

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 for 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	7.84%	6.95%	6.37%	79	70	66
Asian	7.04%	7.55%	7.92%	71	76	82
Filipino	25.99%	22.54%	22.10%	262	227	229
Hispanic/Latino	36.31%	40.81%	41.99%	366	411	435
Pacific Islander	0.60%	0.5%	0.68%	6	5	7
White	14.19%	11.82%	10.52%	143	119	109
Two or More Races	8.04%	9.53%	10.23%	81	96	106
Not Reported	%	0.3%	0.19%	0	3	
Total Enrollment				1,008	1007	1036

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	317	312	347
Grade 7	331	342	339
Grade 8	360	353	350
Total Enrollment	1,008	1,007	1,036

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	153		148	15.2%		14.3%
Fluent English Proficient (FEP)	207		247	20.5%		23.8%
Reclassified Fluent English Proficient (RFEP)						28.8%

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	313	309	347	311	308	345	311	308	345	99.4	99.7	99.4
Grade 7	324	336	338	321	333	334	321	333	334	99.1	99.1	98.8
Grade 8	355	351	346	353	350	344	353	350	344	99.4	99.7	99.4
All Grades	992	996	1031	985	991	1023	985	991	1023	99.3	99.5	99.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2515.	2492.	2524.	12.54	9.42	18.55	32.80	26.62	29.28	28.62	28.57	29.86	26.05	35.39	22.32
Grade 7	2553.	2547.	2517.	16.20	14.11	9.58	41.74	37.54	30.54	18.07	26.43	23.65	23.99	21.92	36.23
Grade 8	2586.	2571.	2550.	20.96	16.86	13.37	40.23	40.00	34.01	23.51	24.57	27.33	15.30	18.57	25.29
All Grades	N/A	N/A	N/A	16.75	13.62	13.88	38.38	35.02	31.28	23.35	26.44	26.98	21.52	24.92	27.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.79	9.74	14.49	59.16	54.55	57.68	26.05	35.71	27.83
Grade 7	17.45	15.32	13.17	64.17	63.66	59.28	18.38	21.02	27.54
Grade 8	24.65	16.00	14.53	54.96	61.14	57.85	20.40	22.86	27.62
All Grades	19.19	13.82	14.08	59.29	59.94	58.26	21.52	26.24	27.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.90	12.34	19.13	61.94	52.27	53.33	25.16	35.39	27.54
Grade 7	24.69	21.92	12.61	54.38	54.95	51.35	20.94	23.12	36.04
Grade 8	26.63	20.29	14.83	58.07	61.71	59.30	15.30	18.00	25.87
All Grades	21.67	18.37	15.56	58.09	56.51	54.70	20.24	25.13	29.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.86	6.49	8.12	71.06	75.00	78.55	16.08	18.51	13.33
Grade 7	13.08	11.41	10.18	73.21	76.28	72.46	13.71	12.31	17.37
Grade 8	13.03	15.14	11.92	77.34	72.57	75.00	9.63	12.29	13.08
All Grades	12.99	11.20	10.07	74.01	74.57	75.37	12.99	14.23	14.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	17.68	13.31	20.87	63.99	63.96	63.77	18.33	22.73	15.36
Grade 7	19.94	21.32	14.67	63.86	63.06	60.48	16.20	15.62	24.85
Grade 8	28.33	25.14	21.22	62.61	62.86	64.83	9.07	12.00	13.95
All Grades	22.23	20.18	18.96	63.45	63.27	63.05	14.31	16.55	17.99

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.

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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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	314	309	347	312	307	345	312	306	345	99.4	99.4	99.4
Grade 7	324	336	338	320	334	334	319	334	334	98.8	99.4	98.8
Grade 8	355	351	346	352	349	344	351	349	344	99.2	99.4	99.4
All Grades	993	996	1031	984	990	1023	982	989	1023	99.1	99.4	99.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2468.	2469.	2500.	9.62	8.50	15.94	14.10	14.71	17.97	22.76	27.78	31.01	53.53	49.02	35.07
Grade 7	2507.	2488.	2485.	13.17	11.68	10.78	17.24	13.77	12.28	31.03	23.05	26.35	38.56	51.50	50.60
Grade 8	2509.	2506.	2507.	9.69	11.17	11.34	17.95	15.47	11.34	26.78	23.50	28.20	45.58	49.86	49.13
Grade 11															
All Grades	N/A	N/A	N/A	10.79	10.52	12.71	16.50	14.66	13.88	26.88	24.67	28.54	45.82	50.15	44.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.01	9.15	13.04	37.18	39.22	48.41	54.81	51.63	38.55
Grade 7	14.11	13.47	12.57	49.22	36.53	37.13	36.68	50.00	50.30
Grade 8	9.97	11.17	12.79	49.00	45.27	40.99	41.03	43.55	46.22
Grade 11									
All Grades	10.69	11.32	12.81	45.32	40.44	42.23	43.99	48.23	44.97

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.33	9.48	11.88	47.12	47.39	53.91	44.55	43.14	34.20
Grade 7	11.29	11.68	8.38	52.98	47.90	51.50	35.74	40.42	40.12
Grade 8	9.69	10.60	9.01	58.69	49.57	53.78	31.62	39.83	37.21
All Grades	9.78	10.62	9.78	53.16	48.33	53.08	37.07	41.05	37.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5									
Grade 6	8.01	8.17	14.20	53.21	57.19	59.71	38.78	34.64	26.09
Grade 7	9.40	8.38	8.38	66.46	59.58	60.18	24.14	32.04	31.44
Grade 8	7.69	10.03	10.17	59.54	59.03	61.05	32.76	30.95	28.78
All Grades	8.35	8.90	10.95	59.78	58.65	60.31	31.87	32.46	28.74

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/eng/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1543.0	1513.5	1509.1	1559.1	1520.6	1504.8	1526.5	1506.0	1512.7	45	45	36
7	1562.9	1559.3	1513.1	1581.8	1563.7	1510.0	1543.4	1554.5	1515.7	47	38	41
8	1570.4	1550.6	1516.3	1589.1	1552.6	1498.3	1551.1	1548.2	1533.7	29	36	26
All Grades										121	119	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	35.56	13.33	11.11	37.78	28.89	44.44	15.56	40.00	19.44	11.11	17.78	25.00	45	45	36
7	44.68	47.37	7.32	31.91	28.95	36.59	12.77	10.53	34.15	10.64	13.16	21.95	47	38	41
8	37.93	27.78	23.08	37.93	44.44	38.46	13.79	13.89	0.00	10.34	13.89	38.46	29	36	26
All Grades	39.67	28.57	12.62	35.54	33.61	39.81	14.05	22.69	20.39	10.74	15.13	27.18	121	119	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	66.67	35.56	30.56	26.67	40.00	38.89	0.00	13.33	13.89	6.67	11.11	16.67	45	45	36
7	59.57	63.16	17.07	29.79	21.05	46.34	6.38	2.63	29.27	4.26	13.16	7.32	47	38	41
8	68.97	50.00	23.08	20.69	27.78	38.46	3.45	11.11	3.85	6.90	11.11	34.62	29	36	26
All Grades	64.46	48.74	23.30	26.45	30.25	41.75	3.31	9.24	17.48	5.79	11.76	17.48	121	119	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	2.22	0.00	0.00	35.56	13.33	16.67	37.78	44.44	52.78	24.44	42.22	30.56	45	45	36
7	10.64	15.79	0.00	25.53	39.47	12.20	40.43	23.68	43.90	23.40	21.05	43.90	47	38	41
8	10.34	8.33	15.38	34.48	41.67	23.08	41.38	30.56	23.08	13.79	19.44	38.46	29	36	26
All Grades	7.44	7.56	3.88	31.40	30.25	16.50	39.67	33.61	41.75	21.49	28.57	37.86	121	119	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	17.78	15.56	16.67	73.33	64.44	47.22	8.89	20.00	36.11	45	45	36
7	10.64	18.42	2.44	74.47	63.16	51.22	14.89	18.42	46.34	47	38	41
8	17.24	13.89	23.08	68.97	66.67	46.15	13.79	19.44	30.77	29	36	26
All Grades	14.88	15.97	12.62	72.73	64.71	48.54	12.40	19.33	38.83	121	119	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	88.89	62.22	58.33	4.44	26.67	30.56	6.67	11.11	11.11	45	45	36
7	91.49	78.95	63.41	4.26	7.89	24.39	4.26	13.16	12.20	47	38	41
8	86.21	75.00	46.15	10.34	13.89	19.23	3.45	11.11	34.62	29	36	26
All Grades	89.26	71.43	57.28	5.79	16.81	25.24	4.96	11.76	17.48	121	119	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.44	0.00	2.78	53.33	28.89	36.11	42.22	71.11	61.11	45	45	36
7	19.15	23.68	2.44	48.94	44.74	39.02	31.91	31.58	58.54	47	38	41
8	20.69	22.22	15.38	44.83	41.67	42.31	34.48	36.11	42.31	29	36	26
All Grades	14.05	14.29	5.83	49.59	37.82	38.83	36.36	47.90	55.34	121	119	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	17.78	6.67	16.67	66.67	77.78	72.22	15.56	15.56	11.11	45	45	36
7	12.77	26.32	7.32	74.47	60.53	82.93	12.77	13.16	9.76	47	38	41
8	3.45	5.56	7.69	82.76	83.33	61.54	13.79	11.11	30.77	29	36	26
All Grades	12.40	12.61	10.68	73.55	73.95	73.79	14.05	13.45	15.53	121	119	103

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,036	62.5%	14.3%	0.5%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	14.3%
Foster Youth	5	0.5%
Homeless	16	1.5%
Socioeconomically Disadvantaged	648	62.5%
Students with Disabilities	121	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	6.4%
American Indian	0	0.0%
Asian	82	7.9%
Filipino	229	22.1%
Hispanic	435	42%
Two or More Races	106	10.2%
Pacific Islander	7	0.7%
White	109	10.5%

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

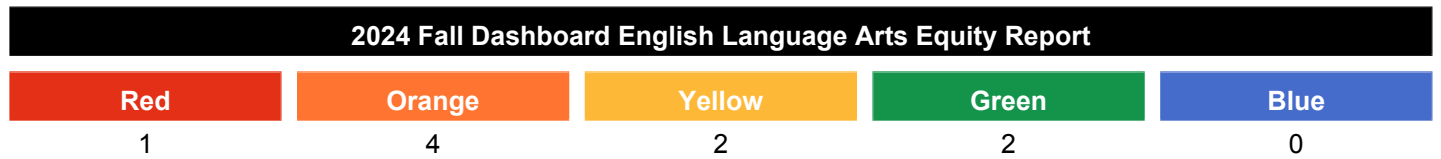
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>16.0 points below standard</div> <div>Declined 6.0 points</div> <div>1005 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>61.8 points below standard</div> <div>Increased 4.3 points</div> <div>238 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>110.2 points below standard</div> <div>Declined 35.6 points</div> <div>71 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>76.6 points below standard</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>37.8 points below standard</div> <div>Declined 4.0 points</div> <div>635 Students</div>

Students with Disabilities  <p>Red</p> <p>101.5 points below standard</p> <p>Declined 7.4 points</p> <p>115 Students</p>	African American  <p>Orange</p> <p>33.1 points below standard</p> <p>Declined 6.5 points</p> <p>65 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>Green</p> <p>18.5 points above standard</p> <p>Declined 4.0 points</p> <p>79 Students</p>	Filipino  <p>Green</p> <p>25.2 points above standard</p> <p>Declined 17.0 points</p> <p>228 Students</p>	Hispanic  <p>Yellow</p> <p>43.2 points below standard</p> <p>Increased 4.8 points</p> <p>417 Students</p>
Two or More Races  <p>Orange</p> <p>10.5 points below standard</p> <p>Declined 7.0 points</p> <p>105 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	White  <p>Orange</p> <p>16.7 points below standard</p> <p>Declined 21.6 points</p> <p>104 Students</p>

School and Student Performance Data

Academic Performance Mathematics

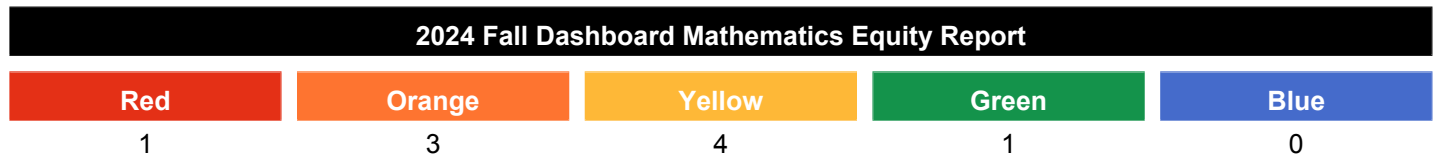
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>67.7 points below standard</div> <div>Increased 10.5 points</div> <div>1009 Students</div>	<div>English Learners</div> <div> Orange</div> <div>119.3 points below standard</div> <div>Increased 19.6 points</div> <div>242 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>176.4 points below standard</div> <div>Declined 9.5 points</div> <div>71 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>111.1 points below standard</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>94.1 points below standard</div> <div>Increased 12.5 points</div> <div>638 Students</div>

Students with Disabilities  Red 147.4 points below standard Maintained 1.6 points 115 Students	African American  Orange 103.9 points below standard Increased 19.1 points 65 Students	American Indian  No Performance Color 0 Students
Asian  Green 4.1 points below standard Increased 24.2 points 79 Students	Filipino  Yellow 15.2 points below standard Maintained 0.1 points 228 Students	Hispanic  Orange 105.0 points below standard Increased 11.9 points 420 Students
Two or More Races  Yellow 60.9 points below standard Increased 20.9 points 105 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Yellow 60.3 points below standard Increased 8.6 points 105 Students

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Red
30.3% making progress.	33.3% making progress.
Number Students: 89 Students	Number Students: 48 Students

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.

2024 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
38.2%	31.5%	2.2%	28.1%

School and Student Performance Data

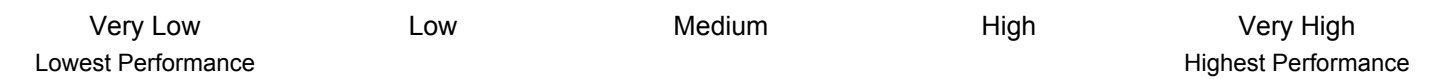
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange







Yellow










Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Orange
18.3% Chronically Absent	18.1% Chronically Absent	25.3% Chronically Absent
Declined 2.9	Declined 7.3	Declined 0.5
1058 Students	160 Students	79 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	17.9% Chronically Absent	21.8% Chronically Absent
6 Students	Declined 20.6	Declined 5.2
	28 Students	680 Students

Students with Disabilities  <p>Orange</p> <p>22.8% Chronically Absent</p> <p>Declined 3.1</p> <p>127 Students</p>	African American  <p>Orange</p> <p>22.4% Chronically Absent</p> <p>Declined 5</p> <p>67 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>Yellow</p> <p>12.2% Chronically Absent</p> <p>Declined 10.9</p> <p>82 Students</p>	Filipino  <p>Orange</p> <p>11.8% Chronically Absent</p> <p>Increased 0.9</p> <p>229 Students</p>	Hispanic  <p>Yellow</p> <p>20.7% Chronically Absent</p> <p>Declined 4.3</p> <p>454 Students</p>
Two or More Races  <p>Orange</p> <p>20.9% Chronically Absent</p> <p>Declined 0.9</p> <p>110 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	White  <p>Red</p> <p>21.1% Chronically Absent</p> <p>Maintained 0.3</p> <p>109 Students</p>

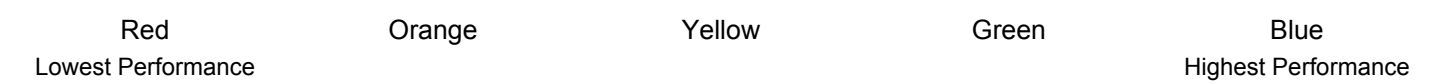
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate Suspension Rate

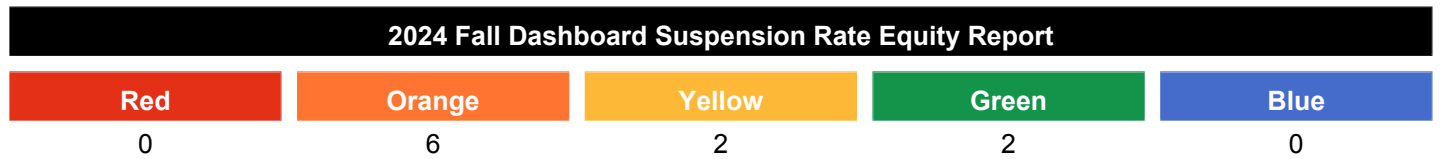
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>6.1% suspended at least one day</div> <div>Increased 1.1%</div> <div>1064 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>7.5% suspended at least one day</div> <div>Increased 0.9%</div> <div>161 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>10% suspended at least one day</div> <div>Declined 0.3%</div> <div>80 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>7.1% suspended at least one day</div> <div>Increased 7.1%</div> <div>28 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>7.5% suspended at least one day</div> <div>Increased 0.8%</div> <div>684 Students</div>

Students with Disabilities  Green 7% suspended at least one day Declined 1.8% 129 Students	African American  Yellow 10.3% suspended at least one day Declined 4.8% 68 Students	American Indian  No Performance Color 0 Students
Asian  Orange 3.7% suspended at least one day Increased 1.1% 82 Students	Filipino  Green 0.9% suspended at least one day Maintained 0% 229 Students	Hispanic  Orange 7.9% suspended at least one day Increased 1.6% 458 Students
Two or More Races  Orange 7.3% suspended at least one day Increased 0.4% 110 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Orange 6.4% suspended at least one day Increased 3.9% 110 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.

Strengthen Academic Teaming structures to increase instructional coherence, improve targeted student interventions, and promote equitable outcomes through aligned Professional Learning Communities (PLCs).

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 16 points below standard with 1005 students assessed for English Language Arts (in 2024 ACMS declined in ELA 6 points).

The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard and Star Reading Assessments: LTEL, Students with Disabilities (SWD), African American, Socioeconomically Disadvantaged (SED), Two or More Races, White, English Learners and Hispanic subgroups.

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 = 101.5 points below standard (115 students) declined 7.4 points LTEL = 110.2 points below standard (71 students) declined 35.6 points African American = 33.1 points below standard (65 Students) declined 6.5 points Two or More Races = 10.5 points below standard (105 students) declined 7 points Hispanic = 48 points below standard SED = 37.8 points from standard (635 students) decreased 4 points English Learners = 61.8 points below standard (238 students) increased 4.3 points Hispanic = 43.2 points below standard (417 students) increased 4.8 points White = 16.7 points below standard (104 students) decreased 21.6 points	By May, 2026 all student groups that had significant performance gaps in CAASPP ELA, will will move closer to the standard with the goal of 100% of all students at standard or above.
CAASPP Math	SWD = 147.4 points below standard (115 students) maintained -1.6 points LTEL = 176.4 points below standard (71 students) declined 9.5 points African American = 103.9 points below standard (65 Students) increased 19.1 points English Learners = 119.3 points below standard (242 students) increased 19.6 points Hispanic = 105 points below standard (420 students) increased 11.9 points Hispanic = 48 points below standard Filipino = 15.2 points below standard (228 students) maintained 0.1 points Two or More Races = 60.9 points below standard (105 students) increased 20.9 points SED = 94.1 points from standard (638 students) increased 12.5 points White = 60.3 points from standard (105 students) increased 8.6 points Asian= 4.1 points below standard (79 students) increased 24.2 points	By May, 2026 all student groups that had significant performance gaps in CAASPP Math will move closer to the standard with the goal of 100% af all students at standard or above.
Star Reading State Data (Schoolwide) and by student groups as stated in Aeries	ELA/Reading - 53.9% (Winter, 2025) at standard met or exceeded school wide, . Winter 2025 Star Reading by student group: SWD:	By Spring 2026, decrease the students scoring Urgent Intervention by 100% and increase student growth as measured by STAR Reading Scale Score.

	<p>Not Met: 66%</p> <p>Nearly Met: 11.7%</p> <p>Standard: 18.1%</p> <p>Exceeded: 4.3%</p> <p>African American:</p> <p>Not Met: 31.6</p> <p>Nearly Met: 21.1%</p> <p>Standard: 39.5%</p> <p>Exceeded: 7.9%</p> <p>English Learners:</p> <p>Not Met: 66.7%</p> <p>Nearly Met: 26.3%</p> <p>Standard: 7.1%</p> <p>Exceeded: 0%</p> <p>Hispanic:</p> <p>Not Met: 29.3%</p> <p>Nearly Met: 32.2%</p> <p>Standard: 29.5%</p> <p>Exceeded: 9.1%</p> <p>SED:</p> <p>Not Met: 26.3%</p> <p>Nearly Met: 26.8%</p> <p>Standard: 36.8%</p> <p>Exceeded: 10.2%</p> <p>Asian:</p> <p>Not Met: 11.5%</p> <p>Nearly Met: 14.1%</p> <p>Standard: 51.3%</p> <p>Exceeded: 23.1%</p> <p>White:</p> <p>Not Met: 18.8%</p> <p>Nearly Met: 18.8%</p> <p>Standard: 42.7%</p> <p>Exceeded: 19.8%</p> <p>Filipino:</p> <p>Not Met: 7.7%</p> <p>Nearly Met: 21.3%</p> <p>Standard: 53.0%</p> <p>Exceeded: 18.0%</p> <p>Two or More Races:</p> <p>Not Met: 7.3%</p> <p>Nearly Met: 24.1%</p> <p>Standard: 49.6%</p> <p>Exceeded: 19.0%</p>	
Star Math Data (Schoolwide) and by student groups	<p>Math - 32.3% at standard met or exceeded schoolwide.</p> <p>Winter 2025 Star Math by student group:</p> <p>SWD:</p> <p>Not Met: 78.4%</p> <p>Nearly Met: 12.4%</p> <p>Standard: 4.1%</p> <p>Exceeded: 5.2%</p> <p>African American:</p> <p>Not Met: 64.1%</p> <p>Nearly Met: 21.8%</p>	By Spring 2026, decrease the students scoring Urgent Intervention by 100% and increase student growth as measured by STAR Math Scale Score.

	Standard: 6.4% Exceeded: 7.7% English Learners: Not Met: 47.7% Nearly Met: 27.6% Standard: 14.1% Exceeded: 10.6% Hispanic: Not Met: 46.2% Nearly Met: 28.2% Standard: 14.9% Exceeded: 10.7% SED: Not Met: 47.7% Nearly Met: 27.6% Standard: 14.1% Exceeded: 10.6% Asian: Not Met: 15.4% Nearly Met: 20.5% Standard: 25.6% Exceeded: 38.5% White: Not Met: 33.3% Nearly Met: 31.3% Standard: 17.7% Exceeded: 17.7% Filipino: Not Met: 22.0% Nearly Met: 26.4% Standard: 27.5% Exceeded: 24.2% Two or More Races: Not Met: 45.6% Nearly Met: 27.9% Standard: 14.7% Exceeded: 11.8%	
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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	Support the implementation of effective Professional Learning Communities focused on student work improving student learning using ongoing data cycles schoolwide and districtwide. Activities: 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 all content areas at standards.	All students	

	<p>3. Provide training and support with priority standards and 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) and continuous improvement.</p> <p>4. Implement core adoptions with high quality professional learning, as needed.</p> <p>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.</p> <p>6. Progress monitor student growth using student work samples, through the lens of active learning cycles, success criteria and PLC.</p> <p>7. Have enough School Safety Supervisors on campus for enrollment for the safety of our students as requested per Assessment and Needs Survey and Student Panel.</p>		
1.2	<p>Learning Walks/Data Analysis/Boot Camp/Academic Vocabulary/Spiral Review/Field Trips</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 common 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>5000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Sub Costs</p> <p>2.1 High Impact Instructional Strategies - Learning Walks</p>
1.3	<p>Implement strategic intervention (possibly Math 180 & Read 180 or other identified intervention) within the school day (Master Schedule) and/or support teacher capacity within class to strengthen differentiation and support student needs. (District Supported/ELOP Funds)</p>	Students with significant performance gaps	
1.4	<p>AVID Continued Growth & Academic Support:</p> <ol style="list-style-type: none"> 1. Continue 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. 	All Students	

	<p>3. Provide planners and organization audit as needed for support through out the year (planner check).</p> <p>4. Implement WICOR training through staff development to build schoolwide capacity and understanding for student success and consistency of practice.</p> <p>5. AVID Site Coordinator works with District College & Career Coordinator to strengthen offerings for students.</p> <p>6. Peer Tutoring continues during FLEX, facilitated by Counselor Advisor</p> <p>District Funded</p>		
1.5	<p>Reading and Writing Across the Curriculum and Content Areas</p> <p>Activities:</p> <p>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.</p> <p>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 in core classes.</p> <p>3. Learn how to support the program: SPIRE, and/or other professional learning and implementation to build teacher and administrators capacity at ACMS sitewide.</p> <p>4. Support, explore, and provide opportunities for relevancy, rigor, connection and student engagement through field trips, author visits, speakers, relevant/relatable author visits, presentation audience, connections with experts in the field/career areas based on topic/subject area, across subject/contents.</p> <p>5. Library Services: More books for students, support and 1,000,000 Word Reading Challenge</p>	All Students	<p>2953</p> <p>0003 - Supplemental</p> <p>4000-4999: Books And Supplies</p> <p>4.2 MTSS</p> <p>Supplies for Reading Challenge, Reading Rally, Boot Camp Test Prep</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 CAASPP, Star Reading and Math scores, student performance data is improving. There continues to be a need 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.

The implementation of strategies to strengthen Academic Teaming and PLC alignment has been partially effective, showing meaningful progress alongside clearly identified areas for improvement. Professional Learning Communities (PLCs) continue to build capacity in regularly assessing student data, planning instruction, and making responsive adjustments to meet learner needs. These collaborative structures increasingly align with schoolwide goals and contribute to data-informed instructional decision-making.

However, PLC implementation has been inconsistent across departments, largely due to challenges in fully developing and applying key instructional tools such as priority standards, proficiency scales, scope and sequence calendars, and common assessments. These gaps have affected coherence and limited the ability of teams to implement timely instructional shifts based on real-time student data.

Despite these implementation gaps, several positive outcomes have emerged. Teachers engaged in collaborative lesson design and began using shared protocols to review student work and guide instructional adjustments. The strategic use of CAASPP, STAR, and local formative assessments improved, especially in departments with stronger PLC structures. Data from the CHKS survey and site-level classroom observations indicated increased student engagement and a more supportive learning climate where collaboration was consistently applied.

The launch of targeted intervention programs such as Math 180 and Read 180 for students in “Urgent Intervention” and “Intervention” tiers began in the winter and has shown encouraging signs of growth. Teachers are beginning to integrate these tools more effectively to close learning gaps and personalize instruction for students with the greatest need.

Furthermore, the expansion of VAPA courses funded through Prop 28 significantly enhanced student experience by promoting creativity, confidence, and a stronger sense of belonging—key contributors to both academic and social-emotional development.

Although foundational structures are in place, full realization of high-functioning academic teams (with cleaner teams this year, students and teachers are not spread across multiple teams as in 24-25) instructional teams and continuous improvement cycles will require additional time, targeted professional learning, and deeper alignment with the district’s K-12 alignment, MTSS framework, assessment development and capacity building during the 2025–26 school year. Continued support will be essential to strengthen both vertical and horizontal instructional coherence and to ensure the consistent use of data in driving responsive, equitable interventions.

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 25-26 to continue to provide support to students performing at the "Urgent Intervention" and "Intervention" performance levels on Star Reading and Math. See goal 2 & 4 for details.

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.

High Impact Instructional Strategies for all students

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 30% of our English Learners.

Multilingual learners, LTEL's have been identified as needing additional support in English Language Development based on the California Dashboard and ELPAC scores.

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 29% this school year 2024-2025 (30 students out of 105 English Learners). 2021-2022 - 38 students 2022-2023 - 56 students 2023-2024 - 54 students/125 = 54% 2024-2025 - 30 students/105 = 29%	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
2.1	<p>ACMS will work to ensure all learners experience research based, high impact instructional strategies that engage and support student learning through the following activities:</p> <ol style="list-style-type: none"> 1. Staff will engage in professional learning communities twice a week. 2. Staff will engage in academic teams twice a week. 3. PLCs will work plan and implement learning sprints/PLC work following the district model to improve student learning providing continuous improvement. 4. Staff will engage in professional learning focused on culturally responsive and engaging pedagogy provided by Scholar System or consultant (as approved by NVUSD). 5. Staff will engage in learning walks to learn and strengthen the use of culturally responsive pedagogical practices. 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. 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 Project Lead the Way units. These programs are provided through elective options and before and after school classes. 8. Zero Period and After School Classes requested from ELAC, Site Council and Needs Assessment for students who do not have an elective in their schedule. 	All students	<p>30000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 2.1 High Impact Instructional Strategies 1.1 Language & Literacy Support / Zero Period Class</p> <p>1500 0003 - Supplemental 4000-4999: Books And Supplies 1.1 Language & Literacy Support Instructional Supplies</p>
2.2	<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> <ol style="list-style-type: none"> 1. Staff will engage in professional learning to support designated and integrated ELD. 	MLL / English Learners	

	<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 recommended by ELAC & Site Council, if students are able to attend.</p>		
2.3	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	<p>0000 – No Reporting Requirements</p> <p>Field trip, sub coverage, experiential opportunities</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

According to a comparison of STAR Reading data from Fall 2024 to Winter 2025, our MLL subgroup was the subgroup that grew the most. This means that the number of MLL's that scored in the At/Above Level increased by 8.2%. Even the STAR Math data shows an increase in the number of MLL's that scored in the At/Above level increased by 5.9%.

Star Reading data shows that MLL's 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. This will be an area of growth.

Additionally, 30 students were Redesignated throughout this school year and 26 students passed the ELPAC exam this school year.

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 utilizing Vista and the resources that came with the new curriculum. Our 2 ELD teachers utilized the new curriculum to its fullest. Teachers focused on the following resources: Boost for Newcomers and ELD Level 2, and Read 180 for ELD Level 3. There was AVID focused note taking strategies presented schoolwide. All students in the ELD 3 and ELD 4 classes attended a 3 day Bootcamp that took place during Flex time. The lessons taught included: ELPAC related vocabulary and using context clues.

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 was a focus on the implementation of the new curricular resource and support using best practices, Tier 1, focused note taking strategies for reading, writing, listening, and speaking to support guaranteed and viable curriculum at grade level content standards for ALL students. This goal will continue for the 25-26 school year.

For the 25-26 school year, the goal will be that the number of MLL students scoring at the At/Above on the STAR Reading will increase by 10%.

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 MLL.

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.	Improve two-way communication between staff and families.

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>
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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
3.1	<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 participate in school decisions through focus groups and parent organizations. 	All students, staff, and families	

	<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/Guardian 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 sent out weekly or more to inform, seek input, gain participation and communicate to community of all that is happening with ACMS.</p>		
3.2	<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 Language Learners	
3.3	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	
3.4	Identify root issues with two-way communication with staff and families. Develop a plan to address issues.	All students, staff and families.	
3.5	Napa Valley Adult Education Partnership supports ongoing access and communication with families. Community partners of this kind are very helpful. Library resources for tutoring support students and families.	All students, staff, and families	
3.6	Office Manager, Community Liasion and administrators will become trained on more efficient social media postings.	All students, staff, and families	

Annual Review

SPSA Year Reviewed: 2024-25

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

During the 2024–2025 school year, ACMS administration and ELAC officers actively participated in the NVUSD DELAC Subcommittee, engaging with ELAC representatives from across the district to both share insights and learn from other school communities. They also benefited from learning opportunities facilitated through DELAC, which strengthened local site practices.

In 2024–2025, ACMS and ACHS adopted a combined ELAC structure, which will continue into 2025–2026. This model has enhanced parent engagement by streamlining communication, increasing participation, and allowing for more consistent support for families of multilingual learners because many families have students in both schools.

Significant staffing improvements have also contributed to stakeholder engagement. ACMS now has a dedicated Community Liaison, a trained ELD teacher, and an Assistant Principal with expertise in supporting multilingual learners (MLLs)—critical supports that were not in place at the beginning of the 2024–2025 school year. These roles have collectively strengthened our capacity to meet the needs of MLL families.

Additionally, upgrades to our communication systems and digital tools have enhanced outreach and access. Office staff, teachers, and administrators have improved their use of ParentSquare, engaging more effectively with families through two-way communication tools. Data indicates that family use and interaction with the platform has increased, supporting stronger home–school connections.

Finally, hosting Napa Adult School services on campus one to two times per week has made parent education and support services more accessible. This collaboration has played a key role in improving communication, trust, and overall engagement with our school community.

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. The participation of staff in DELAC subcommittees outlined above was at no cost. There are no changes to note in the SPSA. Cost to support ELAC meetings and reimbursement of supplies, babysitting, translating and requested MLL Stipend to educate ACMS staff/teachers on academic vocabulary, bootcamp support, MLL strategies to use in core content classes is allocated in budget.

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: African American, Asian, Two or more races, 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 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	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

California Healthy Kids Survey and Localized Survey Data	<p>School Climate Index Scores 2024 to 2025:</p> <p>School Connectedness 57% up to 59%</p> <p>Meaningful Participation 25% up to 26%</p> <p>Academic Motivation 63% up to 64%</p> <p>Perceived School Safety 58% up to 64%</p> <p>Harassed or Bullied 46% down to 39%</p> <p>Caring Relationships - Adults 60%</p> <p>High Expectations - Adults 70%</p> <p>Meaningful Participation - 26%</p>	<p>Increase/decrease as appropriate in School Climate Scores by 5% or more in the following areas:</p> <p>School Connectedness 64%</p> <p>Caring Relationships - Adults 65%</p> <p>High Expectations - Adults 75%</p> <p>Meaningful Participation 31%</p> <p>Academic Motivation 69%</p> <p>Perceived School Safety 69%</p> <p>Harassed or Bullied 34%</p>
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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
4.1	<p>1. Advisory/FLEX 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. ASB/Activities Director Stipend = \$2400.</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 group and engage activities that promote community and belonging. WEB Leaders provide</p>	All students	<p>2400.</p> <p>0003 - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>4.2 MTSS</p>

	<p>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> <p>ASB/Activities Director Stipend = \$2400.</p>		
4.2	<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 and/or district approved platform/curricula).</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	
4.3	<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 Cultural Affirming/Trauma Informed training modules and identify ways to implement in the school with specific attention to developing a sense of belonging with and inclusive community for all students specifically AA, MLL's</p>	All Students	

	<p>and SWD students, as highlighted in Assessment and Strengths Survey, ELAC & Site Council.</p> <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>		
4.4	<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. Stipend of \$2500. has been budgeted for a MTSS Lead and Assistant Principal to guide the work.</p> <p>2. ACMS Administrative Team will attend a webinars (HarvardX or other District approved training) 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 and/or new district platform. 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 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> <p>7. Optional Outward Mindset Training to be encouraged for all Staff and Teachers as offered by the District.</p> <p>MTSS Coordinator Stipend \$2550. Wellness Lead Coordinator \$2400.</p>	All Students	<p>10269. 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 4.2 MTSS</p>

4.5	In response to data and as highlighted in Assessment and Strengths Survey, ELAC & Site Council. American Canyon Leadership Team will work with a consultant to continue the Inclusive and Welcoming Schools 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. Funding will be provided per District based on District approval.	All Students K-12	
4.6	School staff will participate in professional development on Positive Behavior Intervention and Support (PBIS). PBIS expectations will be taught, modeled, practiced and retaught in all interactions from the lens of restorative practices, non-violent communication, and community circles. ACMS has a recognition system developed that encourages academic and behavior growth. Clear expectations, community circles, restorative practices and non-violent communication will be communicated 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.	All Students.	
4.7	Visual and Performing Arts, Graphic Design, Stage Craft, Media Arts: 1. There will be an increase in course offerings for visual and performing arts of 0.8, during the day, continue after school and before VAPA course offerings 0.8 that were offered and 0.2 during the day (include Media Arts, VAPA, Graphic Design, Stage Craft, Musical Theater Choir component). 2. Staff will hire coaches, experts, accompanists, and choreographers to support programming. 3. Staff will purchase additional instructional materials, resources, and equipment for students. 4. VAPA Lead will guide and oversee Team support to teacher, staff, budget, student and site needs = Stipend \$2400. 5. Bilingual Instructional Assistant to be hired to support After School VAPA Classes. 6. Field Trips, experiential learning opportunities and guests will be incorporated into the course offerings to support VAPA enrichment.	MLL's, All Students,	162000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Certificated staff Prop 28 funds 2024-25 and 2023-24, 2025-26) 20000 6770 - Prop 28 Supplies, Training, (Prop 28 funds 2024-25 and 2023-24, 2025-26) 15000 6770 - Prop 28 Supplies, training, (Prop 28 funds 2024-25 and 2023-24, 2025-26) 7000 6770 - Prop 28 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant for Period 8 Classes
4.8	CHKS questions provide clear areas to help guide how to support students, improve connectedness, communications, parent/guardian involvement engagement: 1. Review California Healthy Kids Survey with MTSS Team, Leadership Team and Staff. 2. Gather data from all stakeholders through Strength and Needs Assessment sent out to families, students and staff.	All students.	

	3. Develop and Implement plan, identify roles, responsibilities, timelines.		
4.9	Train staff on Centegix System, badging system for visitors, employees, safety and security of all stakeholders.	All students.	
4.10	Implement consistent use of Delay Device - Cell Phone Use Site Wide	All students.	

Annual Review

SPSA Year Reviewed: 2024-25

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 is continuing to grow the Admin Team, Wellness Team and MTSS team. American Canyon leadership team is strong at the school. With District approval, we look forward to working with a consultant and the American Canyon Leadership Team for the success of our students and community.

Proposition 28 Funding for classes have provided new opportunities and we look forward to continuing with our VAPA classes and adding more this year as our enrollment increases. We are adding a VAPA Lead to support the work as well as an instructional assistant to help student after school with the Prop 28 funds.

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

The Prop. 28 funds have created new opportunities and provided valuable resources for our students. These funds enabled us to expand our Visual and Performing Arts (VAPA) course offerings, which in turn support Academic Teaming and our commitment to continuous improvement through Professional Learning Communities (PLCs).

While PLC teams were active and provided meaningful support to students in 2024–25, Academic Teams remained somewhat fragmented. Despite this, our data still showed positive gains on both the STAR assessment and the California Healthy Kids Survey (CHKS).

Looking ahead, we aim to strengthen alignment across Academic Teams. With a more unified structure, teachers will be better positioned to support students through a streamlined, collaborative approach—one that narrows areas of need and delivers targeted interventions in an intentional, incremental way.

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, we have added VAPA classes and have been able to add intervention class to the master schedule to support student during the day. Students performing at the "Urgent Intervention" and "Intervention" performance levels on Star Reading and Math. Prop 28 are able to enroll in intervention class during the day and if able take a class before or after school due to the expanded options for students in VAPA. The Wellness Team will has also expanded wellness services.

Changes to the Goal and Strategies:

Strengthen Academic Teaming structures to enhance instructional coherence, refine targeted student interventions, and advance equitable outcomes through aligned and purpose-driven Professional Learning Communities (PLCs).

We will revise the goal to emphasize strengthening Academic Teaming structures in alignment with PLC cycles. This will ensure that instructional collaboration is both data-driven and strategically targeted.

A new strategy has been added to support cross-curricular alignment and the use of shared protocols for analyzing student work and progress monitoring across Academic Teams.

Changes to Annual Outcomes and Metrics:

Annual outcomes will now include increased consistency and participation in Academic Team meetings, measured by teacher self-reports and admin observation logs.

We are adding co-constructed metrics to monitor implementation fidelity of Academic Teaming practices, including the number of co-developed lessons and targeted interventions (Weekly Team Notes).

Student achievement metrics will continue to include CAASPP, STAR assessment growth and CHKS responses, but will now be disaggregated by team to better identify effective practices and areas of need.

Where to Find These Changes in the SPSA:

Revised goal language and expanded strategies can be found under Goal 1-3.

Updated outcomes and metrics are detailed in the Annual Measurable Outcomes section for Goal 1-3.

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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	\$256,122.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$52,122.00
6770 - Prop 28	\$204,000.00

Subtotal of state or local funds included for this school: \$256,122.00

Total of federal, state, and/or local funds for this school: \$256,122.00

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
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	52,122.00
6770 - Prop 28	204,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	209,669.00
2000-2999: Classified Personnel Salaries	7,000.00
4000-4999: Books And Supplies	4,453.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	47,669.00
4000-4999: Books And Supplies	0003 - Supplemental	4,453.00
	6770 - Prop 28	35,000.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	162,000.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,953.00
Goal 2	31,500.00
Goal 4	216,669.00

School Site Council Membership

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

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

Name of Members	Role
Carliza Bataller	Principal
Addisen Clem	Classroom Teacher
Miinako Moncada	Parent or Community Member
Leo Moncada	Secondary Student
Sheri Harvey	Other School Staff
Ashley Meijia DeLeon	Secondary Student
Marc De La Cruz	Other School Staff
Gil Reyes	Parent or Community Member
Caressa Smythe	Other School Staff
Open Seat	Classroom Teacher
Open Seat	Classroom Teacher
Open Seat	Parent or Community Member
Open Seat	Parent or Community Member
Open Seat	Classroom Teacher
Open Seat	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.




Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Leo Moncado, Secondary Student

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Attested:

	Principal, Dr. Carliza Bataller on 5/29/25
	SSC Chairperson, Minako Moncado on 5/29/25

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/>

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