



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|--|---------------------------|
| American Canyon Middle School | 28662666115240 | September 26, 2019 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

A comprehensive needs assessment of the entire school was completed that included information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders. The stakeholders involved included English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
- programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A survey was done of the teachers on their needs to further implement the Common Core Standards embedded through technology infused project/problem based learning. Many teachers expressed a desire to continue to have collaboration time specifically during the work day, coaching, on-going professional development and to use one of the two monthly staff meeting hours for Friendly Feedback (New Tech Network Critical Friends) PLC collaboration with grade level peers across subject areas. Teachers were surveyed about optional formats for scheduling and implementing weekly instructional time for strategic intervention in math and English Language Arts (ELA). Teachers expressed a desire to prioritize collaboration time and integrate strategic intervention minutes into the current bell schedule and block schedule configuration, agreeing on a 30 minute intervention time every Wednesday in all content classes. Additionally, professional development support was built into the bell schedule and deliberately scheduled department/PLC meetings for 2019-2020 providing a Professional Learning Community (PLC) and Advisory class for students. The goal of the PLC is to provide professional development to build teacher capacity in providing cognitively complex tasks through learning activities strategically designed in Project/Problem Based Learning. PLC's will also be used to analyze student work to design extensions, applications and/or strategic interventions to help all learners succeed at their levels as well as develop educator practice inclusive of culturally responsive teaching to support all learners.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The three school administrators conduct formal and informal observations as part of the teacher evaluation process. Periodically teachers conduct peer observations to observe teaching practices. These Learning Walks are conducted regularly throughout the year. There are also frequent visits and tours given to outside parties to observe the PBL Model. Additionally, parents, guardians, community members and partners are invited to observe learning at American Canyon Middle School (ACMS).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

For 18-19, teachers and administrators used program information (e.g. Aeries, MI, RI, School City, ELlevation, 5x5 CA Dept. of Education Dashboard Data(targets and claims), IAKT-Individual Assessment of Knowledge and Thinking, School Wide Learning Outcomes, Common Core Benchmark Testing data and, as needed, RI, MI, Interim Comprehensive Assessments (ICA), CELDT data, and CAASPP state testing data to help analyze, modify instruction and guide placement recommendations.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

District benchmarks and curriculum embedded assessments are used to monitor student progress and guide differentiation of instruction. This data is also used to correctly place students to best meet their needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Based on current academic year's assignments, 100 percent of teachers are Highly Qualified in the subjects they are teaching.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers attend one week of training prior to PBL implementation, ongoing coaching during the year as well as training in the Common Core Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers select training on the Common Core State Standards (CCSS) in their subject matter areas and attend trainings. Teachers attend trainings on PBIS. Teachers attend trainings for PBL and (for math) PrBL. Intensive intervention teachers in ELA receive training in ELL curriculum (Inside, Rosetta Stone) English Language Development Standards District Alignment, Interim Comprehensive Assessments Administration and Scoring, Smarter Balance Assessment, Scoring and Analysis, ELD-3D, AVID Excel, Read 180 and/or Systems 44. Intensive intervention math teachers receive training in Pre-Math 180, Math 180 curriculum tools in addition to training for all math teachers in new Common Core Curriculum in math beginning in fall of 2015.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

ACMS has a half-time Academic Specialist (CCSS / PBL/PrBL Coach) to support teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

There is an extended period of time allotted for subject alike department collaboration during the designated weekly early release day and every other day Professional Learning Communities/Professional Development (PLC/PD). Additional staff meeting time is dedicated once a month to additional Professional Development, Project Based Learning (PBL) collaboration, planning and PLC's.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use adopted curriculum with embedded standards. While planning and teaching PBL units, teachers embed Common Core State Standards through differentiated strategic supports towards the success of all learners.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

ACMS exceeds the recommended instructional minute requirement for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The ACMS Master Schedule contains intensive intervention courses with lower class sizes in ELL, Read180 tutorial, Math180 tutorial, and Opportunity Knocks classes. Weekly instructional time in the regular block is prescribed for strategic intervention in Math, ELA, Social Science, and Science. Extended day support classes are offered once or twice weekly for strategic intervention in math and intensive intervention in ELA. Extended day (before and after school) intervention classes are provided to assist students needing additional support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have received or have access to instructional materials per the Williams audit.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers utilize the Common Core, SBE-adopted and standards-aligned materials adopted by the Napa Valley Unified School district. ACMS math teachers use Pre-Math 180 and Math 180 as a supplementary curriculum and intervention resource. English Language Arts curriculum includes System 44, Read 180, and Study Sync to support students needing strategic intervention and/or supports.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers are trained in Specially Designed Academic Instruction in English (SDAIE) as well as differentiation strategies to meet the needs of under-performing students. The Professional Learning Community is utilizing ATLAS Student Work Analysis to dive deeper on student learning and develop instruction based on student work analysis to support instruction that results in deeper student learning on cognitively complex tasks. Professional Development through district and site academic specialist are providing explicit instruction and strategies to support English Language Learners and academically struggling students. Additionally, after school support class is offered to Migrant Education students to help in their academic success.

Evidence-based educational practices to raise student achievement

Teachers utilize SDAIE, Project Based Learning, Academic Vocabulary instruction, collaborative groups, student inquiry, ATLAS protocol, Critical Feedback, and other educational strategies and pedagogy to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Two full-time school counselors, one half-time social worker, one part time social worker, one full-time school resource officer, one part-time school Psychologist, one full-time parent liaison, one part-time external grant parent liaison, part time ALDEA Counseling support (support group counseling), a Boys and Girls Club after school program, a Parent/Teacher Organization, AVID classes, extended day classes in math and R180, a site Behavior Intervention Team and BEST (PBIS) Team, Before and After School Intervention classes, Migrant Education After-school Class and the Opportunity Knocks program all assist under-achieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ACMS receives input and feedback from its School Site Council and English Learner Advisory Committee when planning its implementation of school programs and allocation of site funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

ACMS utilizes site Supplemental funding to provide Intervention classes. Funds are also used to provide Intervention course teacher and E.L.D. and Academic Vocabulary coordinators as wells as a new Equity Coordinator position. Additional district Intervention Funds support READ 180, ELD 1 class, Migrant Ed After school class, and Before and After School Intervention classes (with additional support from site Supplemental funds).

Fiscal support (EPC)

Additional funds are provided through base (0000), family club and boosters. American Canyon Middle School operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

Stakeholder Involvement

How, when, and with whom did the 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

In the preceding Winter/Spring, ELAC parents were shown student performance data and SPSA fund allocations for last year. They were asked how they would advise the ACMS Site Council to fund the Supplemental Budget for the following year. The ACMS Site Council was also shown student performance data, given the ELAC parent feedback, heard on going reports from teacher leaders on site funding needs and continually revised the ACMS Budget priorities list. This led to the approval of the budget foundation for this year's School Plan for Student Achievement (SPSA).

Resource Inequities

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

As the district continues to reduce budgets due to declining enrollment, this is leading to larger class sizes for intervention classes. While the trend is for all class sizes to become the same, teachers and administrators remain concerned that students who need additional academic help, may not be receiving the same levels of intervention assistance that they have received in the past.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 0.5% | 0.38% | 0.2% | 5 | 4 | 2 |
| African American | 7.6% | 8.26% | 6.81% | 80 | 86 | 69 |
| Asian | 6.7% | 6.63% | 6.02% | 70 | 69 | 61 |
| Filipino | 25.7% | 25.46% | 26.06% | 270 | 265 | 264 |
| Hispanic/Latino | 38.7% | 38.71% | 40.28% | 406 | 403 | 408 |
| Pacific Islander | 0.9% | 0.58% | 0.39% | 9 | 6 | 4 |
| White | 13.2% | 12.58% | 12.14% | 139 | 131 | 123 |
| Multiple/No Response | 0.2% | % | % | 2 | | |
| Total Enrollment | | | | 1,050 | 1041 | 1,013 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Grade 6 | 348 | 330 | 320 |
| Grade 7 | 350 | 355 | 332 |
| Grade 8 | 352 | 356 | 361 |
| Total Enrollment | 1,050 | 1,041 | 1,013 |

Conclusions based on this data:

1. School enrollment was stable from 2015-2018. Demographic reports show that declining enrollment began to show up at ACMS in 2018-2019.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 110 | 125 | 115 | 10.5% | 12.0% | 11.4% |
| Fluent English Proficient (FEP) | 298 | 271 | 271 | 28.4% | 26.0% | 26.8% |
| Reclassified Fluent English Proficient (RFEP) | 27 | 23 | 54 | 28.1% | 20.9% | 43.2% |

Conclusions based on this data:

1. The English Learner percentage of the student population is increasing slowly yet remains much lower than the other NVUSD middle schools.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 345 | 335 | 320 | 344 | 332 | 317 | 344 | 331 | 317 | 99.7 | 99.1 | 99.1 |
| Grade 7 | 353 | 355 | 330 | 350 | 349 | 326 | 350 | 349 | 326 | 99.2 | 98.3 | 98.8 |
| Grade 8 | 353 | 362 | 357 | 350 | 358 | 352 | 350 | 358 | 352 | 99.2 | 98.9 | 98.6 |
| All Grades | 1051 | 1052 | 1007 | 1044 | 1039 | 995 | 1044 | 1038 | 995 | 99.3 | 98.8 | 98.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2527. | 2524. | 2522. | 18.60 | 15.71 | 18.61 | 28.78 | 36.25 | 33.75 | 30.52 | 23.87 | 21.77 | 22.09 | 24.17 | 25.87 |
| Grade 7 | 2550. | 2554. | 2567. | 15.14 | 19.77 | 23.31 | 36.57 | 34.10 | 37.73 | 24.29 | 23.50 | 20.55 | 24.00 | 22.64 | 18.40 |
| Grade 8 | 2580. | 2581. | 2590. | 19.71 | 17.60 | 21.59 | 37.14 | 41.06 | 38.92 | 25.14 | 25.42 | 25.00 | 18.00 | 15.92 | 14.49 |
| All Grades | N/A | N/A | N/A | 17.82 | 17.73 | 21.21 | 34.20 | 37.19 | 36.88 | 26.63 | 24.28 | 22.51 | 21.36 | 20.81 | 19.40 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 18.60 | 19.64 | 26.50 | 48.55 | 47.43 | 37.54 | 32.85 | 32.93 | 35.96 |
| Grade 7 | 21.71 | 24.64 | 25.54 | 51.14 | 44.13 | 49.23 | 27.14 | 31.23 | 25.23 |
| Grade 8 | 26.86 | 24.30 | 30.68 | 45.43 | 49.72 | 46.88 | 27.71 | 25.98 | 22.44 |
| All Grades | 22.41 | 22.93 | 27.67 | 48.37 | 47.11 | 44.67 | 29.21 | 29.96 | 27.67 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 25.58 | 27.49 | 23.81 | 47.38 | 42.90 | 50.16 | 27.03 | 29.61 | 26.03 |
| Grade 7 | 31.71 | 32.76 | 35.38 | 46.57 | 46.84 | 49.85 | 21.71 | 20.40 | 14.77 |
| Grade 8 | 35.43 | 32.49 | 29.83 | 43.43 | 49.58 | 57.67 | 21.14 | 17.93 | 12.50 |
| All Grades | 30.94 | 30.98 | 29.74 | 45.79 | 46.53 | 52.72 | 23.28 | 22.49 | 17.54 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 13.37 | 16.62 | 16.09 | 68.90 | 61.93 | 65.93 | 17.73 | 21.45 | 17.98 |
| Grade 7 | 15.71 | 13.18 | 13.54 | 62.86 | 62.46 | 70.46 | 21.43 | 24.36 | 16.00 |
| Grade 8 | 16.29 | 18.44 | 19.03 | 65.71 | 67.32 | 69.89 | 18.00 | 14.25 | 11.08 |
| All Grades | 15.13 | 16.09 | 16.30 | 65.80 | 63.97 | 68.81 | 19.06 | 19.94 | 14.89 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 31.69 | 37.46 | 29.34 | 44.77 | 44.71 | 45.74 | 23.55 | 17.82 | 24.92 |
| Grade 7 | 30.29 | 34.96 | 36.62 | 49.14 | 46.70 | 47.69 | 20.57 | 18.34 | 15.69 |
| Grade 8 | 40.57 | 41.90 | 37.22 | 42.86 | 44.13 | 46.59 | 16.57 | 13.97 | 16.19 |
| All Grades | 34.20 | 38.15 | 34.51 | 45.59 | 45.18 | 46.68 | 20.21 | 16.67 | 18.81 |

Conclusions based on this data:

1. Based on a Cohort analysis of this data, ACMS students grow their ELA CAASPP mean scale scores over time at ACMS.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 345 | 335 | 319 | 345 | 331 | 315 | 345 | 331 | 315 | 100 | 98.8 | 98.7 |
| Grade 7 | 353 | 355 | 330 | 349 | 348 | 326 | 349 | 347 | 326 | 98.9 | 98 | 98.8 |
| Grade 8 | 354 | 362 | 357 | 350 | 358 | 349 | 350 | 357 | 350 | 98.9 | 98.9 | 97.8 |
| All Grades | 1052 | 1052 | 1006 | 1044 | 1037 | 990 | 1044 | 1035 | 991 | 99.2 | 98.6 | 98.4 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2512. | 2511. | 2500. | 19.71 | 18.13 | 16.19 | 17.39 | 22.66 | 17.46 | 27.54 | 28.70 | 25.40 | 35.36 | 30.51 | 40.95 |
| Grade 7 | 2532. | 2530. | 2553. | 18.05 | 24.21 | 27.30 | 21.20 | 14.70 | 21.17 | 28.94 | 24.50 | 25.46 | 31.81 | 36.60 | 26.07 |
| Grade 8 | 2538. | 2555. | 2547. | 23.43 | 22.69 | 24.64 | 13.14 | 17.65 | 13.18 | 18.86 | 28.01 | 20.06 | 44.57 | 31.65 | 42.12 |
| All Grades | N/A | N/A | N/A | 20.40 | 21.74 | 22.83 | 17.24 | 18.26 | 17.17 | 25.10 | 27.05 | 23.54 | 37.26 | 32.95 | 36.46 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 22.61 | 25.68 | 22.86 | 33.62 | 33.53 | 26.67 | 43.77 | 40.79 | 50.48 |
| Grade 7 | 26.93 | 29.11 | 35.08 | 33.52 | 25.65 | 30.15 | 39.54 | 45.24 | 34.77 |
| Grade 8 | 24.86 | 25.50 | 26.65 | 24.57 | 33.99 | 24.64 | 50.57 | 40.51 | 48.71 |
| All Grades | 24.81 | 26.77 | 28.21 | 30.56 | 31.04 | 27.10 | 44.64 | 42.19 | 44.69 |

| 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 19.42 | 18.73 | 15.87 | 40.87 | 45.62 | 40.63 | 39.71 | 35.65 | 43.49 |
| Grade 7 | 22.35 | 25.65 | 27.61 | 42.12 | 40.63 | 44.17 | 35.53 | 33.72 | 28.22 |
| Grade 8 | 27.14 | 26.05 | 26.93 | 33.43 | 45.94 | 35.82 | 39.43 | 28.01 | 37.25 |
| All Grades | 22.99 | 23.57 | 23.64 | 38.79 | 44.06 | 40.10 | 38.22 | 32.37 | 36.26 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 21.45 | 18.73 | 14.92 | 40.29 | 42.30 | 45.40 | 38.26 | 38.97 | 39.68 |
| Grade 7 | 20.06 | 25.07 | 25.15 | 53.30 | 46.40 | 53.68 | 26.65 | 28.53 | 21.17 |
| Grade 8 | 22.00 | 23.38 | 22.35 | 38.29 | 50.70 | 48.42 | 39.71 | 25.92 | 29.23 |
| All Grades | 21.17 | 22.46 | 20.91 | 43.97 | 46.56 | 49.19 | 34.87 | 30.98 | 29.90 |

Conclusions based on this data:

1. Based on a Cohort analysis of this data, ACMS students grow their Math CAASPP mean scale scores over time at ACMS.

School and Student Performance Data

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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | 1514.2 | 1542.2 | 1515.6 | 1554.0 | 1512.3 | 1529.7 | 54 | 48 |
| Grade 7 | 1541.8 | 1555.5 | 1544.3 | 1569.8 | 1539.0 | 1540.7 | 26 | 49 |
| Grade 8 | 1537.0 | 1531.6 | 1532.5 | 1539.8 | 1541.1 | 1522.9 | 23 | 19 |
| All Grades | | | | | | | 103 | 116 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 22.22 | 20.83 | 31.48 | 50.00 | 29.63 | 29.17 | * | 0.00 | 54 | 48 |
| 7 | 42.31 | 40.82 | * | 26.53 | * | 22.45 | * | 10.20 | 26 | 49 |
| 8 | * | 10.53 | * | 36.84 | * | 31.58 | * | 21.05 | 23 | 19 |
| All Grades | 31.07 | 27.59 | 31.07 | 37.93 | 26.21 | 26.72 | 11.65 | 7.76 | 103 | 116 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 38.89 | 47.92 | 37.04 | 35.42 | * | 16.67 | * | 0.00 | 54 | 48 |
| 7 | 57.69 | 61.22 | * | 26.53 | * | 6.12 | * | 6.12 | 26 | 49 |
| 8 | 52.17 | 26.32 | * | 47.37 | * | 5.26 | * | 21.05 | 23 | 19 |
| All Grades | 46.60 | 50.00 | 33.01 | 33.62 | 10.68 | 10.34 | * | 6.03 | 103 | 116 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 6.25 | 27.78 | 10.42 | 33.33 | 64.58 | 33.33 | 18.75 | 54 | 48 |
| 7 | * | 12.24 | * | 24.49 | * | 36.73 | * | 26.53 | 26 | 49 |
| 8 | * | 0.00 | * | 15.79 | * | 42.11 | * | 42.11 | 23 | 19 |
| All Grades | 13.59 | 7.76 | 25.24 | 17.24 | 32.04 | 49.14 | 29.13 | 25.86 | 103 | 116 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 31.48 | 12.50 | 61.11 | 62.50 | * | 25.00 | 54 | 48 |
| 7 | 46.15 | 12.24 | 42.31 | 75.51 | * | 12.24 | 26 | 49 |
| 8 | * | 10.53 | * | 47.37 | * | 42.11 | 23 | 19 |
| All Grades | 37.86 | 12.07 | 50.49 | 65.52 | 11.65 | 22.41 | 103 | 116 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | 55.56 | 75.00 | 31.48 | 22.92 | * | 2.08 | 54 | 48 |
| 7 | 76.92 | 81.63 | * | 12.24 | * | 6.12 | 26 | 49 |
| 8 | 73.91 | 73.68 | * | 10.53 | * | 15.79 | 23 | 19 |
| All Grades | 65.05 | 77.59 | 25.24 | 16.38 | * | 6.03 | 103 | 116 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 4.17 | 24.07 | 52.08 | 66.67 | 43.75 | 54 | 48 |
| 7 | * | 24.49 | * | 26.53 | 57.69 | 48.98 | 26 | 49 |
| 8 | * | 10.53 | * | 21.05 | * | 68.42 | 23 | 19 |
| All Grades | 15.53 | 13.79 | 26.21 | 36.21 | 58.25 | 50.00 | 103 | 116 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 12.50 | 77.78 | 83.33 | * | 4.17 | 54 | 48 |
| 7 | * | 8.16 | 76.92 | 77.55 | * | 14.29 | 26 | 49 |
| 8 | * | 0.00 | 69.57 | 89.47 | * | 10.53 | 23 | 19 |
| All Grades | 11.65 | 8.62 | 75.73 | 81.90 | 12.62 | 9.48 | 103 | 116 |

Conclusions based on this data:

1. This is the initial year of ELPAC data. The goal is for all ELL students to grow each year so they can be redesignated as quickly as possible and have access to all core content classes and elective classes at middle school and high school.

School and Student Performance Data

Student Population

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

| 2017-18 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,041 | 46.3% | 12.0% | 0.5% |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 125 | 12.0% |
| Foster Youth | 5 | 0.5% |
| Homeless | 21 | 2.0% |
| Socioeconomically Disadvantaged | 482 | 46.3% |
| Students with Disabilities | 85 | 8.2% |






| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 86 | 8.3% |
| American Indian | 4 | 0.4% |
| Asian | 69 | 6.6% |
| Filipino | 265 | 25.5% |
| Hispanic | 403 | 38.7% |
| Two or More Races | 77 | 7.4% |
| Pacific Islander | 6 | 0.6% |
| White | 131 | 12.6% |

Conclusions based on this data:

1. No race or ethnic group composes a majority (over 50%) of the student population.
2. Filipino and Hispanic students remain the two largest subgroups of students.

School and Student Performance Data

Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students | | |
|--|---|---|
| Academic Performance | Academic Engagement | Conditions & Climate |
| <div>English Language Arts</div> <div></div> <div>Yellow</div> | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div> | | |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> | | |

Conclusions based on this data:

1. Due to a dedicated emphasis by ELA and Math teachers on those subpopulations who previously showed less growth, this year most students grew more than a year in both ELA and Math. Over time this will move the dashboard indicators into the green zone.

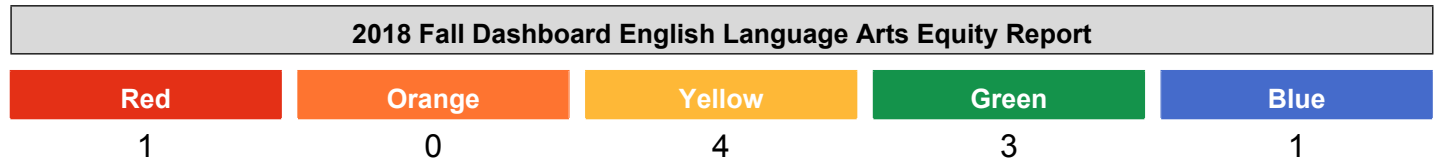
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | |
|---|--|--|---|---|
| All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged |
|  Yellow 6.8 points above standard Maintained 2.1 points 1001 students |  Yellow 51.6 points below standard Increased 4.4 points 216 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students |  No Performance Color 62.3 points below standard Increased 16.4 points 21 students |  Yellow 24.9 points below standard Increased 7.2 points 457 students |
| | | Students with Disabilities | | |
| | |  Red 79.9 points below standard Declined -5.7 points 85 students | | |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American  Yellow 24 points below standard Increased 15.1 points 78 students | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students | Asian  Blue 58.1 points above standard Increased 14 points 67 students | Filipino  Green 40.2 points above standard Declined -6.9 points 247 students |
| Hispanic  Yellow 25.1 points below standard Increased 4 points 387 students | Two or More Races  Green 28.7 points above standard Declined -8.6 points 88 students | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students | White  Green 17.1 points above standard Increased 5.3 points 125 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|---|--|
| Current English Learner 115.2 points below standard Declined -4.4 points 72 students | Reclassified English Learners 19.8 points below standard Maintained 2.2 points 144 students | English Only 15.9 points above standard Maintained 1.7 points 614 students |
|--|---|--|

Conclusions based on this data:

1. With a dedicated emphasis by ELA teachers on those subpopulations who previously showed less growth, this year most students grew more than a year in ELA. Over time this will move the dashboard indicators into the green zone.

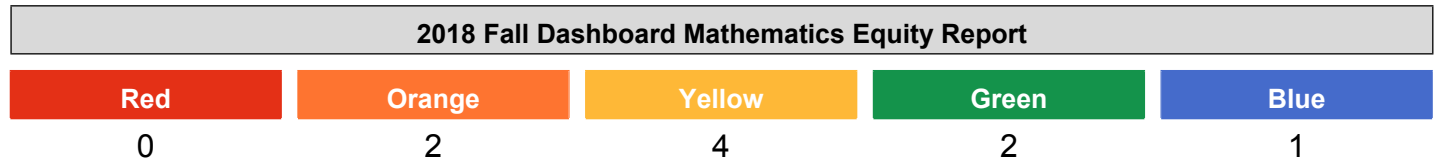
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| All Students  Yellow 33.1 points below standard Increased 6 points 999 students | English Learners  Orange 97.3 points below standard Increased 5.8 points 213 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students |
| Homeless  No Performance Color 109.4 points below standard Increased 24.7 points 21 students | Socioeconomically Disadvantaged  Yellow 75.1 points below standard Increased 7.4 points 457 students | Students with Disabilities  Orange 131.8 points below standard Increased 7 points 85 students |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|---|---|--|
| African American  Yellow 82.8 points below standard Increased 17.5 points 79 students | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students | Asian  Blue 45.1 points above standard Increased 13.7 points 67 students | Filipino  Green 16.1 points above standard Declined -4.7 points 246 students |
| Hispanic  Yellow 76.8 points below standard Increased 7 points 384 students | Two or More Races  Yellow 5.3 points below standard Declined -3.9 points 89 students | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students | White  Green 23.8 points below standard Increased 18.2 points 125 students |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|--|--|---|
| Current English Learner 163.5 points below standard Declined -8.4 points 72 students | Reclassified English Learners 63.5 points below standard Increased 7.4 points 141 students | English Only 22.2 points below standard Increased 6.8 points 616 students |
|--|--|---|

Conclusions based on this data:

1. With a dedicated emphasis by Math teachers on those subpopulations who previously showed less growth, this year most students grew more than a year in Math. Over time this will move the dashboard indicators into the green zone.
2. Additional need for Math emphasis with English Learner students is indicated.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 103 | 31.1% | 31.1% | 26.2% | 11.7% |

Conclusions based on this data:

1. First year data on ELPAC.
2. In future years utilize ELPAC data to develop strategic supports to develop EL academic skills for progress towards reclassification.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2016 | Class of 2017 | Class of 2018 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

1. While Career and College preparation are emphasized with the use of Naviance at ACMS, there is no data to comment on in this section.

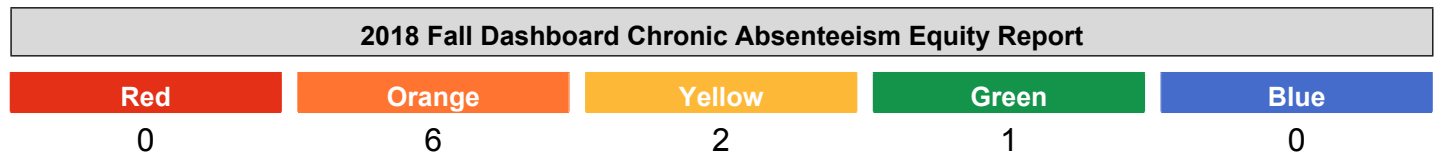
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students  Orange 10.1% chronically absent Increased 0.6% 1074 students | English Learners  Orange 13.8% chronically absent Maintained 0.4% 145 students | Foster Youth  No Performance Color 36.4% chronically absent Increased 9.1% 11 students |
| Homeless  No Performance Color 20.7% chronically absent Declined 14.6% 29 students | Socioeconomically Disadvantaged  Orange 13.4% chronically absent Increased 0.9% 514 students | Students with Disabilities  Orange 19.1% chronically absent Increased 1.4% 89 students |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American  Yellow 11.2% chronically absent Declined 1.7% 89 students | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students | Asian  Green 4.2% chronically absent Maintained 0.1% 71 students | Filipino  Orange 5.6% chronically absent Increased 1.2% 270 students |
| Hispanic  Orange 12% chronically absent Maintained 0.2% 418 students | Two or More Races  Yellow 16% chronically absent Declined 2% 81 students | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students | White  Orange 11.9% chronically absent Increased 4.3% 134 students |

Conclusions based on this data:

1. While overall attendance rates at ACMS are strong, the attendance team needs to pay closer attention to chronically absent students and families.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1. While the education provided to ACMS students prepares them for high school graduation, there is no data to comment on in this section.

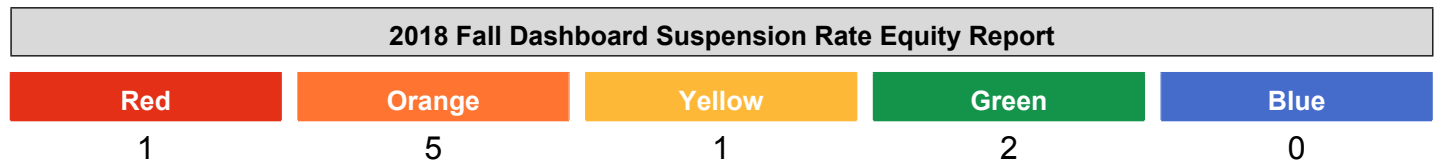
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| All Students  Yellow 9% suspended at least once Declined -1.2% 1081 students | English Learners  Orange 8.2% suspended at least once Increased 2.8% 146 students | Foster Youth  No Performance Color 45.5% suspended at least once Increased 20.5% 11 students |
| Homeless  No Performance Color 20.7% suspended at least once Declined -1.5% 29 students | Socioeconomically Disadvantaged  Orange 13.1% suspended at least once Declined -0.6% 518 students | Students with Disabilities  Orange 11.1% suspended at least once Maintained 0.1% 90 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|--|---|--|
| African American  Orange 15.7% suspended at least once Declined -1.7% 89 students | American Indian  No Performance Color Less than 11 Students - Data 5 students | Asian  Green 2.8% suspended at least once Declined -2.7% 71 students | Filipino  Orange 5.5% suspended at least once Increased 0.6% 271 students |
| Hispanic  Yellow 10.4% suspended at least once Declined -1.4% 422 students | Two or More Races  Red 12.2% suspended at least once Increased 0.4% 82 students | Pacific Islander  No Performance Color Less than 11 Students - Data 6 students | White  Green 7.4% suspended at least once Declined -3.6% 135 students |

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

| | | |
|------------------------------|-------------------------------|----------------------------|
| 2016 | 2017 | 2018 |
| 9.5% suspended at least once | 10.2% suspended at least once | 9% suspended at least once |

Conclusions based on this data:

1. Restorative Practices instituted at ACMS are lowering suspension rates overall, but more work is needed in improving staff's ability to implement these practices.
2. While declining, African American suspension rates are still disproportionate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Student Learning, Achievement, and Access

Identified Need

1. All students should grow more than a year's growth in one year's time.
2. Hispanic students in past years were not growing more than a year's growth in a year's time in ELA.
3. African American students in past years were not growing more than a year's growth in a year's time in Math.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|--|--|
| CAASPP Growth Scores | Hispanic students in past years were not growing more than a year's growth in a year's time in ELA. African American students in past years were not growing more than a year's growth in a year's time in math. | All students groups will grow more than a year's growth in a year's time as measured by the CAASPP (SBAC) Dashboard, Math Inventory growth results and Reading Inventory growth results. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Activities

- A. Students will receive instruction using district-adopted standards-aligned instructional materials for core instruction every day.
- B. Teachers will have instructional materials supplies and access to copy machines, laminators, and other machines and supplies to enhance student learning.
- C. Students will use web-based technology learning, collaboration, and communication platforms and applications in 6th, 7th and 8th grade. Technology Staff will be hired to support this type of learning.
- D. Materials in the Library Media center will support instruction for all subgroups; collection will support standards; School wide independent reading program will be supported by Overdrive digital library resources (including easy access to intervention level and ELL level reading selections) and SRI diagnostic reading assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|----------------------------------|
| 5697.27 | 0003 - Supplemental |
| 10198.87 | 0000 – No Reporting Requirements |
| 22956 | 0000 – No Reporting Requirements |
| 500 | 0000 – No Reporting Requirements |
| 2000 | 0000 – No Reporting Requirements |
| 1,908 | 0003 - Supplemental |
| 15725 | 0003 - Supplemental |

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students needing academic intervention.

Activities

Students needing strategic and intensive interventions will use district-adopted intervention materials (e.g., Pre-Math 180, Math 180, Read 180, System 44, Study Sync) and will be provided intervention time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|---------------------|
| 3289.34 | 0003 - Supplemental |

Strategy 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELL Students

Activities

F. English learners will use district-adopted materials designed to teach acquisition of the English language (Inside, Study Sync).

G. An ELL Coordinator will be hired who will coordinate the ELL program, coordinate ELPAC testing, and coordinate ELL field trips.

H. Provide translator and babysitting services to ELAC Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|---------------------|
| 3442 | 0003 - Supplemental |
| 1785.51 | 0003 - Supplemental |
| 429.75 | 0003 - Supplemental |

Strategy 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID students

Activities

- I. An AVID Coordinator position will be hired to coordinate the AVID program, recruit and identify AVID students, and coordinate AVID field trips.
- J. The AVID Site License will be purchased to allow the AVID program to continue at ACMS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|---------------------|
| 3442 | 0003 - Supplemental |
| 2000 | 0003 - Supplemental |
| 3850 | 0003 - Supplemental |

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Successful impact will be measured by improving growth rates on CAASPP scores.

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

None, year 1 of 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.

None, year 1 of goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

Identified Need

ACMS certificated staff need to be evaluated with the new NVUSD/NVEA Evaluation Process.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|--|
| Each year all human resources identified certificated staff will be evaluated using the new NVUSD/NVEA evaluation process. | Year 1 implementation | All year 1 identified certificated evaluation staff will be evaluated with the new evaluation process. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Activities

Evaluate 2019-2020 human resources identified certificated staff with the new NVUSD/NVEA evaluation process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Train and provide ongoing professional development for teachers in California Common State Standards aligned instructional practices, Project/Problem Based Learning and structured Professional Learning Communities to align with California Standards for the Teaching Profession (CSTP).

Activities

Professional development in CCSS aligned instructional strategies.
PBL and PrBL training.
Structured Professional Learning Community time to prepare content and analyze student work samples.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|----------------------------------|
| 8470.00 | 0000 – No Reporting Requirements |
| 6737.78 | 0003 - Supplemental |

Strategy 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide Health, Welfare and Benefit costs for all staff extra work.

Activities

Provide Health, Welfare and Benefit costs for all staff extra work included in the base funded budget and the supplemental budget.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|----------------------------------|
| 2032.62 | 0000 – No Reporting Requirements |
| 9669.37 | 0003 - Supplemental |

Strategy 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Activities

Provide Office Staff the necessary equipment and supplies to run the school and its programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

| | |
|--------|----------------------------------|
| 3000 | 0000 – No Reporting Requirements |
| 2500 | 0000 – No Reporting Requirements |
| 514.98 | 0000 – No Reporting Requirements |
| 1300 | 0000 – No Reporting Requirements |

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Administration will meet with all affected certificated staff to explain the new evaluation process, outline its components and schedule the various meetings, surveys and video reviews mentioned in the new evaluation process.

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

None, year 1 of 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.

None, year 1 of goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

Parents want and deserve more robust communication efforts from the school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|--|---|
| Communication formats used by ACMS. | In past years, only school websites and phone call systems were utilized to provide parents information. | The school will become proficient at the use of Twitter, Facebook, the ACMS Website, and Parent Square. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Activities

Provide effective school site websites, parent communication and social media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school will become proficient at the use of Twitter, Facebook, the ACMS Website, and Parent Square to improve communication with parents. Effectiveness will be measured in year 2.

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

None, year 1 of 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.

None, year 1 of goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

Identified Need

To continue to operate in a fiscally responsible manner.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------------------|-----------------------------|
| Annual base and supplemental budget allocations. | 2019-2020 base supplemental budgets | No expenditures over budget |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

The ACMS Site Council and Administration will efficiently manage the schools allocated assets.

Activities

1. Site Council will efficiently manage the supplemental funds.
2. The ACMS Administration Team will efficiently manage the base funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Efficient site funds management will enable the school to reach its educational goals.

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

None, year 1 of 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.

None, year 1 of goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

Identified Need

While students feel connected to the school because of Advisory and the PBL/PrBL approach, they do not always feel valued by their fellow students or the staff.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|--|---|
| California Healthy Kids Survey | 2018 School Climate Index Score of 280 | Improvement in the 2019 School Climate Index by an increase of at least 5 scale points. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

- A. Implement an Equity Coordinator position to accelerate the equity work of previous years.
- B. Implement a Circle Coordinator position to plan Advisory content to connect students with their teachers and each other.
- C. Implement a Restorative Justice IA position to successfully address student-student and student-teacher conflict situations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|----------------------------------|
| 3442 | 0003 - Supplemental |
| 966.21 | 0000 – No Reporting Requirements |
| 7867.34 | 0000 – No Reporting Requirements |

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Student academic performance and disciplinary data will match or exceed state averages. School Climate Index will improve.

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

None, year 1 of 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.

None, year 1 of goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

Identified Need

All Staff will review changed or highlighted NVUSD policy changes from previous year.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------|---|---------------------------------|
| Documented review by all staff. | Policies mostly reviewed by certificated staff in past. | All staff will review policies. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

None, year 1 of goal.

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

None, year 1 of 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.

None, year 1 of goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$123,724.04 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| 0000 – No Reporting Requirements | \$62,306.02 |
| 0003 - Supplemental | \$61,418.02 |

Subtotal of state or local funds included for this school: \$123,724.04

Total of federal, state, and/or local funds for this school: \$123,724.04

School Site Council Membership

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

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

| Name of Members | Role |
|-------------------------|----------------------------|
| Dan Scudero | Principal |
| Meaghan Malaret | Classroom Teacher |
| Rose Girguis | Classroom Teacher |
| Nai Saelee | Classroom Teacher |
| Patrick Malaret | Classroom Teacher |
| Janelle Sellick | Parent or Community Member |
| Silvia Regalado-Zachlod | Parent or Community Member |
| Gerlie Soriano | Parent or Community Member |
| Matthew Real | Parent or Community Member |
| Anne Adrineda | 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

ISABEL AGUILA

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 September 26, 2019.

Attested:

Dan Scudero

Principal, Dr. Dan Scudero on 09/26/2019

ANNE ADRIÑEDA

SSC Chairperson, Anne Adrineda on 09/26/2019

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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