



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 | April 14, 2026 | June 25, 2026 |

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 25-26 enrollment of approximately 1,101 students that incorporates the 6th, 7th and 8th grades. During the 2025 school year the ACMS Track, Soccer Goals and HVAC system was modernized to meet the needs of our school, sports and community needs. 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 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, 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 Math (orange), Science (yellow) and performance categories, and Chronic Absenteeism (orange).

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.

On the Growth Performance Model Dashboards for English Language Arts, Students with Disabilities were two levels below the All Student category in ELA during the 2025 school year.

On the Performance Dashboard for Mathematics, African American Students, Students with Disabilities scored below the All Students in Mathematics category during the 2025 school year.

The suspension rate was also below the All Student category for Students with Disabilities.

Several groups indicated Chronic Absenteeism including: students with two or more races, Hispanic, Socially Economically Disadvantaged, and Students with Disabilities.

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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| African American | 6.37% | 7.17% | 8.17% | 66 | 77 | 90 |
| Asian | 7.92% | 8.10% | 7.81% | 82 | 87 | 86 |
| Filipino | 22.10% | 19.55% | 19.98% | 229 | 210 | 220 |
| Hispanic/Latino | 41.99% | 44.88% | 45.05% | 435 | 482 | 496 |
| Pacific Islander | 0.68% | 0.65% | 0.54% | 7 | 7 | 6 |
| White | 10.52% | 9.40% | 9.08% | 109 | 101 | 100 |
| Multiple/No Response | 10.23% | 10.15% | 9.36% | 106 | 109 | 103 |
| Total Enrollment | | | | 1036 | 1074 | 1101 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| Grade 6 | 347 | 333 | 359 |
| Grade 7 | 339 | 374 | 347 |
| Grade 8 | 350 | 350 | 395 |
| Total Enrollment | 1,036 | 1057 | 1,101 |

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 | | |
| | 23-24 | 24-25 | 25-26 | 23-24 | 24-25 | 25-26 |
| English Learners | 148 | 137 | 116 | | 14.3% | 10.5% |
| Fluent English Proficient (FEP) | 247 | 266 | 286 | | 23.8% | 26.0% |
| Reclassified Fluent English Proficient (RFEP) | 42 | 59 | | | 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 5 | | | * | | | 0 | | | 0 | | | |
| Grade 6 | 309 | 347 | 327 | 308 | 345 | 327 | 308 | 345 | 327 | 99.7 | 99.4 | 100 |
| Grade 7 | 336 | 338 | 379 | 333 | 334 | 376 | 333 | 334 | 376 | 99.1 | 98.8 | 99.2 |
| Grade 8 | 351 | 346 | 355 | 350 | 344 | 349 | 350 | 344 | 349 | 99.7 | 99.4 | 98.3 |
| All Grades | 996 | 1031 | 1062 | 991 | 1023 | 1052 | 991 | 1023 | 1052 | 99.5 | 99.2 | 99.1 |

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 2492. | 2524. | 2516. | 9.42 | 18.55 | 13.46 | 26.62 | 29.28 | 32.72 | 28.57 | 29.86 | 29.36 | 35.39 | 22.32 | 24.46 |
| Grade 7 | 2547. | 2517. | 2556. | 14.11 | 9.58 | 17.02 | 37.54 | 30.54 | 39.89 | 26.43 | 23.65 | 22.87 | 21.92 | 36.23 | 20.21 |
| Grade 8 | 2571. | 2550. | 2562. | 16.86 | 13.37 | 15.47 | 40.00 | 34.01 | 33.52 | 24.57 | 27.33 | 31.23 | 18.57 | 25.29 | 19.77 |
| All Grades | N/A | N/A | N/A | 13.62 | 13.88 | 15.40 | 35.02 | 31.28 | 35.55 | 26.44 | 26.98 | 27.66 | 24.92 | 27.86 | 21.39 |

| Reading | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 9.74 | 14.49 | 14.07 | 54.55 | 57.68 | 61.77 | 35.71 | 27.83 | 24.16 |
| Grade 7 | 15.32 | 13.17 | 18.35 | 63.66 | 59.28 | 64.89 | 21.02 | 27.54 | 16.76 |
| Grade 8 | 16.00 | 14.53 | 19.48 | 61.14 | 57.85 | 59.31 | 22.86 | 27.62 | 21.20 |
| All Grades | 13.82 | 14.08 | 17.40 | 59.94 | 58.26 | 62.07 | 26.24 | 27.66 | 20.53 |

| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 12.34 | 19.13 | 12.88 | 52.27 | 53.33 | 59.82 | 35.39 | 27.54 | 27.30 |
| Grade 7 | 21.92 | 12.61 | 21.87 | 54.95 | 51.35 | 57.33 | 23.12 | 36.04 | 20.80 |
| Grade 8 | 20.29 | 14.83 | 14.08 | 61.71 | 59.30 | 56.32 | 18.00 | 25.87 | 29.60 |
| All Grades | 18.37 | 15.56 | 16.49 | 56.51 | 54.70 | 57.77 | 25.13 | 29.75 | 25.74 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 6.49 | 8.12 | 10.70 | 75.00 | 78.55 | 76.76 | 18.51 | 13.33 | 12.54 |
| Grade 7 | 11.41 | 10.18 | 12.50 | 76.28 | 72.46 | 76.06 | 12.31 | 17.37 | 11.44 |
| Grade 8 | 15.14 | 11.92 | 14.61 | 72.57 | 75.00 | 72.49 | 12.29 | 13.08 | 12.89 |
| All Grades | 11.20 | 10.07 | 12.64 | 74.57 | 75.37 | 75.10 | 14.23 | 14.57 | 12.26 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 13.31 | 20.87 | 14.07 | 63.96 | 63.77 | 68.81 | 22.73 | 15.36 | 17.13 |
| Grade 7 | 21.32 | 14.67 | 23.94 | 63.06 | 60.48 | 63.03 | 15.62 | 24.85 | 13.03 |
| Grade 8 | 25.14 | 21.22 | 21.49 | 62.86 | 64.83 | 68.19 | 12.00 | 13.95 | 10.32 |
| All Grades | 20.18 | 18.96 | 20.06 | 63.27 | 63.05 | 66.54 | 16.55 | 17.99 | 13.40 |

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 5 | | | * | | | 0 | | | 0 | | | |
| Grade 6 | 309 | 347 | 326 | 307 | 345 | 324 | 306 | 345 | 324 | 99.4 | 99.4 | 99.4 |
| Grade 7 | 336 | 338 | 379 | 334 | 334 | 376 | 334 | 334 | 376 | 99.4 | 98.8 | 99.2 |
| Grade 8 | 351 | 346 | 355 | 349 | 344 | 348 | 349 | 344 | 348 | 99.4 | 99.4 | 98 |
| All Grades | 996 | 1031 | 1061 | 990 | 1023 | 1048 | 989 | 1023 | 1048 | 99.4 | 99.2 | 98.8 |

* 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 2469. | 2500. | 2477. | 8.50 | 15.94 | 10.19 | 14.71 | 17.97 | 14.20 | 27.78 | 31.01 | 31.17 | 49.02 | 35.07 | 44.44 |
| Grade 7 | 2488. | 2485. | 2520. | 11.68 | 10.78 | 17.29 | 13.77 | 12.28 | 20.21 | 23.05 | 26.35 | 24.73 | 51.50 | 50.60 | 37.77 |
| Grade 8 | 2506. | 2507. | 2505. | 11.17 | 11.34 | 11.49 | 15.47 | 11.34 | 10.63 | 23.50 | 28.20 | 29.02 | 49.86 | 49.13 | 48.85 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 10.52 | 12.71 | 13.17 | 14.66 | 13.88 | 15.17 | 24.67 | 28.54 | 28.15 | 50.15 | 44.87 | 43.51 |

| Concepts & Procedures | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 9.15 | 13.04 | 8.02 | 39.22 | 48.41 | 44.75 | 51.63 | 38.55 | 47.22 |
| Grade 7 | 13.47 | 12.57 | 17.02 | 36.53 | 37.13 | 45.48 | 50.00 | 50.30 | 37.50 |
| Grade 8 | 11.17 | 12.79 | 9.48 | 45.27 | 40.99 | 45.11 | 43.55 | 46.22 | 45.40 |
| Grade 11 | | | | | | | | | |
| All Grades | 11.32 | 12.81 | 11.74 | 40.44 | 42.23 | 45.13 | 48.23 | 44.97 | 43.13 |

| 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 9.48 | 11.88 | 8.33 | 47.39 | 53.91 | 49.38 | 43.14 | 34.20 | 42.28 |
| Grade 7 | 11.68 | 8.38 | 14.89 | 47.90 | 51.50 | 52.13 | 40.42 | 40.12 | 32.98 |
| Grade 8 | 10.60 | 9.01 | 9.48 | 49.57 | 53.78 | 54.60 | 39.83 | 37.21 | 35.92 |
| All Grades | 10.62 | 9.78 | 11.07 | 48.33 | 53.08 | 52.10 | 41.05 | 37.15 | 36.83 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 6 | 8.17 | 14.20 | 10.19 | 57.19 | 59.71 | 54.32 | 34.64 | 26.09 | 35.49 |
| Grade 7 | 8.38 | 8.38 | 13.56 | 59.58 | 60.18 | 56.12 | 32.04 | 31.44 | 30.32 |
| Grade 8 | 10.03 | 10.17 | 8.91 | 59.03 | 61.05 | 61.49 | 30.95 | 28.78 | 29.60 |
| All Grades | 8.90 | 10.95 | 10.97 | 58.65 | 60.31 | 57.35 | 32.46 | 28.74 | 31.68 |

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 6 | 1513.5 | 1509.1 | 1529.6 | 1520.6 | 1504.8 | 1534.6 | 1506.0 | 1512.7 | 1524.2 | 45 | 36 | 36 |
| 7 | 1559.3 | 1513.1 | 1557.0 | 1563.7 | 1510.0 | 1568.4 | 1554.5 | 1515.7 | 1545.0 | 38 | 41 | 32 |
| 8 | 1550.6 | 1516.3 | 1569.3 | 1552.6 | 1498.3 | 1586.0 | 1548.2 | 1533.7 | 1552.0 | 36 | 26 | 34 |
| All Grades | | | | | | | | | | 119 | 103 | 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 6 | 13.33 | 11.11 | 19.44 | 28.89 | 44.44 | 47.22 | 40.00 | 19.44 | 22.22 | 17.78 | 25.00 | 11.11 | 45 | 36 | 36 |
| 7 | 47.37 | 7.32 | 37.50 | 28.95 | 36.59 | 31.25 | 10.53 | 34.15 | 18.75 | 13.16 | 21.95 | 12.50 | 38 | 41 | 32 |
| 8 | 27.78 | 23.08 | 29.41 | 44.44 | 38.46 | 47.06 | 13.89 | 0.00 | 17.65 | 13.89 | 38.46 | 5.88 | 36 | 26 | 34 |
| All Grades | 28.57 | 12.62 | 28.16 | 33.61 | 39.81 | 41.75 | 22.69 | 20.39 | 19.42 | 15.13 | 27.18 | 10.68 | 119 | 103 | 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 6 | 35.56 | 30.56 | 47.22 | 40.00 | 38.89 | 38.89 | 13.33 | 13.89 | 2.78 | 11.11 | 16.67 | 11.11 | 45 | 36 | 36 |
| 7 | 63.16 | 17.07 | 56.25 | 21.05 | 46.34 | 25.00 | 2.63 | 29.27 | 6.25 | 13.16 | 7.32 | 12.50 | 38 | 41 | 32 |
| 8 | 50.00 | 23.08 | 50.00 | 27.78 | 38.46 | 41.18 | 11.11 | 3.85 | 2.94 | 11.11 | 34.62 | 5.88 | 36 | 26 | 34 |
| All Grades | 48.74 | 23.30 | 50.49 | 30.25 | 41.75 | 34.95 | 9.24 | 17.48 | 3.88 | 11.76 | 17.48 | 10.68 | 119 | 103 | 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 6 | 0.00 | 0.00 | 0.00 | 13.33 | 16.67 | 33.33 | 44.44 | 52.78 | 41.67 | 42.22 | 30.56 | 25.00 | 45 | 36 | 36 |
| 7 | 15.79 | 0.00 | 15.63 | 39.47 | 12.20 | 37.50 | 23.68 | 43.90 | 25.00 | 21.05 | 43.90 | 21.88 | 38 | 41 | 32 |
| 8 | 8.33 | 15.38 | 11.76 | 41.67 | 23.08 | 29.41 | 30.56 | 23.08 | 41.18 | 19.44 | 38.46 | 17.65 | 36 | 26 | 34 |
| All Grades | 7.56 | 3.88 | 8.74 | 30.25 | 16.50 | 33.01 | 33.61 | 41.75 | 35.92 | 28.57 | 37.86 | 22.33 | 119 | 103 | 103 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | |
| 6 | 15.56 | 16.67 | 13.89 | 64.44 | 47.22 | 66.67 | 20.00 | 36.11 | 19.44 | 45 | 36 | 36 | |
| 7 | 18.42 | 2.44 | 25.00 | 63.16 | 51.22 | 50.00 | 18.42 | 46.34 | 25.00 | 38 | 41 | 32 | |
| 8 | 13.89 | 23.08 | 17.65 | 66.67 | 46.15 | 70.59 | 19.44 | 30.77 | 11.76 | 36 | 26 | 34 | |
| All Grades | 15.97 | 12.62 | 18.45 | 64.71 | 48.54 | 62.14 | 19.33 | 38.83 | 19.42 | 119 | 103 | 103 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | |
| 6 | 62.22 | 58.33 | 69.44 | 26.67 | 30.56 | 22.22 | 11.11 | 11.11 | 8.33 | 45 | 36 | 36 | |
| 7 | 78.95 | 63.41 | 87.50 | 7.89 | 24.39 | 0.00 | 13.16 | 12.20 | 12.50 | 38 | 41 | 32 | |
| 8 | 75.00 | 46.15 | 85.29 | 13.89 | 19.23 | 11.76 | 11.11 | 34.62 | 2.94 | 36 | 26 | 34 | |
| All Grades | 71.43 | 57.28 | 79.61 | 16.81 | 25.24 | 11.65 | 11.76 | 17.48 | 8.74 | 119 | 103 | 103 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | |
| 6 | 0.00 | 2.78 | 2.78 | 28.89 | 36.11 | 38.89 | 71.11 | 61.11 | 58.33 | 45 | 36 | 36 | |
| 7 | 23.68 | 2.44 | 18.75 | 44.74 | 39.02 | 40.63 | 31.58 | 58.54 | 40.63 | 38 | 41 | 32 | |
| 8 | 22.22 | 15.38 | 26.47 | 41.67 | 42.31 | 26.47 | 36.11 | 42.31 | 47.06 | 36 | 26 | 34 | |
| All Grades | 14.29 | 5.83 | 15.53 | 37.82 | 38.83 | 34.95 | 47.90 | 55.34 | 49.51 | 119 | 103 | 103 | |

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

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|-------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 6 | 6.67 | 16.67 | 25.00 | 77.78 | 72.22 | 63.89 | 15.56 | 11.11 | 11.11 | 45 | 36 | 36 |
| 7 | 26.32 | 7.32 | 25.00 | 60.53 | 82.93 | 65.63 | 13.16 | 9.76 | 9.38 | 38 | 41 | 32 |
| 8 | 5.56 | 7.69 | 2.94 | 83.33 | 61.54 | 94.12 | 11.11 | 30.77 | 2.94 | 36 | 26 | 34 |
| All Grades | 12.61 | 10.68 | 17.48 | 73.95 | 73.79 | 73.79 | 13.45 | 15.53 | 8.74 | 119 | 103 | 103 |

School and Student Performance Data

Student Population

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

| 2024-25 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1074 | 67.5% | 12.8% | 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. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 137 | 12.8% |
| Foster Youth | 5 | 0.5% |
| Homeless | 22 | 2% |
| Socioeconomically Disadvantaged | 725 | 67.5% |
| Students with Disabilities | 110 | 10.2% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 77 | 7.2% |
| American Indian | 0 | 0.0% |
| Asian | 87 | 8.1% |
| Filipino | 210 | 19.6% |
| Hispanic | 482 | 44.9% |
| Two or More Races | 109 | 10.1% |
| Pacific Islander | 7 | 0.7% |
| White | 101 | 9.4% |

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Blue

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.

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> <p>Green</p> <p>3.1 points below standard</p> <p>Increased 12.9 points</p> <p>1036 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>40.5 points below standard</p> <p>Increased 21.3 points</p> <p>266 Students</p> | <p>Long-Term English Learners</p> <p>Orange</p> <p>75.4 points below standard</p> <p>Increased 34.7 points</p> <p>71 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>104.2 points below standard</p> <p>Declined 27.6 points</p> <p>17 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>20.2 points below standard</p> <p>Increased 17.5 points</p> <p>713 Students</p> |

| | | |
|--|--|---|
| <p>Students with Disabilities</p>  <p>Red</p> <p>104 points below standard</p> <p>Maintained -2.4 points</p> <p>116 Students</p> | <p>African American</p>  <p>Yellow</p> <p>29.3 points below standard</p> <p>Increased 3.8 points</p> <p>77 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>Blue</p> <p>44.6 points above standard</p> <p>Increased 26.1 points</p> <p>85 Students</p> | <p>Filipino</p>  <p>Green</p> <p>39.3 points above standard</p> <p>Increased 14.1 points</p> <p>208 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>30.6 points below standard</p> <p>Increased 12.6 points</p> <p>457 Students</p> |
| <p>Two or More Races</p>  <p>Blue</p> <p>19.9 points above standard</p> <p>Increased 30.4 points</p> <p>105 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> | <p>White</p>  <p>Green</p> <p>3.7 points below standard</p> <p>Increased 13 points</p> <p>96 Students</p> |

School and Student Performance Data

Academic Performance Mathematics

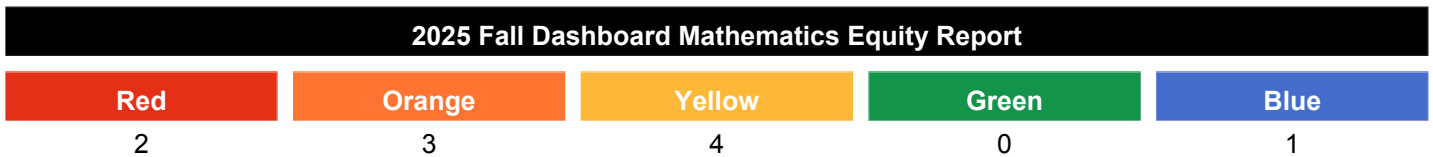
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p> <p>Orange</p> <p>65.4 points below standard</p> <p>Maintained 2.2 points</p> <p>1037 Students</p> | <p>English Learners</p> <p>Orange</p> <p>105.2 points below standard</p> <p>Increased 14.1 points</p> <p>270 Students</p> | <p>Long-Term English Learners</p> <p>Orange</p> <p>156.4 points below standard</p> <p>Increased 20 points</p> <p>70 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>164.6 points below standard</p> <p>Declined 53.6 points</p> <p>21 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>85.5 points below standard</p> <p>Increased 8.7 points</p> <p>715 Students</p> |

| | | |
|---|--|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>156.6 points below standard</p> <p>Declined 9.3 points</p> <p>114 Students</p> | <p>African American</p>  <p>Red</p> <p>107.5 points below standard</p> <p>Declined 3.6 points</p> <p>77 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>Blue</p> <p>15 points above standard</p> <p>Increased 19.2 points</p> <p>86 Students</p> | <p>Filipino</p>  <p>Yellow</p> <p>17 points below standard</p> <p>Maintained -1.8 points</p> <p>208 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>99 points below standard</p> <p>Increased 6.1 points</p> <p>457 Students</p> |
| <p>Two or More Races</p>  <p>Yellow</p> <p>55.9 points below standard</p> <p>Increased 5 points</p> <p>106 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> | <p>White</p>  <p>Yellow</p> <p>54.9 points below standard</p> <p>Increased 5.4 points</p> <p>95 Students</p> |

School and Student Performance Data

Academic Performance Science

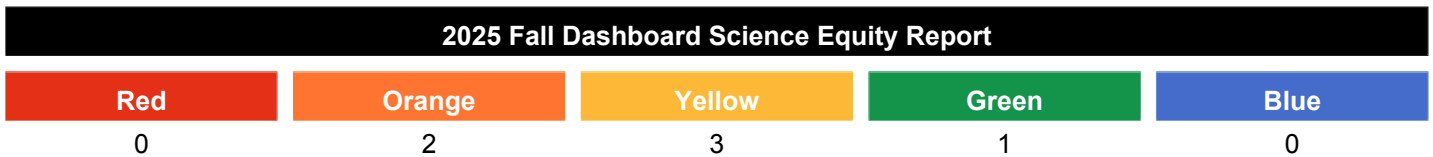
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

| 2025 Fall Dashboard Science Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p> Yellow</p> <p>48.4 science points</p> <p>Declined 3.5 points</p> <p>347 Students</p> | <p>English Learners</p> <p> Yellow</p> <p>40 science points</p> <p>Increased 2.1 points</p> <p>82 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>29.1 science points</p> <p>Declined 2.1 points</p> <p>32 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>45.3 science points</p> <p>Declined 2.4 points</p> <p>245 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>35.7 science points</p> <p>Declined 8.3 points</p> <p>39 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>44.7 science points</p> <p>Declined 5.4 points</p> <p>31 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>55.4 science points</p> <p>Declined 3.7 points</p> <p>24 Students</p> | <p>Filipino</p>  <p>Green</p> <p>57.4 science points</p> <p>Maintained -1.9 points</p> <p>67 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>43.9 science points</p> <p>Maintained -1.7 points</p> <p>149 Students</p> |
| <p>Two or More Races</p>  <p>Yellow</p> <p>49.3 science points</p> <p>Maintained -0.7 points</p> <p>45 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>47.2 science points</p> <p>Declined 8.6 points</p> <p>29 Students</p> |

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| English Learner Progress  Blue 69.9 making progress. Number Students: 93 Students | Long-Term English Learner Progress  Blue 82.1 making progress. Number Students: 56 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.

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|--------------------------------------|--|
| Decreased One ELPI Level 6.5% | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 23.7% | Maintained ELPI Level 4 0% | Progressed At Least One ELPI Level 69.9% |

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Orange</p> <p>19.3% Chronically Absent</p> <p>Increased 1</p> <p>1094 Students</p> | <p>English Learners</p>  <p>Orange</p> <p>19% Chronically Absent</p> <p>Increased 0.9</p> <p>142 Students</p> | <p>Long-Term English Learners</p>  <p>Orange</p> <p>21.6% Chronically Absent</p> <p>Declined 3.7</p> <p>74 Students</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>31.3% Chronically Absent</p> <p>Increased 13.4</p> <p>32 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>23.1% Chronically Absent</p> <p>Increased 1.3</p> <p>763 Students</p> |

| | | |
|--|--|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>27% Chronically Absent</p> <p>Increased 4.2</p> <p>122 Students</p> | <p>African American</p>  <p>Yellow</p> <p>19.5% Chronically Absent</p> <p>Declined 2.9</p> <p>82 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>Green</p> <p>6.9% Chronically Absent</p> <p>Declined 5.3</p> <p>87 Students</p> | <p>Filipino</p>  <p>Green</p> <p>8.4% Chronically Absent</p> <p>Declined 3.4</p> <p>214 Students</p> | <p>Hispanic</p>  <p>Red</p> <p>24.8% Chronically Absent</p> <p>Increased 4.1</p> <p>488 Students</p> |
| <p>Two or More Races</p>  <p>Red</p> <p>27.7% Chronically Absent</p> <p>Increased 6.8</p> <p>112 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p> | <p>White</p>  <p>Yellow</p> <p>17.5% Chronically Absent</p> <p>Declined 3.6</p> <p>103 Students</p> |

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

| 2025 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

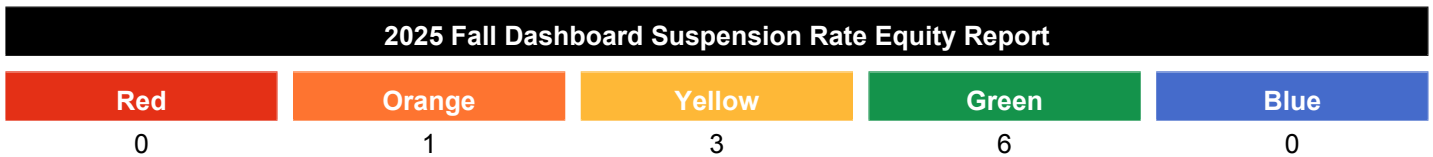
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This section provides number of student groups in each level.



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.

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Green</p> <p>4.4% suspended at least one day</p> <p>Declined 1.7%</p> <p>1103 Students</p> | <p>English Learners</p>  <p>Yellow</p> <p>7.6% suspended at least one day</p> <p>Maintained 0.2%</p> <p>144 Students</p> | <p>Long-Term English Learners</p>  <p>Green</p> <p>6.7% suspended at least one day</p> <p>Declined 3.3%</p> <p>75 Students</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>Increased 1.9%</p> <p>33 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.7% suspended at least one day</p> <p>Declined 1.7%</p> <p>771 Students</p> |

| | | |
|---|--|---|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>8.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>124 Students</p> | <p>African American</p>  <p>Green</p> <p>4.8% suspended at least one day</p> <p>Declined 5.5%</p> <p>84 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2.5%</p> <p>87 Students</p> | <p>Filipino</p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Increased 1%</p> <p>216 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>5.5% suspended at least one day</p> <p>Declined 2.4%</p> <p>493 Students</p> |
| <p>Two or More Races</p>  <p>Yellow</p> <p>7.1% suspended at least one day</p> <p>Maintained -0.1%</p> <p>112 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p> | <p>White</p>  <p>Green</p> <p>3.9% suspended at least one day</p> <p>Declined 2.5%</p> <p>103 Students</p> |

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.

ELA CAASPP 2023-2024 -2024-2025 Comparison

Across the two years (2023-2024) and (2024-2025) the most important shift is a system-wide reduction in “Not Met,” on the ELA CAASPP especially for Students with Disabilities (SWD) and English Learners (EL). SWD decreased by over 8 points in Not Met, and EL by over 13 points, with both groups showing corresponding increases in Nearly Met and Standard. This indicates that instructional supports and interventions are helping more students access the content and move out of the lowest performance level—an important foundational gain in equity.

At the same time, much of this progress is concentrated in the “Nearly Met” band rather than fully reaching proficiency. Groups such as African American, Hispanic, and SED students show increases in Nearly Met, but more limited gains in Standard and Exceeded. In particular, African American students show a shift out of Not Met but a decline in Standard and Exceeded, suggesting a stall at the threshold of proficiency rather than continued upward movement.

Higher-performing groups (White, Filipino, Two or More Races) show steady gains in Standard and Exceeded, while Asian students show a redistribution from Exceeded into Standard, maintaining strong overall performance. Taken together, the data shows real progress in moving students up from the lowest level, but highlights the next critical phase of work: accelerating students from Nearly Met to Standard, particularly for historically underserved groups.

Math 2023-2024 -2024-2025 Comparison

Across the two years in math, there are modest improvements in reducing the lowest performance level for some groups, particularly English Learners, Hispanic students, and SED, with decreases in Not Met of about 3–5 percentage points and small gains in Standard. However, Students with Disabilities declined, with Not Met increasing by about 5 percentage points and little change in proficiency.

A consistent pattern is movement into Nearly Met without enough progress into Standard for African American, White, and Two or More Races students. These groups increased in Nearly Met by a few percentage points, while gains in Standard were smaller (about 2–5 percentage points), showing students are improving but not consistently reaching proficiency.

Higher-performing groups, including Asian and Filipino students, remain strong. Asian students reduced Not Met by about 10 percentage points and increased Standard significantly, while Filipino students stayed relatively stable with minor shifts between Standard and Exceeded. Overall, math shows incremental improvement but continued need to move students—especially SWD and English Learners—into proficiency.

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

1. Baseline Results Spring 2025

50.8 % of All Students Met or Exceeded proficiency on the CAASPP ELA 2025. While 27.6% nearly met the standard on the ELA CAASPP.

2. Demographic and Program Groups 2024-2025

2024–2025 CAASPP ELA Results: Subgroup Analysis

Two or More Races, White, and Filipino:

These groups show strong overall performance, with a majority of students meeting or exceeding standards.

Two or More Races students have 10.38% Not Met and 27.36% Nearly Met, with 46.23% at Standard and 16.04% Exceeded. White students show 23.71% Not Met and 21.65% Nearly Met, with 36.08% Standard and 18.56% Exceeded.

Filipino students demonstrate the strongest outcomes in this group, with 6.73% Not Met and 20.67% Nearly Met, alongside 48.56% Standard and 24.04% Exceeded.

Hispanic and African American:

These groups show more students in Not Met and Nearly Met compared to other groups. Hispanic students have 30.47% Not Met and 31.97% Nearly Met, with 27.9% at Standard and 9.66% Exceeded.

African American students show a similar pattern with 31.71% Not Met and 32.93% Nearly Met, with 26.83% Standard and 8.5% Exceeded.

Asian:

Asian students demonstrate the highest overall performance, with only 7.06% Not Met and 23.53% Nearly Met. A strong majority are meeting or exceeding standards, with 42.35% at Standard and 27.96% Exceeded.

1. Baselines and Expected Goals: ELA CAASPP: +10% Met/Exceeded baseline of prior year.

By May 2027, the percentage of All students in each student group meeting or exceeding standards on the CAASPP ELA will increase by 10 percentage points from the baseline of the prior year.

(Baseline 2025: 50.8%)

Goal for 2026: 60.8% Baseline TBD
Goal for 2027: 70.8%

2. Additionally, all students will demonstrate measurable growth toward proficiency, as indicated by movement from “Not Met” to “Nearly Met” or from “Nearly Met” to “Standard Met or Exceeded,” as measured by CAASPP ELA and aligned interim assessments.

| | | |
|--------------------|---|--|
| | <p>Program Groups (SWD, English Learners, SED):</p> <p>These groups show the greatest need. Students with Disabilities have 63.37% Not Met and 24.75% Nearly Met, with only 9.9% at Standard and 1.98% Exceeded. English Learners have 57.69% Not Met and 30.77% Nearly Met, with 11.54% at Standard and 0% Exceeded.</p> <p>Socioeconomically Disadvantaged students show more mixed results, with 26.41% Not Met and 29.99% Nearly Met, alongside 33.15% Standard and 10.45% Exceeded.</p> <p>Summary:</p> <p>ELA performance is strongest among Asian and Filipino students, with high percentages meeting or exceeding standards. Two or More Races and White students also show solid performance. Hispanic and African American students have more students in the Not Met and Nearly Met categories, while program groups—especially Students with Disabilities and English Learners—show the greatest need, with the majority of students below standard.</p> | |
| <p>CAASPP Math</p> | <p>1. Baseline Results Spring 2025:</p> <p>28.2% of All Students Met or Exceeded the standard of proficiency on the Math CAASPP. While 28% of All Students nearly met or exceeded the standard of proficiency on the Math CAASPP.</p> <p>-----</p> <p>2. Demographic and Program Groups 2024-2025</p> <p>2024–2025 CAASPP Math Results: Subgroup Analysis</p> <p>Two or More Races, White, and Filipino:</p> <p>These groups show more balanced outcomes across performance levels.</p> <p>Two or More Races students have 33.64% Not Met and 41.12% Nearly Met, with 16.82% at Standard and 8.41% Exceeded.</p> | <p>1. By May 2027, the percentage of students in each student group meeting or exceeding standards on the CAASPP Math will increase by 10 percentage points.</p> <p>(Baseline 2025: 28.2%)</p> <p>Goal for 2026: 60.8% Baseline TBD Goal for 2027: 70.8%</p> <p>2. Additionally, all students will demonstrate measurable growth toward proficiency, as indicated by movement from “Not Met” to “Nearly Met” or from “Nearly Met” to “Standard Met or Exceeded,” as measured by CAASPP Math and aligned interim assessments.</p> |

White students show a similar pattern with 37.5% Not Met and 34.38% Nearly Met, alongside 14.58% Standard and 13.54% Exceeded.

Filipino students demonstrate the most even distribution, with 25.48% Not Met, 27.4% Nearly Met, 24.52% Standard, and 22.6% Exceeded.

Hispanic and African American:
Both groups have a majority of students in Not Met. Hispanic students have 57.36% Not Met and 24.89% Nearly Met, with 9.96% at Standard and 7.79% Exceeded.

African American students show 57.32% Not Met and 24.39% Nearly Met, with a slightly higher 15.85% at Standard but only 2.44% Exceeded.

Asian:
Asian students demonstrate the strongest performance overall, with 17.65% Not Met and 27.06% Nearly Met. A majority of students are meeting or exceeding standards, with 20% at Standard and 35.29% Exceeded.

Program Groups (SWD, English Learners, SED):
These groups reflect the greatest need.

Students with Disabilities show 83.67% Not Met, with 6.12% Nearly Met, 4.08% Standard, and 6.12% Exceeded.

English Learners have 86.27% Not Met and 11.76% Nearly Met, with only 0.98% at both Standard and Exceeded.

Socioeconomically Disadvantaged students show 50.55% Not Met and 28.18% Nearly Met, with 11.33% Standard and 9.94% Exceeded.

Summary:

The data show stronger outcomes for Asian and Filipino students, more mixed results for White and Two or More Races, and significant gaps for Hispanic, African American, and program groups—especially Students with Disabilities and English Learners, where over 80% of students are in Not Met.

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|---|--|--|
| <p>CAST Science Exam</p> | <p>All Students Science CAST: Increase the + 19.8 % Met/Exceeded (Baseline 2025: 25%) Goal: 44.8% for 2026 Goal: 54.8% for 2027</p> | <p>By May 2027, the percentage of students in each student group meeting or exceeding standards on the CAST (Science) will increase by 19.8% for 2026 due to lower than expected proficiency rate on the 2025 baseline year.</p> |
| <p>Star Reading State Data (Schoolwide) and by student groups as stated in Aeries</p> | <p>ELA / Reading (Winter 2026 STAR Results): Subgroup Analysis</p> <p>African American and Hispanic:</p> <p>Both groups show high levels of need, with the majority of students below benchmark. African American students have 28.7% in Urgent Intervention and 29.9% in Intervention, with 34.5% On Watch and only 6.9% At/Above.</p> <p>Hispanic students show a similar pattern, with 26.2% Urgent Intervention and 28.5% Intervention, 37.6% On Watch, and just 7.6% At/Above.</p> <p>Asian and White:</p> <p>These groups show stronger performance, though still with many students below benchmark.</p> <p>Asian students have 13.9% Urgent Intervention and 20.3% Intervention, with 39.2% On Watch and 26.6% At/Above—the highest in this set.</p> <p>White students show 20.4% Urgent Intervention and 18.4% Intervention, with 41.8% On Watch and 19.4% At/Above.</p> <p>Filipino and Multi-ethnic:</p> <p>These groups show more moderate performance.</p> <p>Filipino students have 9.9% Urgent Intervention and 20.4% Intervention, with a large group (50.8%) On Watch and 18.8% At/Above.</p> <p>Multi-ethnic students show 13.8% Urgent Intervention and 21.5% Intervention, with 46.2% On Watch and 18.5% At/Above.</p> <p>Program Groups (English Learners, SWD, SED):</p> | <p>By Spring 2027 60% of students will be AT or Exceeding 60% proficiency on the STAR exam.</p> <p>Additionally by Spring 2027 we will decrease the students scoring Urgent Intervention by 10% and increase student growth as measured by STAR Reading Scale Score.</p> |

| | | |
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| | <p>These groups demonstrate the greatest need. English Learners have extremely high levels of need, with 73.8% in Urgent Intervention and 22.6% in Intervention, leaving only 3.6% On Watch and 0% At/Above.</p> <p>Students with Disabilities also show significant need, with 63.1% Urgent Intervention and 17.1% Intervention, 18% On Watch, and only 1% At/Above.</p> <p>Socioeconomically Disadvantaged students show a mixed profile, with 25% Urgent Intervention and 26.2% Intervention, 38.2% On Watch, and 10.7% At/Above.</p> <p>Summary:</p> <p>Across all groups, a large percentage of students fall in Urgent Intervention, Intervention, or On Watch, indicating that most students are below benchmark in reading. Asian students show the strongest outcomes (26.6% At/Above), followed by White, Filipino, and Multi-ethnic groups. African American and Hispanic students have very low percentages At/Above (under 8%). The greatest needs are among English Learners and Students with Disabilities, where nearly all students are below benchmark and almost none are meeting grade-level expectations.</p> | |
| <p>Star Math Data (Schoolwide) and by student groups</p> | <p>STAR Math (Winter 2026 Results): Subgroup Analysis</p> <p>African American and Hispanic: These groups show significant need, with most students below benchmark.</p> <p>African American students have 58% in Urgent Intervention and 29.5% in Intervention, with only 3.4% On Watch and 9.1% At/Above.</p> <p>Hispanic students show a similar pattern, with 45.5% Urgent Intervention and 29.9% Intervention, 13.2% On Watch, and 11.5% At/Above.</p> <p>Asian and White: These groups demonstrate stronger performance, particularly Asian students. Asian students have 12.7% Urgent Intervention and 24.1% Intervention, with 21.5% On Watch and the highest At/Above rate at 41.8%.</p> | <p>By Spring 2027 38.6% of students will be At or Exceeding proficiency in Math as measured by the CAASPP and STAR Math exams.</p> <p>Additionally by the Spring 2027, decrease the students scoring Urgent Intervention by 10% and increase student growth as measured by STAR Math Scale Score.</p> |

White students show more need, with 34.3% Urgent Intervention and 25.3% Intervention, 18.2% On Watch, and 22.2% At/Above.

Multi-ethnic and Filipino:
These groups show moderate performance with more balance across levels.

Multi-ethnic students have 30.5% Urgent Intervention and 24.4% Intervention, with 20.6% On Watch and 24.4% At/Above.

Filipino students perform relatively well, with 24.1% Urgent Intervention and 23.6% Intervention, 19.9% On Watch, and a strong 32.5% At/Above.

Program Groups (English Learners, SWD, SED):

These groups reflect the greatest need.

English Learners have 81.5% in Urgent Intervention and 17.3% in Intervention, leaving only 1.2% On Watch and 0% At/Above.

Students with Disabilities also show high need, with 68.8% Urgent Intervention and 17.9% Intervention, 5.4% On Watch, and 8.0% At/Above.

Socioeconomically Disadvantaged students show a mixed profile, with 42.2% Urgent Intervention and 28.3% Intervention, 14.9% On Watch, and 14.6% At/Above.

Summary:
Across groups, a large percentage of students are in Urgent Intervention or Intervention, indicating that many students are below benchmark in math. Asian (41.8% At/Above) and Filipino (32.5% At/Above) students show the strongest performance. White and Multi-ethnic groups show moderate outcomes. African American and Hispanic students have lower At/Above rates (9.1% and 11.5%). The greatest needs are among English Learners and Students with Disabilities, where nearly all students are below benchmark and very few are meeting grade-level expectations.

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|-----------------------|
| 1.1 | <p>1. Continue to Implement Learning Sprints:</p> <p>Conduct cycles of Learning Sprints within Professional Learning Communities with embedded professional development and coaching. Use targeted focal student groups (SWD, African American, English Learners, Hispanic, SED, Asian, White, Two or More Races, and MLLs) to guide analysis and instructional adjustments.</p> <p>2. Strengthen Literacy & Instruction: Provide ongoing professional learning on literacy strategies and explicit direct instruction across all content areas, with continued reinforcement during staff meetings. Continue emphasizing CER in all grades (Claims Evidence and Reasoning) and use of rubrics and proficiency scales across the curriculum. Include more sentence starters and word banks in science lessons and other subject areas to increase literacy..</p> <p>3. Continue to Develop Standards-Based Instruction: Train and support staff in the use of priority standards and proficiency scales across all subjects (ELA, math, science, and social science) to help students become assessment-capable learners (Where am I now? Where am I going? What are my next steps?).</p> <p>What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?</p> <p>4. Support Curriculum Implementation and New Adoptions: Implement core curriculum adoptions with high-quality professional learning, with a focused emphasis on math during the current adoption cycle 2026-2027 pilot. Identify and use High Quality Instructional Teaching strategies.</p> <p>5. Progress Monitor Student Growth on Data Cycles (Learning Sprints)</p> <p>Continue implementation of three Learning Sprints annually to support consistent data review and collaboration. Use student work samples, success criteria, and PLC collaboration to regularly monitor student growth through active learning cycles.</p> | All students | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|--|---|
| 1.2 | <p>Focus Areas</p> <p>Learning Walks, Data Analysis, Boot Camps, Academic Vocabulary, Spiral Review, Field Trips</p> <p>Strategies</p> <p>1. Assessment Alignment: Integrate IAB assessments into the site assessment calendar to support consistent progress monitoring.</p> <p>2. Math Assessment Framework: Define and implement a middle school math assessment framework that includes performance tasks aligned to the new pilot math adoption.</p> <p>3. Common Assessment Use: Identify and/or develop and use common formative assessments, pre-assessments, exit tickets, IABs and STAR data, CAASPP results to guide instruction and improve student learning.</p> <p>4. Curriculum Implementation: Support and monitor the math curriculum adoption to ensure quality and consistency across classrooms. Include diagrams of processes to build understanding.</p> <p>5. Instructional Rigor & Engagement: Use high-quality strategies (HIIT, UDL, PrBL, AVID, direct instruction) to increase rigor, engagement, and content understanding. EXamples include Turn and Talk, Pictures worth a thousand words, I do, You do, We do, probing questions , direct modeling , to and thru, and explaining their thoughts. There is a need to include more ED Puzzles to help reach our special education students. Use of paper problem solving activities in math for special education students is also needed rather than all digital print.</p> <p>6. Standards-Based Grading: Support development of clear grading practices that align with development of assessment capable learners, priority standards and proficiency scales. We need to look at grading practices further.</p> | All Students | <p>5,000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 1.) Sub Costs for Release Time</p> <p>2.) 2.1 High Impact Instructional Strategies - Learning Walks</p> <p>2000 0003 - Supplemental 5700-5799: Transfers Of Direct Costs Travel and Conferences: 2000</p> <p>32,208 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Hourly & Benefits Cost</p> |
| 1.3 | <p>Implement strategic intervention within the school day (e.g., Math Advisory, IXL Math, IXL ELA, IXL Science, Study Sync and Quill or other identified supports) through the master schedule, while also building teacher capacity to strengthen Tier 1 instruction, differentiation, and targeted student support. (District Supported/ELOP Funds).</p> | Students with significant performance gaps | |
| 1.4 | <p>AVID Continued Growth & Academic Support (District Funded)</p> | All Students | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | <p>1. Strengthen AVID Program Implementation: Continue AVID classes with an improved student selection process and expanded teacher/administrator training. In 2025–2026, all staff received on-site training and administration participated in off-site AVID Collaborative training. In 2026–2027, add one additional section (total of 3).</p> <p>2. Schoolwide Organization & MTSS Support: Provide schoolwide organizational strategies through AVID and MTSS to support student success. Continue to develop MTSS systems by implementing EduClimber to improve data tracking, progress monitoring, and intervention planning when available.</p> <p>3. Student Organization Tools: Provide planners and conduct organization audits as needed throughout the year.</p> <p>4. WICOR Implementation: Continue to deliver ongoing staff development in WICOR strategies to build consistent, schoolwide instructional practices.</p> <p>5. College & Career Alignment: AVID Site Coordinator collaborates with the District College & Career Coordinator to expand and strengthen student opportunities.</p> <p>6. Peer Tutoring: Continue peer tutoring during FLEX, facilitated by the Counselor/Advisor. Explore intervention during FLEX time beyond current practice.</p> | | |
| 1.5 | <p>Reading and Writing Across the Curriculum and Content Areas</p> <p>Activities:</p> <ol style="list-style-type: none"> 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. 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. Staff are using IXL since 2023 and used within ACMS during the 2025-2026 school year and beyond. Learn how to support the program: SPIRE, and/or other professional learning and implementation to build teacher and administrators capacity at ACMS sitewide. SPIRE is currently used in the Directed Studies classes. Support, explore, and provide opportunities for relevancy, rigor, connection and student | All Students | <p>9,922. 0003 - Supplemental 4000-4999: Books And Supplies 4.2 MTSS Supplies for Reading Challenge, Reading Rally, Boot Camp Test Prep</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|-----------------------|
| | <p>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. We are participating in Career Oriented field Trips, STARS presentations and we added PLTW classes.</p> <p>5. Library Services: More books for students.</p> | | |

Annual Review

SPSA Year Reviewed: 2025-26

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.

Implementation Differences

1. The core structures for Academic Teaming and PLC alignment were implemented as intended; however, there were differences in depth and pace across departments. While all PLCs operated with fidelity, Math, ELA, and Science advanced more quickly in applying proficiency scales, priority standards, and Learning Sprints. In contrast, Social Studies focused on developing these foundational tools, resulting in variation in instructional consistency and data use across teams. Teams and departments need more time to articulate with each other to calibrate the implementation of rubrics and writing samples. There is a need to teach students how to read graphs and data tables especially in Science. We are noticing that the CERs are implemented differently by department area; in particular this is resulting in students in science not understanding that they need to interpret data first before writing. We have also noticed that students struggle with homonyms and higher order academic language usage. This is an area we will target. We can use the Frayer model (Write the term, give the definition, draw a picture and use the term in a sentence can help with building higher order academic language. More time is needed in ELA to focus on root words and language development.

More time on concept building in math for special education students is needed- review, reteach and spiral. Add more writing time to lesson in ELA for special education students to complete their work. Slower pace paired with manipulatives or hands on learning is recommended to help special education students improve in math.

Intervention Systems

2. Planned intervention supports (Math Advisory, after-school Master Classes, and Flex time) were implemented, but their effectiveness varied based on staff capacity and clarity of systems. This led to the creation of a Flex Task Force, Spring 2026, to refine and strengthen intervention practices and alignment. We need to spend more time with staff learning to use IXL.

Budgeted Expenditures & Program Implementation

3. Allocated funds were used as intended to expand VAPA programs (Prop 28) and introduce Project Lead the Way, enhancing student engagement and career exploration. Investments in professional development, including High Impact Instructional Team (HIIT) training, were also implemented as planned. However, not all staff have yet participated, resulting in uneven instructional impact.

Staffing & Structural Constraints

1. Improvements to academic teaming structures were made (cleaner teams), but staffing limitations and projected enrollment declines impacted the full implementation of the intended model for 2026–2027. We also have some limitations due to FLEX constraints,

Summary

While strategies and expenditures were largely implemented as planned, differences in staff readiness, training levels, and system clarity led to uneven implementation. Continued professional learning, clearer systems, and stronger alignment are needed to fully achieve the articulated goal.

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

Planned Changes to Goal, Metrics, and Strategies

1. The goal will remain the same, with refinements to improve consistency in PLC implementation, intervention systems, and staff capacity. As a result, there are intervention strategies outlined in the SPSA for 2026–2027 to continue providing support to students performing at the “Urgent Intervention” and “Intervention” levels on STAR Reading and Math. Supports such as Flex time, Math Advisory, and targeted interventions will be more clearly aligned and consistently implemented.
2. There will also be a focus on strengthening PLC capacity across all departments and expanding HIIT training to ensure more consistent instructional practices. Metrics will be refined to strengthen progress monitoring using STAR, CAASPP, and formative assessments.

These changes are reflected in:

Goal 1 – Academic Achievement (ELA and Math)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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 |
|---|---|--|
| <p>Metric/Indicator: MLL Roadmap Implementation</p> <p>1. Progress will be measured through multiple indicators to ensure consistent implementation of MLL strategies:</p> <p>2. Ellevation Reports: Monitor student language progress, service delivery, and instructional supports for English Learners.</p> <p>3. Classroom Walkthroughs: Conduct monthly walkthroughs using an ELD-specific tool to assess implementation of Integrated and Designated ELD practices.</p> <p>4. Instructional Strategy Monitoring: Track the consistent use of schoolwide signature ELD strategies (e.g., language frames, language objectives, complete sentence responses) across classrooms.</p> | <p>Reclassification rate was 29% this school year 2024-2025 (30 students out of 105 English Learners).</p> <p>2021-2022 - 38 students 2022-2023 - 56 students 2023-2024 - 54 students/125 = 54% 2024-2025 - 30 students/105 = 29% 2025-2026 - 29 students /118 (As of Feb. 2026). = 25%</p> | <p>MLL SPSA Goal: By June 2027, 80% of multilingual learners will advance at least one level on the ELPAC.</p> <p>Sub goal:</p> <p>10% reclassification rate increase for English Language Learners by June 2027.</p> |
| <p>Metric/Indicator: Staff Training on EL Roadmap</p> <p>Progress will be measured through the following indicators:</p> <p>1. Staff Meeting Agendas: Review agendas for consistent inclusion of EL Roadmap language and focus areas.</p> <p>2. Observation of Discussion: Collect notes or reflections that show staff engagement and discussion of EL Roadmap principles during meetings.</p> <p>3. Staff Feedback: Use surveys or polls to measure staff familiarity, confidence, and application of EL Roadmap principles over time.</p> <p>4. Implementation Evidence: Monitor classroom planning and lesson design for evidence of EL Roadmap strategies in practice</p> | <p>Staff Participation</p> <p>1. Staff meeting presentations 2025-2026</p> <p>2 Leadership Meeting 2025-2026</p> | <p>Staff Goal</p> <p>By June 2027, at least 50% of staff meetings and key collaborative meetings will include EL Roadmap language through structured agenda items, discussion prompts, or reflection activities, to actively build staff familiarity with its principles, as tracked in meeting agendas and meeting notes.</p> |
| <p>Metric/Indicator: Newcomer Student Progress</p> <p>Progress will be measured through the following indicators:</p> <p>1. ELPAC Growth Scores: Track annual growth in English language proficiency levels.</p> | <p>Newcomers: 8 students ELPAC 2025 Baseline</p> <p>7/8 = 1 ELPAC overall achievement. 1/8 = 2 ELPAC</p> <p>ELPAC 2026 TBD</p> | <p>Newcomers Goal</p> <p>By June 2027, 90% of Newcomer English learners will demonstrate at least one level of growth on the ELPAC and make measurable progress in foundational literacy and oral language skills</p> |

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| <p>2. Oral Language Assessments: Use ongoing benchmarks to monitor speaking and listening development.</p> <p>3. Classroom Observations: Look for evidence of student participation, engagement, and progression through the silent stage.</p> <p>4. Student Self-Reports/Engagement: Use surveys or reflections to measure students' sense of belonging and comfort.</p> <p>5. Family Participation: Monitor attendance and engagement in support classes and ELAC meetings.</p> | | |
| <p>Metric/Indicator: LTEL Progress</p> <p>Progress will be measured through the following indicators:</p> <ol style="list-style-type: none"> 1. STAR Reading: Monitor reading growth and progress toward grade-level proficiency. 2. Schoolwide Writing Data Cycles: Analyze student writing through common assessments to track improvement over time. 3. ELPAC Writing Domain: Measure growth in writing proficiency as indicated by ELPAC Results. | <p>LTEls</p> <p>2025-2026 Baseline: 17 LTEls</p> <p>2025-2026- 39 MLLs in danger of LTEL</p> | <p>LTEls Goals</p> <p>Reading Comprehension: By June 2027, 80% of LTEls will improve reading comprehension by at least one grade level as measured by STAR Reading</p> <p>Academic Writing: By June 2027, 75% of LTEls will demonstrate growth in writing proficiency across content areas, including clear thesis statements, evidence-based arguments, and appropriate academic vocabulary.</p> |
| <p>Metric/Indicator: Reclassified & LTEL Student Progress</p> <p>Progress will be measured through the following indicators:</p> <ol style="list-style-type: none"> 1. STAR Reading: Monitor reading growth and progress toward grade-level proficiency. 2. Schoolwide Writing Data Cycles: Use common writing assessments to track improvement over time. 3. ELPAC Writing Domain (LTEls): Measure growth in writing proficiency for LTEL students. 4. Reclassification Monitoring: Track academic performance and continued | <p>Reclassified 29 as of February 2026.</p> <p>2025-2026 and (17- LTEls) 2025-2026.</p> <p>91 Multilingual Learners including LTEL Baseline 2025-2026.</p> <p>74 Multilingual Learners are not LTEL.</p> | <p>Reclassified and LTEls</p> <p>By June 2027, the percentage of At Risk or "Long-Term English Learners" (LTEls) will decrease by 20%</p> |

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| success of reclassified students through grades and assessment data. | | |
| Metric/Indicator: Reclassified & LTEL Student Progress Progress will be measured through the following indicators: 1. STAR Reading: Monitor reading growth and progress toward grade-level proficiency. 2. ELPAC: Track overall English language proficiency and growth, with attention to writing and language development for LTEL students. | Winter 2025 STAR Reading English - MLL At/Above: 0 On Watch: 3.6 Intervention: 22.6 Urgent Intervention: 73.8 | ELPAC STAR Reading assessments school wide data cycle on writing and Review R and LTEL data 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>MLL Roadmap</p> <p>1. Establish Schoolwide Integrated ELD Practices: Identify and implement three signature Integrated ELD strategies across all classrooms. Buddy students with MLL to build proficiency through practice with English proficient students.</p> <p>2. Core Instructional Expectations</p> <p>a.) Work with teachers to consistently provide language frames b.) Post and use content and language objectives. c.) Require students to respond in complete sentences</p> <p>3. Designated ELD Alignment: ELD courses will also implement three aligned signature strategies to ensure consistency and reinforce language development.</p> | MLL/English Learners | |
| 2.4 | <p>Staff Training for MLLs</p> <p>1. Structured Agendas: Include at least one EL Roadmap principle or related topic in each weekly staff meeting agenda. Include Language Objectives in lessons.</p> <p>2. Discussion Prompts: Provide guiding questions or reflection prompts to help staff connect EL Roadmap principles to classroom practice.</p> <p>3. Collaborative Reflection: Use exit tickets, shared notes, or discussion boards for staff to reflect on how they are applying EL Roadmap principles.</p> <p>4. Progressive Familiarization: Introduce one principle per month and gradually build toward full implementation across the school year.</p> | MLL / English Learners | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-------------------------------------|-----------------------|
| 2.5 | <p>MLL/Newcomer Supports</p> <ol style="list-style-type: none"> 1. Welcoming Environment: Use routines, visuals, and peer supports to ensure students feel safe and included. 2. Silent Stage Support: Use nonverbal responses, modeling, and low-pressure participation until students are ready to speak. 3. ELD Language Use: Deliver instruction primarily in English (~90%) with strategic native language support as needed. 4. Designated ELD: Continue to provide at least 150 minutes per week of differentiated ELD instruction. 5. Integrated ELD: Embed language objectives into core instruction using visuals, modeling, and structured interaction. 6. Progress Monitoring: Track language growth through assessments, observations, and provide feedback. Self evaluate and Peer Review is also needed to improve literacy and proficiency. 7. Family Engagement: Support families with communication and resources to reinforce learning at home. | Newcomers | |
| 2.6 | <p>LTEL Academic Language and Literacy Strategies</p> <ol style="list-style-type: none"> 1. Scaffolded Reading Instruction: Provide structured reading support in ELD 4 to build comprehension and academic language. 2. Integrated Vocabulary Instruction: Embed explicit vocabulary development into daily lessons across content areas. Use of Ellevation lessons provided in the Ellevation database and reviewed in staff meetings. Lesson vocabulary front loaded in English and Spanish will help give greater access to our MLL students who speak spanish. 3. Use of Sentence Frames: Support academic language development through consistent use of sentence frames. And use of graphic organizers for note taking and writing CERs. 4. Writing Workshops: Implement writing workshops to strengthen organization, expression, and language use. 5. Targeted Small-Group Instruction: Provide small-group support to address specific literacy and language needs. Using IXL, Study Sync and Quill as online reading resources. | LTEL Academic Language and Literacy | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|--------------------------|--|
| | 6. Intentional grouping: Structure lessons to have students practice and use higher order probing questions while speaking to each other in groups and class as a whole. | | |
| 2.7 | <p>College and Career Readiness</p> <p>1. Career Exploration & Readiness: Provide opportunities for students to explore college and career pathways through courses, guest speakers, field trips, and programs that build awareness, skills, and future readiness.</p> | All students | <p>0 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Field trip, sub coverage, experiential opportunities</p> <p>Transfers from supplemental and base when needed. Non-allocated to start.</p> |
| 2.8 | <p>MLL Coordinator (Site Funded)</p> <p>1. Provide a site-funded MLL Coordinator to lead, monitor, and strengthen English Learner programs and supports.</p> <p>This role ensures consistent implementation of ELD strategies, supports teacher capacity, and uses data (e.g., ELPAC, STAR, Ellevation) to guide instruction and interventions.</p> <p>The coordinator also facilitates communication with staff and families, helping to improve student outcomes, increase reclassification rates, and ensure compliance with state and district requirements.</p> | MLI and English Learners | <p>1000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries MLL, ELAC and Literacy Support</p> <p>MLL Stipend Hourly Rate.1,000</p> |
| 2.9 | <p>Targeted ELD Supports</p> <p>1. Targeted ELD Grouping: Use FLEX time to group students strategically for focused support in reading and writing.</p> <p>2. ELD 4 Instruction: Offer ELD 4 courses with an emphasis on strengthening reading and writing skills.</p> <p>3. ELPAC Preparation: Continue to implement the ELPAC Bootcamps to support student readiness and improve language proficiency outcomes.</p> | Reclassified and LTELs | |

Annual Review

SPSA Year Reviewed: 2025-26

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 STAR data from Fall 2024 to Winter 2025, the MLL subgroup showed the greatest overall growth. In STAR Reading, the percentage of MLL students scoring At/Above Benchmark increased by 8.2 percentage points, and in STAR Math, it increased by 5.9 percentage points.

MLL and SWD, Students with Disabilities, need to practice the text to speech and speech to text, online software tools that are used on the state tests in the classroom more regularly. More use of audio books regularly can help build literacy while students read along with print material.

More teacher practice on MLLL strategies is needed by subject area. Training in STAR Skill development lessons. MLL students need more review on how to transfer and apply information. For example into the CER format.

At the grade level, STAR Reading shows growth in 6th and 8th grade, while 7th grade remains stagnant. In STAR Math, 7th grade shows growth, while 6th and 8th grades remain stagnant. These inconsistencies highlight areas for targeted improvement.

Additionally, 30 students were reclassified this school year, and 26 students met ELPAC proficiency, demonstrating continued progress in English language development.

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, which resulted in a stronger focus on implementing the Vista curriculum and its accompanying resources, rather than the originally intended approach. The two ELD teachers utilized Boost (Newcomers/ELD 2) and Read 180 (ELD 3) with fidelity to support student learning.

In addition, schoolwide AVID note-taking strategies and a three-day ELPAC Bootcamp for ELD 3 and 4 students during FLEX were implemented to strengthen vocabulary and reading skills. These supports were adjustments to better meet student needs and were not part of the original plan.

There were no significant differences in budgeted expenditures, as resources were used to support curriculum implementation and student interventions as intended.

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.

In 2024–2025, the focus was on implementing the new curricular resources and strengthening Tier 1 instruction using best practices, including focused note-taking strategies in reading, writing, listening, and speaking to support a guaranteed and viable curriculum for all students. This focus will continue in the 2025–2026 school year.

Language Objectives need to be included in lessons to ensure MLL access to the curriculum.

For 2025–2026, the goal is to increase the percentage of MLL students scoring At/Above Benchmark on STAR Reading by 10 percentage points.

Additionally, during the 2025-2026 the school site teachers selected focal students to help inform their practice in their academic teams and to help students increase their achievement from a 2-3 on the STAR reading and STAR Math tests and perform better overall in school. Students who slipped from a 3-4 to a 2-3 were also included as new focal students to support during the 2026 Winter. The change that will be made to this approach for the 2026-2027 school year includes selecting focal students that included MLL, SWD and SED and those students in sub groups that are underperforming to help address skill deficits. Teachers also piloted IXL to address skill deficits during the 2025-2026 school year. More training will be offered to staff during the 2026-2027 school year on the use of IXL.

Moreover the MTSS team members were trained in Educlimber which will be piloted in MTSS during the 2026-2027 school year. It is also projected that our site will add a TOSA to help lead MTSS, and interventions on site. Current (2025-2026) interventions include: Math Advisory during the day, Flex during the day, Tier 1 instruction during the day, After school Master classes and Peer tutoring during the day, All of these programs can be improved upon to further increase our students proficiency levels,

It is projected that a TOSA for the 2026-2027 school year will be added to the site budget at a .6 FTE which is also not reflected in the budget as of April 2026. The MTSS lead will help support the site interventions, lead MTSS meetings and support PLC leads. It is also possible that a .2 FTE will be added to the TOSA position from site base funds for the TOSA to teach an ELA intervention class keeping the TOS better informed of site needs.

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 especially our underserved groups, MLL, SWD, SED and identified sub groups by demographic area.
 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. |
| Metric/Indicator: Communication & Engagement 1. Communication Platforms: Use multiple platforms (ACMS Website, Newsletter, Instagram, Facebook) to share timely and consistent information. 2. Inclusive Communication: Ensure communication is accessible and inclusive for all parents and community stakeholders (e.g., language access, clarity, and frequency). | 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. |
| Measure the percentage of ACMS parents and students who actively access ParentSquare and complete annual 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 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. |

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| | We have 99% staff use, one staff member does not have a mobile number that takes text messages. | |
| Family survey results indicating ease of access to school communication methods (phone vs. digital). | 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. |
| <p>Metric/Indicator: ELAC Parent Participation</p> <p>1. Agenda Contributions: Number or percentage of ELAC parents submitting agenda topics or suggestions.</p> <p>2. Meeting Participation: Attendance rates and evidence of active engagement in discussions and decision-making.</p> <p>3. Parent Feedback: Survey or interview data indicating parents feel heard, included, and able to influence decisions.</p> <p>4. Follow-Up Actions: Evidence that parent input leads to concrete actions, changes, or initiatives.</p> | ELAC Parent Participation Baseline 10% of ELAC parents participate in ELAC meeting during the 2025 school year. | <p>ELAC Parent Participation Goal</p> <p>By June 2027, 30% of ELAC parents actively participate in developing meeting agendas with the principal and parent liaison.</p> |
| <p>Metric/Indicator: ELAC Parent Leadership</p> <p>1. Attendance Rate (Involvement): Percentage of ELAC parents who attend meetings consistently over time.</p> <p>2. Participation Rate (Engagement): Percentage of attendees who actively contribute (e.g., speaking, participating in activities, engaging in discussions).</p> <p>3. Leadership Rate (Leadership): Percentage of parents taking on leadership roles (e.g., officers, facilitators, DELAC representatives, committee leads).</p> | ELAC Parent Leadership Baseline Survey TBD 2026 | <p>ELAC Parent Leadership Goal</p> <p>By May 2027, increase ELAC parent participation and leadership by moving at least 60% of regularly attending parents from involvement (attendance at meetings) to active engagement (contributing to discussions, committees, or school initiatives)</p> |
| <p>Translation Services</p> <p>1. Provide high-quality, consistent translation services to ensure all communication is accessible to families in their primary language.</p> <p>2. Metric/Indicator: Translation Services Timeliness: Percentage of communications translated and delivered within a defined timeframe.</p> | 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</p> |

Council, and the English Language Advisory Committee will have interpretation services provided.

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 |
|-------------------------|--|--|-----------------------|
| <p>3.1</p> | <p>ACMS will provide proactive, two-way, inclusive, and user-friendly family engagement through the following strategies:</p> <ol style="list-style-type: none"> 1. Ensure all parents have a working email and know how to use it; support provided at meetings and through the Community Liaison. 2. Use ParentSquare for all communication in families' preferred languages; weekly reports will ensure all families have access and updated contact information. 3. Provide training and ongoing updates on the school website platform. Share daily announcements with families via Google Slides. 4. Use an editorial calendar to guide communication; host monthly Principal meetings (in-person or virtual). 5. Teachers will communicate student progress through Aeries Parent Portal and ParentSquare, and provide opportunities for family input through groups and organizations. 6. The Community Liaison will support families daily and connect them to resources, with coordination through administration and the Wellness Center. 7. Offer Parent/Guardian Learning Series, education nights, and small group sessions to support use of ParentSquare and the school website. 8. Hold at least four School Site Council meetings annually. 9. Share weekly student leadership updates, videos, surveys, and opportunities to inform, gather input, and increase participation. | <p>All students, staff, and families</p> | |
| <p>3.2</p> | <p>ELAC Engagement & Leadership</p> <ol style="list-style-type: none"> 1. ELAC Meetings & Access: Hold up to 6 ELAC meetings annually (virtual and in-person) to increase participation. Provide interpretation and childcare. | <p>Multiple Language Learners</p> | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------------------|-----------------------|
| | <p>2. Communication & Celebration: Increase direct communication with EL families and celebrate student growth in classrooms and ELAC meetings.</p> <p>3. DELAC Representation: Send at least one representative to DELAC meetings to share information with the ACMS community.</p> <p>4. Parent Participation:</p> <ul style="list-style-type: none"> a.) Provide time and scripts for staff to call families b.) Invite parents to help set agendas. c.) Use structured discussions to ensure parent voice d.) Offer workshops on school goals, data, and ELD programs e.) Share follow-up actions to close feedback loops f.) Ensure multilingual access through translation and interpretation <p>5. Parent Leadership Development:</p> <ul style="list-style-type: none"> a.) Increase involvement through personal outreach and supports (childcare, translation) b.) Promote engagement with interactive meetings and structured input c.) Build leadership through mini-trainings and rotating roles d.) Monitor participation and encourage growth into leadership roles e.) Recognize contributions and create pathways from participant to leader f.) Utilize Parent Liaisons to build relationships and increase participation | | |
| 3.3 | Based on Parent, Community, and Student survey results, staff will develop strategies to address key challenges and monitor 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: 2025-26

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 uses ParentSquare polls and surveys to gather ongoing input from parents, students, and staff to inform school improvement. Staff partner with the English Learner Advisory Committee (ELAC) to support English Learners, and a needs assessment is conducted at the beginning of the year to identify supports for students and families.

All communication includes translated documents and interpretation at events to ensure access. The ELD team strengthened family support by increasing understanding of the ELD program and reclassification process, resulting in increased EL parent involvement.

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 participated in the NVUSD DELAC Subcommittee, collaborating with other school sites to share practices and strengthen local ELAC work through district-supported learning. ACMS and ACHS implemented a combined ELAC structure, which continued until October 2025. During the 2025-2026 school year it was decided to separate ELAC at both sites in order to get more parent participation from each respective site.

Staffing improvements also strengthened engagement. ACMS added a Community Liaison, trained ELD teacher, and an Assistant Principal with MLL expertise, increasing the school's capacity to support multilingual learners and their families. The school principal attended DELAC meetings along with the site ELAC representative during the 2025-2026 school year to keep more informed of MLL needs and to share site information.

A stipend (hourly rate) was added to the ELD teacher position in order to support MLL and LTELs in the school from the site supplemental budget. It is projected that an additional .2 FTE will be added to the site budget for 2026-2027 to fully fund the MLL lead and help facilitate ELAC meetings, ELPAC testing and LTEL monitoring. Currently this is not reflected in the budget, but included in the narrative for reference.

Communication systems improved as staff expanded use of ParentSquare, leading to increased family access, two-way communication, and stronger home–school connections.

Additionally, hosting Napa Adult School services on campus one to two times per week improved access to parent education and support, strengthening trust and engagement with families.

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

ACMS will continue this focus on ELAC in 2025–2026 and in the years that follow. Staff participation in DELAC subcommittees occurred at no cost, and there are no changes to the SPSA.

Funding is allocated to support ELAC meetings, including supplies, childcare, and translation services, as well as an MLL stipend to provide staff training on academic vocabulary, ELPAC bootcamp support, and strategies for supporting multilingual learners in core classes.

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: Long-term English Learners, Homeless, Socioeconomically disadvantaged, African American, Hispanic, Two or more races, and Students with disabilities.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| California Dashboard Attendance Data | Baseline 2025 All Students 19.3 Multilingual Learners 19 Long-Term English Learners 21.6 Homeless 31.3 Socioeconomically Disadvantaged 23.1 Students with Disabilities 27 African American 19.5 Asian 6.9 Filipinos 8.4 Hispanic 24.8 Two or more races 27.7 White 17.5 | Regular, on time attendance will increase by 5 percent 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 2025 All Students 4.4 MLL 7.6 LTEL 6.7 Homeless 9.1 SED 5.7 SWD 8.1 AA 4.8 Asian 1.1 Filipinos 1.9 Hispanic 5.5 Two or more races 7.1 White 3.9 | Reduced suspension rate for all by 10 percent for students. |

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| 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 | School Climate Index Scores 2024 to 2025: School Connectedness 57% up to 59% Meaningful Participation 25% up to 26% Academic Motivation 63% up to 64% Perceived School Safety 58% up to 64% Harassed or Bullied 46% down to 39% Caring Relationships - Adults 60% High Expectations - Adults 70% Meaningful Participation - 26% | Increase/decrease as appropriate in School Climate Scores by 5% or more in the following areas: School Connectedness 64% Caring Relationships - Adults 65% High Expectations - Adults 75% Meaningful Participation 31% Academic Motivation 69% Perceived School Safety 69% Harassed or Bullied 34% |

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>Advisory/FLEX:</p> <ol style="list-style-type: none"> Built into the schedule to support student navigation, community building, and relationships. Includes Second Step lessons, NCOE Vape/Tobacco education, and district-guided Fentanyl instruction. Safety & Supervision: Implement a safety plan addressing A1–A3 behaviors to improve school climate. The School Resource Officer supports relationship-building and safety. Structured campus supervision is provided during all transitions. Student Voice & Leadership: Students engage as leaders through SSA, Leadership class, panels, surveys, student-led conferences, and showcases. (ASB/Activities Director Stipend: \$2,400) | All students | <p>2400. 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 4.1 ASB Activities Director Stipend</p> <p>ASB/Activities Director Stipend: \$2,400</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | <p>5. WEB Program: Connects students with peer mentors and staff before and throughout the year to build belonging, support transitions, and reinforce school expectations.</p> <p>6. Clubs & Athletics: Offer student-led clubs and middle school athletics, with staff advisors supporting student initiatives. (ASB/Activities Director Stipend: \$2,400)</p> | | |
| 4.2 | <p>FLEX Intervention:</p> <p>1. Use FLEX time twice weekly to support student growth in ELA, math, writing, and all content areas. Academic Teams will use MTSS processes, shared protocols, and tools (e.g., SecurelyFlex) to identify students, define entry/exit criteria, and implement consistent supports using district and approved instructional platforms.</p> <p>2. Targeted Intervention: Provide before- and after-school interventions aligned to SPSA goals. Use STAR Reading and Math data to identify students, monitor progress, and guide instruction, with additional assessments as needed.</p> <p>3. Instructional Support: Strategically assign Instructional Aides to support small-group, differentiated instruction during class and intervention cycles.</p> <p>4. Staff Collaboration & Development: Provide teacher release time for professional development, learning walks, and student shadowing to refine intervention strategies and instructional decisions.</p> | All students | |
| 4.3 | <p>The ACMS administrative team, counselors, social worker, and attendance clerk will meet regularly to review chronic absenteeism and truancy data.</p> <p>The attendance team will conduct group SART meetings to support students and families, providing interventions such as PTSMs, home visits, SST meetings, and on-site services (nurse, psychologist, social worker), as well as referrals to community agencies (e.g., Mentis, Aldea, COPE, Napa County Mental Health, Wolfe Center, Voices/LGBTQ Connection, Abiertas Puertas, Teens Connect, Family Resource Center, ParentsCAN, and other approved services).</p> | All Students | |
| 4.4 | <p>MTSS Implementation:</p> <p>1. The MTSS team will meet weekly to review data (attendance, behavior, grades) and provide academic and behavioral supports, including monitoring chronically absent students. (Counseling/Wellness Lead: \$2,400)</p> | All Students | <p>2400 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 4.2 Counseling and Wellness Lead Counseling Wellness Stipend: \$2,400</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|--|
| | <p>2.Attendance Strategies: Administration will participate in district-approved training (e.g., HarvardX) and conduct wellness checks to improve attendance.</p> <p>3. Targeted Outreach: Counselors and administration will conduct home visits when attendance does not improve.</p> <p>4. Family Engagement: Staff (liaison, counselors, social worker, admin) will conduct outreach calls and use Zoom to support chronically absent students and families.</p> <p>5. Intervention Documentation: Train staff to document Tier 1–3 interventions in Aeries or district platforms to strengthen SST processes and data use.</p> <p>6. Collaboration & Data Use: Staff will log PLC/Team Time and parent meetings in Aeries to support inclusive practices and data-driven decisions.</p> <p>Professional Learning: Encourage participation in Outward Mindset training offered by the district.</p> | | |
| 4.5 | Based on data and feedback from the Assessment and Strengths Survey, ELAC, and Site Council, the American Canyon Leadership Team will work with a consultant to continue Inclusive and Welcoming Schools alignment. This work will build leadership capacity and strengthen schoolwide systems, protocols, and expectations. | All Students K-12 | |
| 4.6 | ACMS will maintain a recognition system to support academic and behavioral growth. Schoolwide expectations will be clearly communicated at the start of the year, reviewed each trimester, and reinforced throughout the year. | All Students. | |
| 4.7 | <p>Visual and Performing Arts (VAPA), Graphic Design, Stage Craft, Media Arts</p> <p>1.Expand Course Offerings: Increase VAPA offerings (0.8 FTE) during the day and continue before/after school programs (Media Arts, Graphic Design, Stage Craft, Musical Theater/Choir).</p> <p>2. Program Support: Hire coaches, experts, accompanists, and choreographers to enhance instruction.</p> <p>3. Resources & Materials: Purchase instructional materials, equipment, and resources to support student learning.</p> <p>4. Program Leadership: VAPA Lead will oversee program implementation and support staff and students. (Stipend: \$2,400)</p> | MLL's, All Students, | <p>229,877. 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Certificated staff Prop 28 funds 2024-25 and 2023-24, 2025-26)</p> <p>This is including Projected Carryover.</p> <p>The VAPA stipend is taken from these Prop 28 funds.</p> <p>VAPA Lead: Stipend (\$2,000 Max- limited by Prop 28)</p> <p>32,600 6770 - Prop 28</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|--|
| | <p>5. Instructional Support: Hire a bilingual instructional assistant to support after-school VAPA classes.</p> <p>6. Enrichment Opportunities: Provide field trips, guest speakers, and experiential learning to enhance VAPA programs.</p> | | Supplies, Training, (Prop 28 funds 2024-25 and 2023-24, 2025-26) |
| 4.8 | <p>1. Personal Bias & Culturally Responsive Practice: Staff will complete a Personal Bias Assessment and receive training to recognize bias and strengthen culturally responsive teaching, cultural humility, and community-building practices.</p> <p>2. Culturally Affirming & Trauma-Informed Practices: Staff will participate in training and apply strategies to build an inclusive, supportive environment, with a focus on African American, MLL, and SWD students, as identified in survey and stakeholder feedback.</p> <p>3. Restorative Practices & MTSS Alignment: Staff will work with a restorative justice consultant and facilitator to strengthen MTSS implementation and improve academic and socio-emotional outcomes through community circles, restorative practices, and non-violent communication.</p> | All students. | |
| 4.9 | <p>California Healthy Kids Survey (CHKS) questions provide clear areas to help guide how to support students, improve connectedness, communications, parent/guardian involvement engagement:</p> <p>1. Review CHKS with MTSS Team, Leadership Team, and Staff.</p> <p>2. Gather data from all stakeholders through Strength and Needs Assessment sent out to families, students and staff.</p> <p>3. Develop and Implement plan, identify roles, responsibilities, timelines.</p> | All students. | |
| 4.10 | Train staff on Centegix System, badging system for visitors, employees, safety and security of all stakeholders. | All students. | |
| 4.11 | Implement consistent use of Delay Device - Cell Phone Use Site Wide | All students. | |

Annual Review

SPSA Year Reviewed: 2025-26

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 continues to strengthen its Admin, Wellness, and MTSS teams, supported by a strong American Canyon Leadership Team. With district approval, the team will partner with a consultant to further support student and community success.

Proposition 28 funding has expanded VAPA opportunities, and ACMS plans to continue and grow these programs as enrollment increases, including adding a VAPA Lead and instructional assistant to support after-school programs.

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

Prop 28 funds expanded VAPA offerings, providing new opportunities for students and supporting Academic Teaming and PLC work.

In 2024–25, PLCs were effective in supporting students, but Academic Teams remained somewhat fragmented. Despite this, data showed positive gains on STAR and CHKS.

Moving forward, we will strengthen alignment across Academic Teams to create a more unified, collaborative approach that better targets student needs and supports intervention.

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.

Changes to Goal, Strategies, and Outcomes

As a result of this analysis, the goal has been refined to strengthen Academic Teaming structures in alignment with PLC cycles to improve instructional coherence and targeted interventions.

New and adjusted strategies include:

Expanded VAPA course offerings to increase student access and flexibility
Addition of intervention classes within the master schedule, allowing students in “Urgent Intervention” and “Intervention” levels (STAR Reading/Math) to receive support during the school day and, when possible, before or after school
Expanded Wellness Team services to support student needs
Increased focus on cross-curricular alignment and shared protocols for analyzing student work and monitoring progress across Academic Teams

Annual outcomes and metrics have been updated to include:

Increased consistency in Academic Team participation, measured through teacher input and administrative observations
Implementation fidelity metrics, such as co-developed lessons and targeted interventions (e.g., weekly team notes)
Continued use of CAASPP, STAR, and CHKS data, now disaggregated by team to better target supports and identify effective practices

Location in SPSA

Goals 1–3: Revised goal language and expanded strategies

Annual Measurable Outcomes (Goals 1–3): Updated outcomes and metrics.

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 | \$317,407.00 |
| 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 (\$) |
|------------------|-----------------|
| | |

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| 0000 – No Reporting Requirements | \$0.00 |
| 0003 - Supplemental | \$54,930.00 |
| 6770 - Prop 28 | \$262,477.00 |

Subtotal of state or local funds included for this school: \$317,407.00

Total of federal, state, and/or local funds for this school: \$317,407.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|------------|
| 0000 – No Reporting Requirements | 0.00 |
| 0003 - Supplemental | 54,930.00 |
| 6770 - Prop 28 | 262,477.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 272,885.00 |
| 4000-4999: Books And Supplies | 9,922.00 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 |
| 5700-5799: Transfers Of Direct Costs | 2,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------------------|------------|
| 5000-5999: Services And Other Operating Expenditures | 0000 – No Reporting Requirements | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 0003 - Supplemental | 43,008.00 |
| 4000-4999: Books And Supplies | 0003 - Supplemental | 9,922.00 |
| 5700-5799: Transfers Of Direct Costs | 0003 - Supplemental | 2,000.00 |
| | 6770 - Prop 28 | 32,600.00 |
| 1000-1999: Certificated Personnel Salaries | 6770 - Prop 28 | 229,877.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 49,130.00 |
| Goal 2 | 1,000.00 |

Goal 4

267,277.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role |
|-------------------------|--|
| Brian Howard | Principal |
| Pen Vee Piscoso | Classroom Teacher |
| Natalie Birkohlz | Classroom Teacher |
| Fayza Hamid | Other School Staff Parent or Community Member |
| Miinako Moncada | Parent or Community Member |
| Leo Moncada | Secondary Student |
| Luca Moncada | Secondary Student |
| Adrianna Baeza Calderon | Other School Staff |
| Open Seat | |
| Open Seat | |
| Open Seat | |
| Open Seat | |
| Open Seat | |
| Open Seat | |
| Open Seat | |
| Open Seat | |

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 |
|  | Special Education 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 April 14, 2026.

Attested:

| | |
|---|--|
|  | Principal, Brian Howard on 4/14/26 |
|  | SSC Chairperson, Minako Moncado on 4/14/26 |

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023