

SY 2024-2025 School Performance Plan

School Name [427-Academy for College and Career Exploration](#) Principal Name: Luis A. Espinoza

School's Mission:	School's Vision:
<p>Our mission is to develop the skills, values, and agency required for ACCE students to succeed beyond high school. All students at ACCE will be provided the foundational competencies and comfortability to choose the post high school pathway that best meets their skills, interests, and passions.</p>	<p>By the end of 12th grade all students at ACCE will develop positive relationships with peers, staff, and community members rooted in the five promises of the 100% Project (Commitment to Quality, Honor and Integrity, Gratitude, Contribution, and Perseverance). Students will receive a comprehensive educational experience that prepares them with the competencies and attributes necessary for success in college and careers. Experiences will include internship opportunities, rigorous coursework, hands-on learning, and extra-curricular activities that provide consistent exposure to college and career choices.</p>

SPP Guidance Website

[Note for Program School only: The data for program schools represent unique cuts created for SPP goal tracking and monitoring. These cuts will differ from other state or district values as most student data is reported at the home school, not the program. These values should be used for SPP purposes only.]

GOAL AREA: LITERACY

Data Point(s)	SY2024-25 Target	SY2026-27 Target
MCAP ELA Proficiency (Achievement)	18.8%	26.0%
MCAP ELA Avg Performance Level (Growth)	2.37	2.77
DIBELS K-1 PSF % At/Above (K-2 schools only)		

ROOT CAUSE ANALYSIS		
CSI SCHOOLS: Include a hyperlink to your approved CSI plans in this space	https://drive.google.com/file/d/1TZ-TU5bzFnrKYu1NXouttMj9Cz7wMSXg/view?usp=sharing	
STRATEGY: What steps will you take to improve student literacy outcomes?	<p>1. Establish regular literacy data cycle analysis within your academic planning and ILT meeting time. This includes analysis of DIBELS, i-Ready, Achieve3000, unit and end of module assessments, MCAP, and other formative or summative assessment identified by teacher teams.</p> <p>2. Identify the literacy small group/personalized learning time for each grade level in your school. Utilize district approved adaptive personalized learning platforms to support intervention and ensure teachers are using data to arrange small groups.</p> <p>3. Create clear expectations for reteaching and reassessment based on data cycle analysis of formative assessments to address student needs. Supports include creating testing schedules and sharing assessment protocols with students and families.</p> <p>4. Create protocols and procedures for teachers (including substitute teachers) to assess students and upload student data for analysis to appropriate data platforms.</p> <p>5. Establish schedules for literacy coach/lead engagement with teachers. This should include instructional walks, observations, collaborative planning, and other classroom supports centered around data analysis and student instructional needs.</p>	
EVIDENCE: What evidence will you use to determine if your strategy is making progress toward your SPP goal?	<p>The ACCE Instructional Leadership Team (ILT) will utilize curriculum embedded assessments, such as end of module assessments as the primary measures to determine the progress being made towards the SPP Goal. i-Ready data (6-8th grade), Achieve 3000 Lexile levels (9-12), Lexia data (MS intervention groups) will also be used as the primary measures to monitor student progress towards our SPP Goal. The MCAP will be used as our secondary measures for monitoring progress towards meeting our SLP Goal. Coaching data documented in Teachboost. ACCE will utilize weekly Common Planning time agendas and data capturing documents.</p>	
Is this strategy Title I funded, including	Yes	\$301881

staff (FTEs)? If so, include \$ amount		
All Title I strategies or programs must come from the approved ESSA Evidence Catalog linked here		
OPTIONAL STRATEGY:		
IF OTHER STRATEGY:		
EVIDENCE:		
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EQUITY CONSIDERATIONS		

GOAL AREA: MATHEMATICS

Data Point(s)	SY2024-25 Target	SY2026-27 Target
MCAP Math Proficiency (Achievement)	12.3%	19.5%
MCAP Math Avg Performance Level (Growth)	1.93	2.33
i-Ready Math K-2 % On or Above Grade Level (K-2 schools only)		

ROOT CAUSE ANALYSIS	
CSI SCHOOLS: Include a hyperlink to your approved CSI plans in this space	https://drive.google.com/file/d/1TZ-TU5bzFnrKYu1NXouttMj9Cz7wMSXg/view?usp=sharing
STRATEGY: What steps will you take to improve student mathematic outcomes?	<ol style="list-style-type: none"> 1. Identify the mathematics content support staff in your school and network. Clearly outline the responsibilities and roles of those individuals. 2. Create clear expectations around the mathematics instructional block time by utilizing HQIM to ensure grade level instruction. 3. Establish math instructional strategies that will be the focus for improvement for each grade band at your school. These include spiral reviews, fluency/automaticity, mathematical representations, mathematical/academic language, and word problems/constructed response. 4. Identify the small group/personalized learning time for each grade level in your school. Utilize district approved adaptive personalized learning platforms to support intervention. 5. Establish regular math data cycle analysis within your academic planning and ILT meeting time. This includes analysis of short cycle assessments, i-Ready data, end of module assessments (EOMs), MCAP, and any other formative or summative assessment identified by teacher teams. 6. Create clear expectations for reteaching and reassessment based on data cycle analysis of formative assessments to address student needs prior to summative assessment.
EVIDENCE: What evidence will you use to determine if your strategy is making progress toward your SPP goal?	The ACCE Instructional Leadership Team (ILT) will utilize curricular embedded assessments, such as end of module assessments (Reveal Math Unit Assessments) as the primary measures to determine the progress being made towards student mastery of the content standards. i-Ready data (6-8th grade) and middle school intervention groups will also be used as the primary measures to monitor student progress towards our SPP Goal. The MCAP will be used as our secondary measures for monitoring progress towards meeting our SLP Goal. Coaching data documented in Teachboost. ACCE will utilize weekly Common Planning time agendas and data capturing documents.
Is this strategy Title I funded, including	Yes \$322105

staff (FTEs)? If so, include \$ amount		
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EQUITY CONSIDERATIONS		

GOAL AREA: GRADUATION – Grad Rate / DIBELS

Data Point(s)	SY2024-25 Target	SY2026-27 Target
HS: High School 4-Year Graduation Rate	70.3%	76%
MS: Grade 6-8 GPA Less Than 2.0		
ES: K-5 DIBELS Composite % At or Above		

ROOT CAUSE ANALYSIS		
CSI SCHOOLS: Include a hyperlink to your approved CSI plans in this space	https://drive.google.com/file/d/1TZ-TU5bzFnrKYu1NXouttMj9Cz7wMSXg/view?usp=sharing	
STRATEGY: What steps will you take to improve student graduation outcomes?	<p>High School 4-Year Graduation Rate: Utilize our Grade 9 On Track Coordinator to lead teams that will monitor and support Grade 9 cohort and identify and implement CCR Teams to monitor the status of our 10th – 12th grade cohorts.</p> <p>Grade 6-8 GPA Less Than 2.0: Analyze mid-quarter and end of quarter grades to identify students at risk for failure and to determine areas of support and intervention.</p> <p>K-5 DIBELS Composite % At or Above: See Literacy strategy above.</p>	
EVIDENCE: What evidence will you use to determine if your strategy is making progress toward your SPP goal?	Evidence that will be used to determine if the strategies implemented are making progress towards the SPP goals will be Early Warning Indicator data and course failure rate collected and analyzed by our OTG Coordinator, which is shared and reviewed by Grade Level Teams.	
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GOAL AREA: WHOLENESS

Data Point(s)	SY2024-25 Target	SY2026-27 Target
Chronic Absentee Rate	54.3%	43.6%

ROOT CAUSE ANALYSIS		
CSI SCHOOLS: Include a hyperlink to your approved CSI plans in this space	https://drive.google.com/drive/u/0/folders/1y3vBpOAFKvnYsWutZDH9je4hAhtt6QI7	
STRATEGY: What steps will you take to improve student wholeness outcomes?	<p><i>Emphasize six key attendance strategies / best practices:</i></p> <ol style="list-style-type: none"> 1. Establish regular check-ins with your Summer Attendance Liaison regarding the outcomes of their outreach efforts to returning and new (i.e., gaining report) students who were chronically absent, and non-compliant with immunizations. 2. Identify the members of your school’s attendance team and establish weekly team meeting times. 3. Create protocols and procedures for teachers (including substitute teachers) to take attendance and enter it accurately in Infinite Campus. 4. Create clear protocols and procedures that families should follow when their student/s is/are absent from school and determine how these protocols will be communicated (i.e., Back-to-School night) to families. 5. Establish a date and an agenda for Back-to-School Night, which should include an explanation of the importance of attendance, excused versus unexcused absences, chronic absenteeism, and the communication protocols you expect families to follow with the school when students are absent. 6. Identify your school-specific community partners and resources. 	
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