



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
American Canyon High School	28662660121087	April 27, 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 High 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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, The Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study that was conducted during the 2020/2021 school year and the WASC Action Plan that received a full 6-year accreditation in Spring 2021 and a Mid-cycle visitation took place during the spring of 2024.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was co-developed by the principal and site leadership team. The draft is shared with the English Learner Advisory Committee for input and the School Site Council for approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

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.

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.

We are not in the Orange or Red in Overall Performance.

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.

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.

ELA Green - Orange - African American, English Learners

Math Yellow - Red - African American, English Learners

College Career - Orange - African American, Hispanic - Red - English Learners, Students w/ 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 High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.18%	0.06%	0.06%	3	1	1
African American	9.31%	8.43%	9.89%	158	145	175
Asian	6.83%	6.57%	6.16%	116	113	109
Filipino	27.09%	27.21%	25.89%	460	468	458
Hispanic/Latino	36.04%	37.15%	37.87%	612	639	670
Pacific Islander	0.71%	0.81%	0.90%	12	14	16
White	10.72%	11.40%	10.29%	182	196	182
Multiple/No Response	8.83%	8.37%	8.93%	150	144	158
Total Enrollment				1698	1720	1769

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	421		432
Grade 10	434		456
Grade 11	416		439
Grade 12	427		442
Total Enrollment	1,698		1,769

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	144	117	119	7.1%	8.5%	6.7%
Fluent English Proficient (FEP)	484	516	517	19.3%	28.5%	29.2%
Reclassified Fluent English Proficient (RFEP)				1.5%		

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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 11	416	396	431	412	386	425	412	386	425	99.0	97.5	98.6
All Grades	416	396	431	412	386	425	412	386	425	99.0	97.5	98.6

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 11	2593.	2606.	2612.	20.87	27.72	25.65	37.86	32.90	39.06	21.60	22.02	20.47	19.66	17.36	14.82
All Grades	N/A	N/A	N/A	20.87	27.72	25.65	37.86	32.90	39.06	21.60	22.02	20.47	19.66	17.36	14.82

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 11	23.54	25.45	30.90	60.44	59.74	56.84	16.02	14.81	12.26
All Grades	23.54	25.45	30.90	60.44	59.74	56.84	16.02	14.81	12.26

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 11	25.97	32.55	29.72	53.88	47.92	51.42	20.15	19.53	18.87
All Grades	25.97	32.55	29.72	53.88	47.92	51.42	20.15	19.53	18.87

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 11	12.62	17.66	17.92	75.49	72.73	72.64	11.89	9.61	9.43
All Grades	12.62	17.66	17.92	75.49	72.73	72.64	11.89	9.61	9.43

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 11	22.33	24.16	24.94	65.29	64.94	64.47	12.38	10.91	10.59
All Grades	22.33	24.16	24.94	65.29	64.94	64.47	12.38	10.91	10.59

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 11	416	391	431	413	382	421	413	382	421	99.3	97.7	97.7
All Grades	416	391	431	413	382	421	413	382	421	99.3	97.7	97.7

* 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 11	2530.	2543.	2552.	5.33	8.90	11.16	19.13	14.14	17.81	23.73	24.08	25.65	51.82	52.88	45.37
All Grades	N/A	N/A	N/A	5.33	8.90	11.16	19.13	14.14	17.81	23.73	24.08	25.65	51.82	52.88	45.37

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 11	8.47	10.21	14.25	37.29	37.70	37.77	54.24	52.09	47.98
All Grades	8.47	10.21	14.25	37.29	37.70	37.77	54.24	52.09	47.98

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 11	10.17	9.95	9.98	59.08	66.23	57.96	30.75	23.82	32.07
All Grades	10.17	9.95	9.98	59.08	66.23	57.96	30.75	23.82	32.07

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 11	9.44	9.69	10.21	60.53	62.57	65.80	30.02	27.75	23.99
All Grades	9.44	9.69	10.21	60.53	62.57	65.80	30.02	27.75	23.99

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1542.9	1553.3	1537.4	1543.0	1547.4	1527.5	1542.3	1558.6	1546.7	30	27	18
10	1551.9	1530.7	1583.1	1549.2	1511.7	1588.9	1554.3	1549.3	1576.6	43	27	28
11	1536.7	1555.3	1546.6	1529.1	1546.3	1534.2	1543.8	1563.7	1558.7	37	34	26
12	1555.5	1527.0	1556.5	1552.0	1508.7	1558.6	1558.4	1544.5	1554.0	19	28	23
All Grades										129	116	95

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
9	20.00	3.70	16.67	30.00	59.26	33.33	36.67	37.04	22.22	13.33	0.00	27.78	30	27	18
10	13.95	7.41	32.14	46.51	40.74	46.43	30.23	33.33	17.86	9.30	18.52	3.57	43	27	28
11	8.11	11.76	11.54	43.24	41.18	42.31	18.92	35.29	26.92	29.73	11.76	19.23	37	34	26
12	21.05	10.71	13.04	21.05	25.00	52.17	36.84	32.14	13.04	21.05	32.14	21.74	19	28	23
All Grades	14.73	8.62	18.95	37.98	41.38	44.21	29.46	34.48	20.00	17.83	15.52	16.84	129	116	95

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
9	26.67	18.52	22.22	46.67	62.96	27.78	16.67	18.52	27.78	10.00	0.00	22.22	30	27	18
10	27.91	14.81	53.57	48.84	51.85	35.71	13.95	14.81	10.71	9.30	18.52	0.00	43	27	28
11	21.62	26.47	30.77	43.24	55.88	34.62	8.11	8.82	15.38	27.03	8.82	19.23	37	34	26
12	21.05	17.86	39.13	47.37	35.71	34.78	26.32	14.29	17.39	5.26	32.14	8.70	19	28	23
All Grades	24.81	19.83	37.89	46.51	51.72	33.68	14.73	13.79	16.84	13.95	14.66	11.58	129	116	95

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
9	0.00	3.70	11.11	20.00	14.81	22.22	46.67	74.07	27.78	33.33	7.41	38.89	30	27	18
10	6.98	0.00	14.29	23.26	18.52	35.71	55.81	55.56	42.86	13.95	25.93	7.14	43	27	28
11	0.00	2.94	3.85	21.62	17.65	23.08	43.24	55.88	42.31	35.14	23.53	30.77	37	34	26
12	10.53	10.71	0.00	10.53	10.71	21.74	47.37	32.14	52.17	31.58	46.43	26.09	19	28	23
All Grades	3.88	4.31	7.37	20.16	15.52	26.32	48.84	54.31	42.11	27.13	25.86	24.21	129	116	95

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
9	10.00	3.70	5.56	73.33	92.59	61.11	16.67	3.70	33.33	30	27	18
10	9.30	7.41	14.29	81.40	62.96	78.57	9.30	29.63	7.14	43	27	28
11	2.70	0.00	3.85	67.57	73.53	57.69	29.73	26.47	38.46	37	34	26
12	5.26	3.57	0.00	63.16	46.43	69.57	31.58	50.00	30.43	19	28	23
All Grades	6.98	3.45	6.32	72.87	68.97	67.37	20.16	27.59	26.32	129	116	95

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
9	76.67	74.07	55.56	16.67	22.22	27.78	6.67	3.70	16.67	30	27	18
10	83.72	55.56	92.86	6.98	29.63	7.14	9.30	14.81	0.00	43	27	28
11	64.86	73.53	69.23	8.11	17.65	19.23	27.03	8.82	11.54	37	34	26
12	73.68	60.71	82.61	21.05	7.14	8.70	5.26	32.14	8.70	19	28	23
All Grades	75.19	66.38	76.84	11.63	18.97	14.74	13.18	14.66	8.42	129	116	95

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
9	3.33	7.41	11.11	56.67	74.07	38.89	40.00	18.52	50.00	30	27	18
10	11.63	11.11	17.86	60.47	59.26	67.86	27.91	29.63	14.29	43	27	28
11	8.11	5.88	7.69	45.95	64.71	61.54	45.95	29.41	30.77	37	34	26
12	10.53	14.29	4.35	52.63	35.71	56.52	36.84	50.00	39.13	19	28	23
All Grades	8.53	9.48	10.53	54.26	58.62	57.89	37.21	31.90	31.58	129	116	95

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
9	3.33	0.00	0.00	80.00	92.59	72.22	16.67	7.41	27.78	30	27	18
10	0.00	0.00	0.00	83.72	81.48	100.00	16.28	18.52	0.00	43	27	28
11	5.41	8.82	3.85	59.46	79.41	69.23	35.14	11.76	26.92	37	34	26
12	15.79	7.14	8.70	63.16	57.14	69.57	21.05	35.71	21.74	19	28	23
All Grades	4.65	4.31	3.16	72.87	77.59	78.95	22.48	18.10	17.89	129	116	95

School and Student Performance Data

Student Population

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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1720	57.6%	6.8%	0.0%
Total Number of Students enrolled in American Canyon High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	117	6.8%
Foster Youth	0	0.0%
Homeless	28	1.6%
Socioeconomically Disadvantaged	991	57.6%
Students with Disabilities	161	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	145	8.4%
American Indian	1	0.1%
Asian	113	6.6%
Filipino	468	27.2%
Hispanic	639	37.2%
Two or More Races	144	8.4%
Pacific Islander	14	0.8%
White	196	11.4%

School and Student Performance Data

Overall Performance

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.

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Blue		
College/Career  Green		

School and Student Performance Data

Academic Performance English Language Arts

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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 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		
All Students Green 30.1 points above standard Increased 5.6 points 418 Students	English Learners Orange 69.5 points below standard Increased 7.1 points 50 Students	Long-Term English Learners No Performance Color 93.3 points below standard Increased 7.7 points 17 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Green 9 points above standard Increased 7.7 points 243 Students

Students with Disabilities  No Performance Color 88.9 points below standard Increased 11.3 points 27 Students	African American  Orange 23.9 points below standard Declined 16 points 48 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 76.9 points above standard Increased 39.2 points 30 Students	Filipino  Green 63 points above standard Maintained -0.6 points 120 Students	Hispanic  Yellow 7.7 points below standard Increased 6.4 points 134 Students
Two or More Races  Blue 56.7 points above standard Increased 16.1 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 62.9 points above standard Increased 8.9 points 49 Students

School and Student Performance Data

Academic Performance Mathematics

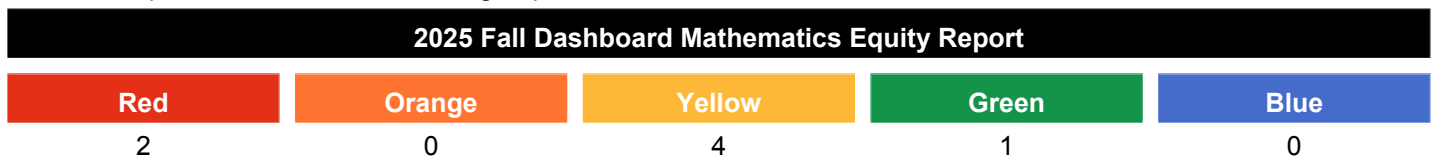
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 75.3 points below standard Increased 8.4 points 415 Students	English Learners  Red 175.7 points below standard Declined 11.6 points 51 Students	Long-Term English Learners  No Performance Color 205.5 points below standard Declined 7.6 points 17 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 99.5 points below standard Increased 11.4 points 243 Students

Students with Disabilities  No Performance Color 187 points below standard Increased 5.5 points 27 Students	African American  Red 153 points below standard Maintained -2.3 points 48 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 30.8 points below standard Increased 37.5 points 31 Students	Filipino  Yellow 29.1 points below standard Maintained -2.8 points 118 Students	Hispanic  Yellow 111.9 points below standard Increased 11.8 points 132 Students
Two or More Races  Yellow 77 points below standard Increased 9.7 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 49.4 points below standard Increased 19.5 points 49 Students

School and Student Performance Data

Academic Performance Science

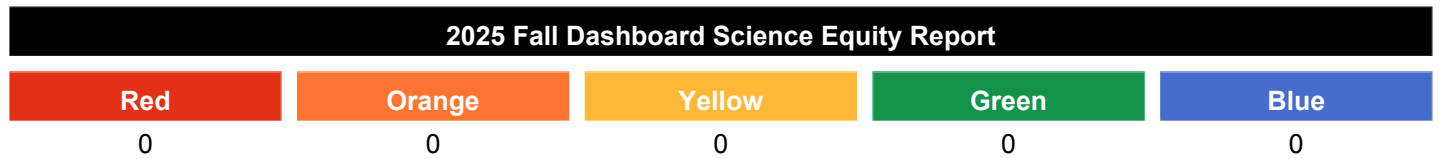
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students No Performance Color 50.3 science points Increased 12.1 points 354 Students	English Learners No Performance Color 31.8 science points 37 Students	Long-Term English Learners No Performance Color 32.4 science points 18 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged No Performance Color 45.1 science points Increased 13.3 points 203 Students

Students with Disabilities  No Performance Color 25.6 science points 26 Students	African American  No Performance Color 36.6 science points 30 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 54.3 science points 24 Students	Filipino  No Performance Color 58.5 science points 109 Students	Hispanic  No Performance Color 44.4 science points 126 Students
Two or More Races  No Performance Color 52 science points 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 52.3 science points 31 Students

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue 57.5 making progress. Number Students: 87 Students	 Blue 57.7 making progress. Number Students: 52 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.2%	33.3%	0%	57.5%

School and Student Performance Data

Academic Performance College/Career Report

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.

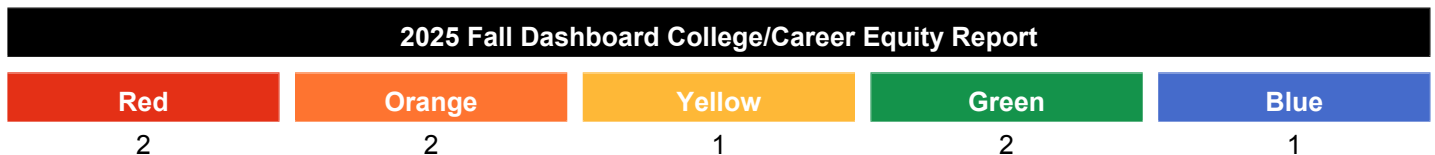
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Green Prepared 56% Maintained 0.8% 386 Students	English Learners Red Prepared 9.5% Declined 3.7% 42 Students	Long-Term English Learners No Performance Color Prepared 13.3% Declined 4.5% 30 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Prepared 30.8% Increased 7% 13 Students	Socioeconomically Disadvantaged Yellow Prepared 45.5% Maintained -1.8% 257 Students

Students with Disabilities  Red Prepared 6.1% Declined 11.9% 33 Students	African American  Orange Prepared 34.4% Declined 16.8% 32 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Prepared 73.1% Increased 9.7% 26 Students	Filipino  Blue Prepared 73.5% Increased 2.8% 113 Students	Hispanic  Orange Prepared 40.1% Declined 5.7% 142 Students
Two or More Races  Green Prepared 58.3% Increased 13.6% 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green Prepared 67.6% Increased 9.3% 34 Students

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

School and Student Performance Data

Academic Engagement Graduation Rate

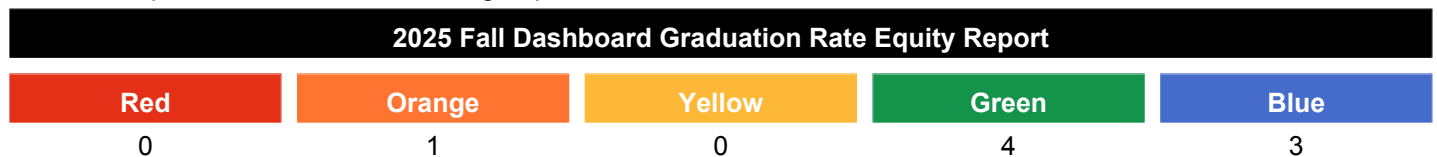
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 95.6% graduated Increased 1.4% 386 Students	English Learners Green 90.5% graduated Increased 9.3% 42 Students	Long-Term English Learners No Performance Color 90% graduated Increased 7.9% 30 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 92.3% graduated Increased 16.1% 13 Students	Socioeconomically Disadvantaged Green 94.9% graduated Increased 2.6% 257 Students

Students with Disabilities  Orange 78.8% graduated Declined 8.4% 33 Students	African American  Blue 100% graduated Maintained 0% 32 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 96.2% graduated Increased 9.5% 26 Students	Filipino  Blue 97.3% graduated Maintained 0.1% 113 Students	Hispanic  Green 93.7% graduated Maintained 0.1% 142 Students
Two or More Races  Blue 97.2% graduated Increased 2.5% 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 91.2% graduated Increased 2.3% 34 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

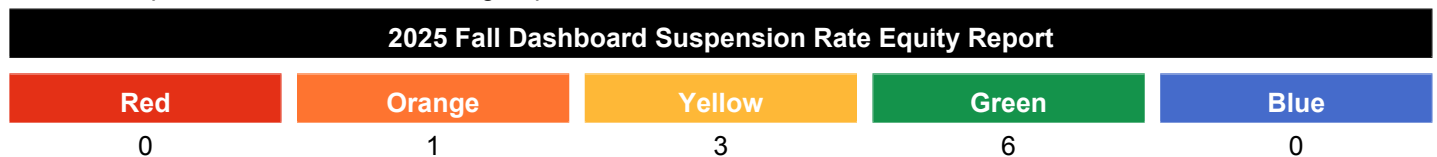
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about 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		
All Students Green 2.5% suspended at least one day Declined 2.1% 1772 Students	English Learners Yellow 4.9% suspended at least one day Maintained -0.2% 123 Students	Long-Term English Learners Orange 7.8% suspended at least one day Increased 0.5% 77 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 7.1% suspended at least one day Increased 3.6% 42 Students	Socioeconomically Disadvantaged Green 3.1% suspended at least one day Declined 2.7% 1074 Students

Students with Disabilities  Green 5.2% suspended at least one day Declined 2.4% 174 Students	African American  Yellow 6.3% suspended at least one day Declined 5.3% 159 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 0.9% suspended at least one day Declined 5.1% 116 Students	Filipino  Green 0.8% suspended at least one day Declined 0.7% 475 Students	Hispanic  Green 2.3% suspended at least one day Declined 2% 659 Students
Two or More Races  Green 4.7% suspended at least one day Declined 2.4% 148 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 8.3% 16 Students	White  Yellow 4% suspended at least one day Maintained -0.2% 198 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Improve CAASPP Scores overall and for each identified subgroup (English Learners, Socioeconomically Disadvantaged, African American, Hispanic and Two or More Races and Students with Disabilities) by 10%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need

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

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

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 data shows a discrepancy in ELA and math performance for English Learners and students with disabilities, African American, Hispanic and Two or More Races.	CAASPP English 2024-2025 All: 64.71% Met or Exceeded Standard (23/24 - 60.62%) EL: 4% Met or Exceeded Standard SWD: 12% Met or Exceeded Standard (increase by 4) African American: 44% Met or Exceeded Hispanic: % CAASPP Math 2024-2025 All: 28.97% Met or Exceeded Standard (23/24 - 23.04%) EL: 4% Met or Exceeded Standard SWD: 4% Met or Exceeded Standard African American: 8% Met or Exceeded Hispanic: 19.8%	Increase the number of students who score Standard Met by 10% for the following subgroups: African American (increase to 43%), SWD(increase to 20%) and English Learners (increase to 14%)
Grade data indicates a discrepancy in student groups who receive A-C grades and those who receive d/f grades.		All content teams are using the priority standards and proficiency scales to evaluate student achievement and these are aligned across content team with the schoolwide learning outcome categories in the gradebook.

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	Provide 3 substitute days per content level. Substitute teachers will be provided to allow staff time to deconstruct standards, align instructional planning, analyze assessment data, and develop lessons centered on the gradual release of the responsibility model to improve instructional consistency and student achievement.	All Students	46101 0003 - Supplemental Total cost 52525. Remainder from Base Allocation
1.2	Provide release day for all case managers and ELD teachers for a student advocacy meeting with all teachers for students with IEP and MLL.	English Learners and Students with Disabilities	2000 0003 - Supplemental
1.3	Utilizing embedded schoolwide learning time, grade level and PLC teams will work to develop consistent language for rubrics and/or proficiency scales for measuring student achievement.	All Students	0 No Cost Embedded in Bell Schedule minutes
1.4	Provide professional development during common collaborative time to introduce culturally responsive teaching and learning practices.	All Students	0 No Cost Embedded in Bell Schedule Minutes
1.5	Using embedded schoolwide learning time, AVID and MLL coordinator will present strategies from AVID module and Ellevation that can be utilized schoolwide for all students.	All Students	0 No Cost Embedded in Bell Schedule

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.

NVUSD has offered guidance and professional development to bolster the vision for our Professional Learning Communities (PLCs): "To operate as a cohesive unit that actively involve departments in cycles of growth and improvement. This is achieved by analyzing data from various sources and employing focus student process to explore, implement, monitor, and assess evidence-based strategies." Currently, PLCs are structured by departments, convening weekly during early release Wednesdays. The meeting framework encompasses discussions on blueprints, assessment of learning outcomes, common assessments, and data analysis. NVUSD has provided professional development sessions to facilitate the understanding of the PLC cycle and how to implement with fidelity. In the Fall of 2024, Social Studies, ELA, Math and Science PLC teams convened at the district to engage in PLC training. Additionally, all staff have participated in 3 data dives this year, paying particular attention to target students identified by a combination of STAR, ELPAC, CAASPP scores along with grade data. ACHS has adopted a Flex Schedule which provides 200+ minutes a week of common collaborative time within the school day that can be used to implement trainings and track data.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet 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.

There are not changes to this goal, and we are adding to the goal the identified subgroups.

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.

In order to accelerate growth in proficiency level on ELPAC and to accelerate language acquisition, Multilingual Learners will experience consistency in the implementation of high impact literacy building strategies across all content areas, and continue to receive designated ELD instruction with Vista.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need

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

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

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
Reclassification Rate	25-26 - 17% of our eligible MLL reclassified. This is an 3% increase from the 24-25 school year from 14.5%	Reclassify students at a rate of 15% or better. Above the District average of 10%.
Star Math	STAR Spring 2025 English Learners: Level 1: 78.26% (56) Level 2: 8.70% (6) Level 3: 2.9% Level 4: 10.14% (7) STAR Spring 2025 students with disabilities: Level 1: 82.11% (78) Level 2: 6.32% (6) Level 3: 7.37% (7) Level 4: 4.21% (4)	10% more English Learners will meet or exceed the standard in math on Star. 10% more students with disabilities will meet or exceed the standard in math on Star.
Star Reading	STAR data for the last three years indicates that the majority of our English Learners and students with disabilities score below standard performance level in reading. STAR Spring 2025 English Learners: Level 1: 61.90% (52) Level 2: 23.81% (20) Level 3: 7.14% (6) Level 4: 7.14% (6)	10% more English Learners will meet or exceed the standard in reading on Star.

	STAR Spring 2025 students with disabilities: Level 1: 58.77% (67) Level 2: 18.42% (21) Level 3: 14.04% (16) Level 4: 8.77% (10)	
ELPAC Scores	ELPAC 2024 29% of students making progress ELPAC 2025 57.5% of students making progress	Increase the number of MLL who progress at least one ELPI level by 10%. (Move at least 10 students into progressing a level.
English and Math Grade Data	Baseline English 58 MLL students earned Ds or Fs in Fall 2024. 40 MLL students earned Ds or Fs in Fall 2025	Decrease the number of D/F grades in English and Math for MLL students.

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	Implement a FLEX coordinator who will assist in running the intervention program at ACHS. This person will support teachers in the effective use of the Securly FLEX platform in prioritizing students who need additional support by analyzing STAR and ELPAC data.	English Learners and Students with Disabilities	6000 0003 - Supplemental
2.2	Implement a Peer Tutor coordinator position who will work with AVID teachers and ELD teachers and Case Managers to build a program and train peer tutors who can either be embedded in content classrooms, ELD classrooms or participate during intervention or afterschool tutoring.	English Learners and Students with Disabilities	6000 0003 - Supplemental
2.3	At the start of the year, during schoolwide learning techers will take the STAR Reading and STAR Mathematics tests in order to better understand the types of questions being asked,so that they can utilize this awareness in choosing instructional strategies and differentiating for students. Ongoing professional learning will occur during common collaborative time using Ellevation and AVID strategies to build literacy skills.	English Learners and SPED students	0 No Cost Embedded in Bell Schedule
2.4	Conduct an ELPAC and STAR bootcamp for students during Packtime Intervention. MLL Coordinator and Assistant PRincipal and Interventionist will run this program.	English Learners	0 No Cost Embedded in Bell Schedule

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.

Our MLL Coordinator identified Multilingual Learners who are struggling in Math, Science, Social Studies, and English, based on grades, test scores, attendance, and survey results from Math, Science, Social Studies, and English teachers. ACHS has developed a comprehensive program of support for our ELD classes that includes academic support for ELD students and a new ELD teacher who works with general ed teachers to support the ELD 1/2/3/4 population on our campus. We have implemented an ELPAC Bootcamp design to support students in understanding the ELPAC test and being prepared to the rigor. Additionally, MLL students are invited to STAR bootcamp in the Spring.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs. Additionally increase the number of opportunities that parents and families have to engage with the school in education, feedback and decision making opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Community Survey	24-25 - 10 family responses 25-26 - 8 family responses	There will be growth in parent inclusion and engagement as indicated by parental response to survey. Additionally, survey will be given in Fall and Spring to gather comparative data.
Inclusive Communication	All forms of written communication, Back to School Night, Open House, ELAC, and PFC will be translated and transcribed.	Participation and support in parent organizations and advisory groups, specifically ELAC and SSC, are reflective of 10% of the respective parent populations.
Consistent Translation Services at All School Events	Provide stakeholder communication in their native language at all counseling presentations, Back to School, Open House, and other meeting events.	100% of families will receive correspondence in their native language. All major school-wide functions and parent organizations will have interpretation services provided.
Educational Presentations Regarding ELPAC testing and College and Career	Baseline Year - Parent Survey from 10 parents indicated a desire to have specific training on how to help their students pass ELPAC and have more opportunities to practice tests for ELPAC students.	At least two opportunities in 25-26 school year for parents and students to engage in an ELPAC "boot camp" to build awareness of the test. Students will be able to see where they have a need for additional support and MLL coordinator can provide additional intervention.

ELAC Participation	2024-2025 - ELAC Participation 144 students designated English Language Learner Average 6-10 families attend regularly - 6% of our student population.	See participation from at least 25% of our English Language Learner families.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement a minimum of two opportunities during the 2026-2027 school year for parents and students to participate in an ELPAC "boot camp." This initiative aims to increase awareness of the test and allow students to identify areas where they need extra support, enabling the Multilingual Learner (MLL) coordinator to deliver targeted intervention.	English Learners	1000 0003 - Supplemental 2000-2999: Classified Personnel Salaries
3.2	We will implement a teacher representative to ELAC to improve access to instructional and classroom information for families.	English Learners	2000 0003 - Supplemental
3.3	Based on Parent/Community Survey, staff will develop strategies to address key challenges and track progress throughout the year.	All students, staff, and families	0 0003 - Supplemental Embedded in Bell Schedule
3.4	Administration will participate in ELAC training to improve partnerships with the ELAC families.	English Learners	

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.

ACHS is utilizing Parent Square polls to solicit parents, students, and staff input for ongoing school improvement. ACHS staff partner with the English Learner Advisory Committee (ELAC) to support English Learners. A needs assessment will be conducted at the beginning of the year to identify support needed for English Learners and their families and families will be invited to provide feedback in the Spring to monitor progress. ParentSquare is providing translation in any language for our families, and we are utilizing it to provide weekly newsletter communication to families. Translation of all documents is a norm and interpretation was provided for all events in 25-25 and this will continue in 26-27.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need

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

There is disproportionate data in California Health Kids Survey and in grade data in regards to how some subgroups experience connectedness and engagement at ACHS. We need to address this gap by increase the number of students who report feeling connected and engaged as per CHKS data in specific subgroups - black/african american and hispanic students. Additionally, dashboard data indicates that the following student groups have been identified as needing additional support with graduating and meeting a-g requirements based on the California State dashboard: English Learners and White. The following student groups were suspended at higher levels: African American, Asian, and Students with Disabilities

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reflection and data gathering as a school site indicates a need to refine implementation of Tier I MTSS to include academic and social emotional learning support.	Grade Level MTSS meetings weekly.	Refine and continue implementation of MTSS regarding SEL supports and develop a multi-tiered system of academic interventions and supports, specifically with an emphasis on developing Tier I interventions.
Suspension data on California School Dashboard	African American, English Learners in Yellow category, improvement from Orange.	Continued reduction of suspension with targeted focus on groups disproportionately impacted.
Visual and performing arts (VPA) enrollment	Baseline Data 24-25 Enrollment 342 - Visual Arts 634 - Performing Arts 25-26 Enrollment 552 - Visual Arts 652 - Performing Arts	Increase student participation in visual and performing arts
Engagement with activities and athletics	Baseline Data 23-24 818 Rostered Athletes/378 scholar athletes	Increase sustained engagement in safe activities and athletic programs

	24-25 879 Rostered Athletes/416 scholar athletes	
	25-26 948 athletes	

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	Substitute teachers will be provided to release general and special education teachers for active participation in IEP meetings, ensuring collaborative partnering with staff and families that fosters student belonging and meaningful inclusion within the least restrictive environment	All Students	6000 0003 - Supplemental
4.2	Provide compensation for 2 teacher mentors to facilitate Safe Student Ambassador Program family groups.	All Students	1900 0003 - Supplemental 1000-1999: Certificated Personnel Salaries
4.3	Visual and Performing Arts will increase enrollment in courses and add staffing to support growth of new programs such as Dance. Additionally, VAPA teachers will continue to offer exposure to industry experts and arts professionals, repair equipment and expand programming.	All Students	195154 6770 - Prop 28
4.4	Provide safety equipment and transportation support to Athletics and the ability for all students who wish to be involved can engage and participate equitably.	All Students involved in Athletics	141,996.00 0003 - Supplemental
4.5	Implement a mentoring group as an affinity space for young men and women of color who are identified as at promise as indicated by grades, attendance data and behavior data. This group will emphasize identity building, community building and academic skills and experiential learning opportunities in the local and Napa Valley business community.	African American Students	5000 0003 - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
4.6	Consultation and training provided by Circle Up on Implicit Bias, Cultural Competency and Restorative Justice	All Students	14000 0003 - Supplemental
4.7	Implementation of CCGI tools and standardized curriculum for all grade levels.	Students w/Disabilities, all students	0
4.8	Administration will calibrate on the use of the NVUSD Discipline Toolkit and create a library of modules for diversion or other means of correction in lieu of suspension.	All students	0 No Cost

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.

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

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	\$427,151.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
0003 - Supplemental	\$231,997.00
6770 - Prop 28	\$195,154.00
No Cost	\$0.00

Subtotal of state or local funds included for this school: \$427,151.00

Total of federal, state, and/or local funds for this school: \$427,151.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
0003 - Supplemental	231,997.00
6770 - Prop 28	195,154.00
No Cost	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	419,251.00
1000-1999: Certificated Personnel Salaries	1,900.00
2000-2999: Classified Personnel Salaries	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	0003 - Supplemental	224,097.00
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	1,900.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	0003 - Supplemental	5,000.00
	6770 - Prop 28	195,154.00
	No Cost	0.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	48,101.00
Goal 2	12,000.00
Goal 3	3,000.00
Goal 4	364,050.00

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
Karin Hatton	Principal
Karen Nelson	Classroom Teacher
Dan Feinberg	Classroom Teacher
Jon Fultz	Classroom Teacher
Dana Plummer	Parent or Community Member
Charlie Plummer	Secondary Student
Karolina Alvarez	Secondary Student
Patty Slate	Other School Staff
Karina Servente	Parent or Community Member

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

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 17, 2026.

Attested:



Principal, Karin Hatton on 5/12/26



SSC Chairperson, Karen Nelson on 5/15/26

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/>

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