American Canyon Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	American Canyon Middle School
Street	300 Benton Way
City, State, Zip	American Canyon, CA 94503
Phone Number	(707) 259-8592 ext. 4041
Principal	Brian Howard
Email Address	brian_howard@nvusd.org
School Website	https://acms.nvusd.org/
Grade Span	
County-District-School (CDS) Code	28662666115240

2025-26 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2025-26 School Description and Mission Statement

American Canyon Middle School is a Gold Ribbon Award-winning middle school in Napa County. We serve the City of American Canyon, the southernmost city in Napa County. The school is located on the Western edge of American Canyon abutting the wetlands and floodplain of the Northern San Francisco Bay. ACMS is a school that offers technology-infused Project Based Learning. It is essentially a 1:1 computing environment where laptop computers are utilized as a research and learning tool. Teachers focus on guaranteed and viable curriculum by providing engaging units of student centered inquiry based learning, centered on the Common Core Standards and connected to student's personal lives with real-world applications. Students work in a collaborative learning environment to master each subject's content and to improve their Communication, Critical Thinking, Creativity, Global Citizenship, Character and Collaboration skills. Moreover, ACMS students participate in career exploration to prepare for meeting their graduate profile. ACMS's mission is to work towards 'inspiring and preparing students today for the possibilities of a better tomorrow," in a respectful and safe community by establishing and developing consistent and clear expectations, focusing on strengthening relationships, empowering all students, develop lifelong learning, through strong relationships in our community, while there is open and respectful communication which are ACMS' core values.

The students at American Canyon Middle School are served by forty seven teachers and support staff that includes three counselors, a school resource officer, instructional assistants, and school specialists with expertise including a school psychologist, speech therapists, registered nurse, health clerk, social worker, restorative facilitator, campus student & safety supervisors, computer technician and a library technician.

At American Canyon Middle School, we believe that school should be a place where every student feels a sense of belonging and can thrive. Our fundamental mission is to provide a vibrant, safe, and caring environment that promotes academic excellence, social-emotional well-being, and independent thinking. We believe in providing a quality and challenging education to all our students to prepare them for a global society by focusing on career goals, appropriate technologies, tolerance towards and respect for diverse cultures, beliefs, and lifestyles. To achieve this, we focus on the 4 C's: Critical Thinking, Communication, Collaboration, and Creativity, and our common school-wide expectation for all to Be Respectful, Safe, Responsible, and above all, Kind. We meet these goals and the needs of our students through our strong academic and elective programs, an approved and aligned social and emotional advisory program, the concept of teaming and positive behavior intervention system.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	330
Grade 7	385
Grade 8	359
Total Enrollment	1,074

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.3
Non-Binary	0.2
Asian	8.1
Black or African American	7.2
Filipino	19.6
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.1
White	9.4
English Learners	12.8
Foster Youth	0.5
Homeless	2
Migrant	2
Socioeconomically Disadvantaged	67.5
Students with Disabilities	10.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.2	87.87	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.4	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	5.52	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	2.4	6.17	42	5.75	15831.9	5.67
Total Teaching Positions	40	100	731.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35	88.47	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.24	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	3.79	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	2.5	6.47	28	3.98	14303.8	5.15
Total Teaching Positions	39.5	100	704.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36	86.46	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	1.82	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.5	8.47	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	1.3	3.19	23.4	3.26	13705.8	4.91
Total Teaching Positions	41.6	100	719.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.4	0
Misassignments	0.10	0	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.4	0.7

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.20	1.5	3.5
Total Out-of-Field Teachers	2.20	1.5	3.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.4	0	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: McGraw-Hill School Education, StudySync, (6-8) – 2015 DI: HMH California Read 180 (6-8) DII: HMH California English 3D (4-8) – 2015 A: All students.	0%
Mathematics	Q: Good C: McGraw-Hill – California Math Course 1: (6) – 2015 .McGraw-Hill – California Math Course 2 (7) – 2015 McGraw-Hill - California Math - An Accelerated Program (7) - 2014 McGraw-Hill – California Math Course 3: (8) – 2015 Pearson, Common Core Math 1 (8) - 2014 A: All students	0%
Science	Q: Good C: Amplify Science Sunsetting: Pearson Prentice Hall: Prentice Hall California Science Explorer, Focus on Earth, Life and Physical Science (6-8) - 2008 A: All students	0%
History-Social Science	Q: Good C: Teachers' Curriculum Institute: History Alive! (6-8) - 2006 A: All students	0%
Foreign Language	Q: Good C: Glencoe/McGraw-Hill, Glencoe Spanish 1 Buen Viaje! (9-12) - 2008 EMS/Paradigm Publishing, Zhen Bang 1 (Mandarin) (10-12) - 2010	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

American Canyon Middle School beame twenty five years old this year. The school is designed in five main sections, referred to as dens. Each den houses mixed grade levels along with special education classes and electives. The library holds over 5,000 books for student and staff reference and recreation.

The gymnasium use is shared with the City of American Canyon during evening hours, weekends, and summer months. Student recreational areas include a picnic area, football field, a soccer field, a track, and basketball courts. The school appearance is enhanced with extensive lawns and shrubbery. Our school has an all-weather track and field. During the 2025-26 school year there are plans to refurbish the track and field and the HVAC system with Measure A2 funds to improve the track and HVAC systems.

The campus has been beautiful new Student Commons home to: library, innovation center, muti-purpose room, finishing kitchen and Innovation Center. Recent site improvements include outdoor learning areas, inside quad basketball court, amphitheater, and exterior paint.

Year and month of the most recent FIT report	9/4/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	51	40	44	47	48
Mathematics (grades 3-8 and 11)	26	28	28	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1072	1061	98.97	1.03	50.52
Female	542	536	98.89	1.11	53.17
Male	528	523	99.05	0.95	47.99
American Indian or Alaska Native	0	0	0	0	0
Asian	86	86	100.00	0.00	68.60
Black or African American	83	82	98.80	1.20	35.37
Filipino	213	212	99.53	0.47	71.23
Hispanic or Latino	473	467	98.73	1.27	37.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	110	108	98.18	1.82	61.11
White	99	98	98.99	1.01	54.08
English Learners	105	104	99.05	0.95	11.54
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	15.38
Military	78	78	100.00	0.00	39.74
Socioeconomically Disadvantaged	740	731	98.78	1.22	43.23
Students Receiving Migrant Education Services	16	16	100.00	0.00	31.25
Students with Disabilities	114	112	98.25	1.75	10.71

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1071	1057	98.69	1.31	28.10
Female	541	534	98.71	1.29	24.16
Male	528	521	98.67	1.33	32.25
American Indian or Alaska Native	0	0	0	0	0
Asian	86	86	100.00	0.00	54.65
Black or African American	83	82	98.80	1.20	18.29
Filipino	213	212	99.53	0.47	46.23
Hispanic or Latino	472	463	98.09	1.91	17.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	110	109	99.09	0.91	24.77
White	99	97	97.98	2.02	27.84
English Learners	104	102	98.08	1.92	1.96
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69
Military	78	78	100.00	0.00	16.67
Socioeconomically Disadvantaged	739	728	98.51	1.49	21.02
Students Receiving Migrant Education Services	16	16	100.00	0.00	18.75
Students with Disabilities	113	109	96.46	3.54	9.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.58	24.93	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	351	97.77	2.23	24.79
Female	187	184	98.40	1.60	23.91
Male	171	166	97.08	2.92	25.90
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	37.50
Black or African American	34	33	97.06	2.94	15.15
Filipino	68	67	98.53	1.47	37.31
Hispanic or Latino	155	150	96.77	3.23	18.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	24.44
White	29	29	100.00	0.00	27.59
English Learners	35	33	94.29	5.71	3.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	28.57
Socioeconomically Disadvantaged	252	246	97.62	2.38	21.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	38	95.00	5.00	13.16

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.94	99.20	99.20	99.73	99.73

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are an integral part of American Canyon Middle School and are involved in a variety of ways. Communication between parents and the school is vital for a successful program. The following is a list of opportunities for parent involvement at ACMS: Parent Teacher Organization (PTO), School Site Council (SSC), the English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DLAC). Parent volunteers also assist in the office, the library, in campus supervision, as chaperones for field trips and dances, as tutors, fundraisers, and for our robust music program. Information is sent home to parents through our Parent Square communication system, social media platforms, telephone messages, email, and texts. Both the school and the ACMS PTO have active websites. Periodic training sessions are offered to parents and guardians in how to successfully use Aeries Portal, Parent Square, Clever and Google Classrooms, our student grading, daily agenda system, and communication and technology system platforms. For further information on parent involvement opportunities, please contact Brian Howard, School Principal at 707-259-8592 ext. 4041.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1103	1094	211	19.3
Female	559	553	103	18.6
Male	542	539	108	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87	87	6	6.9
Black or African American	84	82	16	19.5
Filipino	216	214	18	8.4
Hispanic or Latino	493	488	121	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	111	111	31	27.9
White	103	103	18	17.5
English Learners	144	142	27	19.0
Foster Youth	--	--	--	--
Homeless	33	32	10	31.3
Socioeconomically Disadvantaged	771	763	176	23.1
Students Receiving Migrant Education Services	23	23	4	17.4
Students with Disabilities	124	122	33	27.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.07	6.3	4.53	3.96	4.05	3.9	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.29	0.09	0.27	0.06	0.07	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.53	0.27
Female	3.40	0.18
Male	5.72	0.37
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.15	0.00
Black or African American	4.76	0.00
Filipino	2.31	0.00
Hispanic or Latino	5.48	0.61
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.21	0.00
White	3.88	0.00
English Learners	7.64	0.69
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	5.71	0.39
Students Receiving Migrant Education Services	13.04	4.35
Students with Disabilities	8.87	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Description: A school-wide focus on safety, health and well-being has resulted in a campus that is safe where students have sense of belonging and develop a sense of who they are as they mature into responsible, respectful young adults. Grounds are kept litter-free and supervised by a full-time custodian. In partnership with the American Canyon Fire Department and the American Canyon Police Department, safety drills are scheduled regularly. In partnership with the American Canyon Police Department, a full-time School Resource Officer is located on campus to serve students' needs. Our Comprehensive School Safety Plan, modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The Comprehensive School Safety Plan is reviewed annually. Students are instructed on the importance of school safety including appropriate classroom behavior, bullying, and harassment. Discipline follows the NVUSD "Standards for Student Behavior." School Safety Plan. The ACMS School Site Council reviewed and approved on October 2, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	14	8
Mathematics	26	6	10	10
Science	29	4	5	15
Social Science	28	4	11	9

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	15	8	13
Mathematics	24	8	8	12
Science	30	3	5	15
Social Science	28	4	12	8

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	11	11
Mathematics	25	9	11	11
Science	28	4	9	14
Social Science	26	5	16	6

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	265.64

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,423	$358	$7,065	$105,887
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-11%	8.9
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-41.6	8.0

Fiscal Year 2024-25 Types of Services Funded

LCAP funding is used to provide ELD/MLL services and support intervention support classes based on students area of need. Additionally LCAP funds are used to support the learning needs of qualifying students. ACMS has identified a need, based on data assessments. As we review the data, there are identifiable needs in reading and math area. In order for American Canyon Middle School students to be prepared for the rigors of high school, it is imperative we address the low number of students not meeting or exceeding proficiency in math and reading across all three grade levels. American Canyon Middle School Middle School will prioritize increasing proficiency in reading in both literary and informational texts and math. Additionally, Flexible Learning classes will be built into the day to support students. ACMS also offers a math intervention class to support students during the school day and after school intervention classes in reading and math. Intervention funds are used to provide resources for Flexible Learning within the day and/or after school intervention classes for students in their area of need. These support services and funding disbursements are governed by the NVUSD Board of Trustees and the ACMS School Site Council.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

Professional development is delivered through the use of district resources, TOSA's, Coaching, PLC, & staff meetings that occur at various times each month. We also have weekly PLC time and/or team/department 5 days per week. The emphasis of professional development centers on the delivery of a guaranteed and viable curriculum via the development of inquiry-based teaching, priority standards, proficiency scales and learning to align with the district goals and to support the California State Standards. Data analysis is also a current theme at team, PLC and staff meetings working toward the development of reading literacy and math skills in content areas. High functioning Professional Learning Teams or Content Teams (as they are referred to at ACMS) exist in math, language arts, science and/or social studies, physical education, and visual and performing arts. Planning days during the school year are used for the content teams to align curriculum and implementation, design common, formative assessments, analyze data, plan an effective lesson, and design re-teaching opportunities when needed. Finally, staff members participate in workshops specific to their curricular area of expertise, learning sprints, area of need, all for developing clarity to support strategies to help students succeed in their learning, cultivate cultural humility and strengthen relationships to build stronger and effective systems school wide to serve our students and families.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5