



NAPA VALLEY
Independent Studies

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa Valley Independent Studies	28662660101964	June 4, 2025	June 26, 2025

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

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

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

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

This plan is being used by Napa Valley Independent Studies for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Napa Valley Independent Studies for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding students outcomes and student and parent engagement. Goals will support the school in improving State Dashboard Indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study that was conducted during the 2022-2023 school year and the WASC Action Plan.

Napa Valley Independent Studies focus is on student learning. As students enter NVIS, we conduct a review of student records. This is our starting point to meet the student where they are at in their academics. NVIS has students complete the Star Reading and Math assessments. NVIS provides high quality and equitable instruction aligned to grade level standards. With the results of all assessments, including the CAASPP, we are able to feel confident in knowing that we can help fill a child's academic gaps by giving them an individualized, unique curriculum via the online program Subject to meet the high standards that will prepare them for college and careers. Students at NVIS benefit from strong social and emotional supports. As we plan for student success, goals are created that are aligned with LCAP goals, NVUSD Strategic Plan, WASC and Federal, State, and Local programs.

Educational Partner Involvement

How, when, and with whom did Napa Valley Independent Studies consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Not applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Graduation Rate (orange), College and Career Readiness (red), English Language Arts (orange), Math (red)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Not applicable

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Star Assessments (Reading and Math) and Sitewide Writing Assessment

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Napa Valley Independent Studies. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.33%	0%	%	1	0	
African American	1.66%	0%	%	5	0	
Asian	3.97%	0%	0.81%	12	0	1
Filipino	7.95%	3.64%	4.03%	24	4	5
Hispanic/Latino	52.65%	64.55%	65.32%	159	71	81
Pacific Islander	%	0%	%	0	0	
White	25.17%	29.09%	25.81%	76	32	32
Two or More Races	7.28%	2.73%	4.03%	22	3	5
Not Reported	0.99%	0%	%	3	0	
Total Enrollment				302	110	124

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	10		
Grade 1	22		
Grade 2	15		
Grade3	9		
Grade 4	15		
Grade 5	22	3	
Grade 6	15	6	1
Grade 7	20	4	5
Grade 8	22	12	11
Grade 9	20	6	4
Grade 10	34	22	21
Grade 11	44	28	41
Grade 12	54	29	41
Total Enrollment	302	110	124

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	34		20	11.3%		16.1%
Fluent English Proficient (FEP)	74		33	24.5%		26.6%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8			6			6			75.0		
Grade 4	14	*		11	*		11	*		78.6		
Grade 5	19	*		18	*		18	*		94.7		
Grade 6	15	8	7	13	7	6	13	7	6	86.7	87.5	85.7
Grade 7	18	13	6	15	11	6	15	11	6	83.3	84.6	100
Grade 8	30	26	17	23	25	15	23	25	15	76.7	96.2	88.2
Grade 11	59	45	47	50	37	40	50	37	40	84.7	82.2	85.1
All Grades	163	95	77	136	83	67	136	83	67	83.4	87.4	87

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*			*			*		
Grade 4	2467.	*		18.18	*		18.18	*		36.36	*		27.27	*	
Grade 5	2490.	*		5.56	*		27.78	*		38.89	*		27.78	*	
Grade 6	2522.	*	*	15.38	*	*	38.46	*	*	15.38	*	*	30.77	*	*
Grade 7	2501.	2536.	*	13.33	9.09	*	33.33	27.27	*	6.67	36.36	*	46.67	27.27	*
Grade 8	2516.	2542.	2539.	4.35	8.00	6.67	17.39	32.00	33.33	39.13	32.00	33.33	39.13	28.00	26.67
Grade 11	2576.	2570.	2529.	18.00	21.62	15.00	30.00	18.92	27.50	20.00	29.73	17.50	32.00	29.73	40.00
All Grades	N/A	N/A	N/A	12.50	15.66	13.43	27.94	25.30	32.84	24.26	30.12	20.90	35.29	28.92	32.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	24.00	27.03	12.50	54.00	56.76	55.00	22.00	16.22	32.50
All Grades	17.65	21.69	11.94	55.88	57.83	61.19	26.47	20.48	26.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	16.00	18.92	12.50	66.00	51.35	47.50	18.00	29.73	40.00
All Grades	12.50	13.25	13.43	61.03	62.65	50.75	26.47	24.10	35.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	14.00	13.51	10.00	70.00	70.27	67.50	16.00	16.22	22.50
All Grades	10.29	9.64	11.94	72.79	73.49	73.13	16.91	16.87	14.93

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	14.00	18.92	15.00	58.00	64.86	52.50	28.00	16.22	32.50
All Grades	11.03	15.66	13.43	62.50	65.06	61.19	26.47	19.28	25.37

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8			5			5			62.5		
Grade 4	14	*		11	*		11	*		78.6		
Grade 5	19	*		17	*		17	*		89.5		
Grade 6	15	8	7	13	7	6	13	7	6	86.7	87.5	85.7
Grade 7	20	13	6	16	11	6	16	11	6	80.0	84.6	100
Grade 8	30	27	17	24	25	15	24	25	15	80.0	92.6	88.2
Grade 11	59	45	47	49	36	40	49	36	40	83.1	80.0	85.1
All Grades	165	96	77	135	82	67	135	82	67	81.8	85.4	87

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*			*			*		
Grade 4	2443.	*		9.09	*		18.18	*		36.36	*		36.36	*	
Grade 5	2430.	*		5.88	*		11.76	*		11.76	*		70.59	*	
Grade 6	2481.	*	*	7.69	*	*	23.08	*	*	7.69	*	*	61.54	*	*
Grade 7	2463.	2487.	*	6.25	18.18	*	0.00	0.00	*	43.75	27.27	*	50.00	54.55	*
Grade 8	2423.	2493.	2458.	0.00	4.00	6.67	0.00	8.00	6.67	25.00	32.00	20.00	75.00	56.00	66.67
Grade 11	2489.	2481.	2449.	4.08	2.78	2.50	2.04	0.00	2.50	14.29	30.56	15.00	79.59	66.67	80.00
All Grades	N/A	N/A	N/A	4.44	6.10	5.97	6.67	2.44	4.48	21.48	31.71	20.90	67.41	59.76	68.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	4.08	0.00	2.50	16.33	27.78	15.00	79.59	72.22	82.50
All Grades	4.44	2.44	2.99	25.19	26.83	25.37	70.37	70.73	71.64

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	6.12	0.00	2.50	67.35	50.00	62.50	26.53	50.00	35.00
All Grades	7.41	4.88	4.48	51.85	51.22	56.72	40.74	43.90	38.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	6.12	2.78	2.50	46.94	52.78	62.50	46.94	44.44	35.00
All Grades	6.67	6.10	5.97	53.33	52.44	62.69	40.00	41.46	31.34

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	5	*
11	*	*	*	*	*	*	*	*	*	*	4	7
12		*	*		*	*		*	*	0	*	5
All Grades										26	17	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	7.69	12.50	5.26	46.15	31.25	36.84	42.31	43.75	42.11	3.85	12.50	15.79	26	16	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	26.92	31.25	42.11	38.46	43.75	42.11	34.62	18.75	10.53	0.00	6.25	5.26	26	16	19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	3.85	6.25	0.00	26.92	12.50	15.79	46.15	62.50	47.37	23.08	18.75	36.84	26	16	19

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	11.54	0.00	5.26	73.08	81.25	78.95	15.38	18.75	15.79	26	16	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	61.54	75.00	77.78	34.62	18.75	22.22	3.85	6.25	0.00	26	16	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	7.69	12.50	0.00	53.85	37.50	42.11	38.46	50.00	57.89	26	16	19

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	15.38	0.00	0.00	76.92	93.75	89.47	7.69	6.25	10.53	26	16	19

School and Student Performance Data

Student Population

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
124	66.9%	16.1%	1.6%

Total Number of Students enrolled in Napa Valley Independent Studies.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	20	16.1%
Foster Youth	2	1.6%
Homeless	3	2.4%
Socioeconomically Disadvantaged	83	66.9%
Students with Disabilities	20	16.1%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	1	0.8%
Filipino	5	4%
Hispanic	81	65.3%
Two or More Races	5	4%
Pacific Islander	0	0.0%
White	32	25.8%

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

Chronic Absenteeism



Yellow

English Learner Progress



No Performance Color

College/Career



Red

School and Student Performance Data

Academic Performance English Language Arts

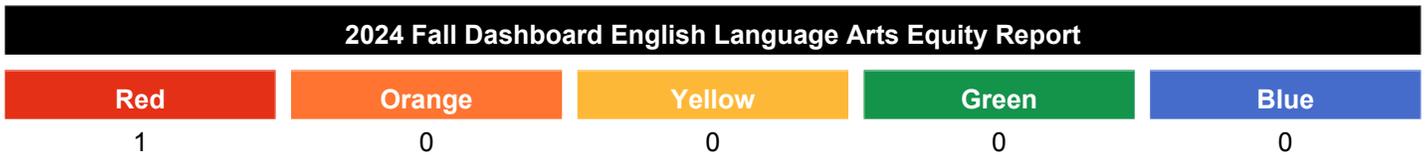
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>68.7 points below standard</p> <p>Declined 12.8 points</p> <p>46 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>105.5 points below standard</p> <p>Declined 25.6 points</p> <p>30 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>No Performance Color 53.7 points below standard</p> <p>Increased 12.7 points</p> <p>29 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 127.3 points below standard</p> <p>Declined 87.9 points</p> <p>14 Students</p>

School and Student Performance Data

Academic Performance Mathematics

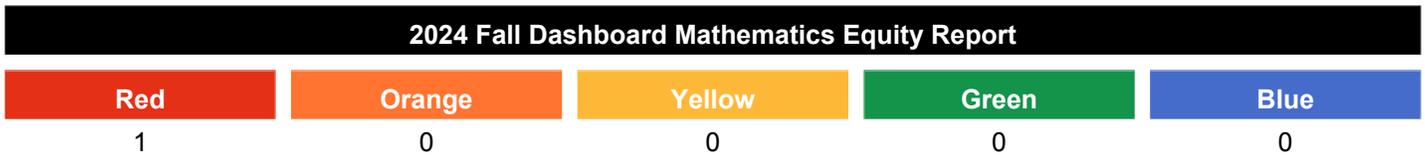
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>173.6 points below standard</p> <p>Declined 9.5 points</p> <p>46 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>211.2 points below standard</p> <p>Declined 30.6 points</p> <p>30 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>7 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>No Performance Color 186.4 points below standard</p> <p>Declined 19.6 points</p> <p>29 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 198.7 points below standard</p> <p>Declined 62.9 points</p> <p>14 Students</p>

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 42.1% making progress. Number Students: 19 Students	Long-Term English Learner Progress  No Performance Color 38.9% making progress. Number Students: 18 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 26.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 31.6%	Maintained ELPI Level 4 5.3%	Progressed At Least One ELPI Level 36.8%

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

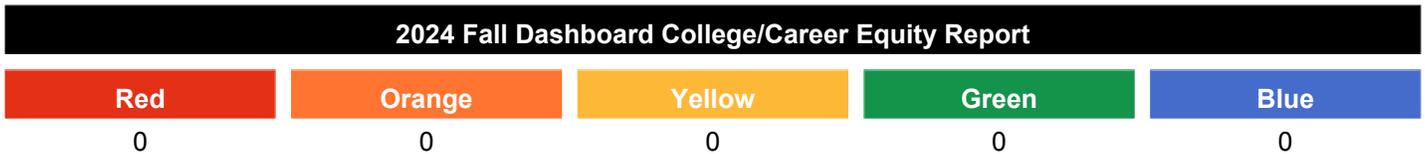
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>7 Prepared</p> <p>Maintained 0.9</p> <p>57 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>4.7 Prepared</p> <p>Maintained 0.3</p> <p>43 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>6 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 0</p> <p>3 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>2.9 Prepared</p> <p>Declined 2.1</p> <p>34 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 0</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>17.6 Prepared</p> <p>Increased 11</p> <p>17 Students</p>

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>20% Chronically Absent</p> <p>Declined 6.2</p> <p>35 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Declined 5.7</p> <p>28 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Hispanic</p>  <p>No Performance Color 14.3% Chronically Absent Declined 15.7 21 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

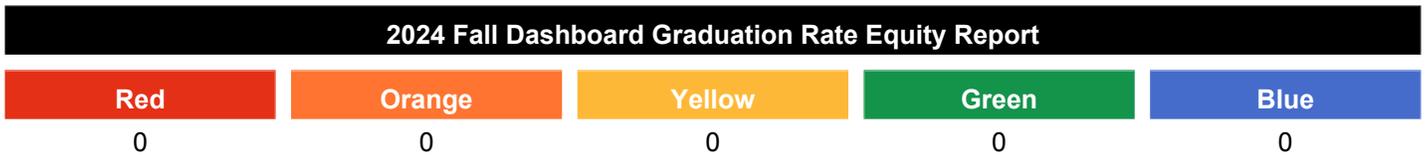
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 79.3% graduated Maintained 0.2% 58 Students	 No Performance Color 72.7% graduated 11 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color 77.3% graduated Increased 2.3% 44 Students

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>	<p>Hispanic</p>  <p>No Performance Color 80% graduated Increased 5% 35 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 76.5% graduated Declined 16.9% 17 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

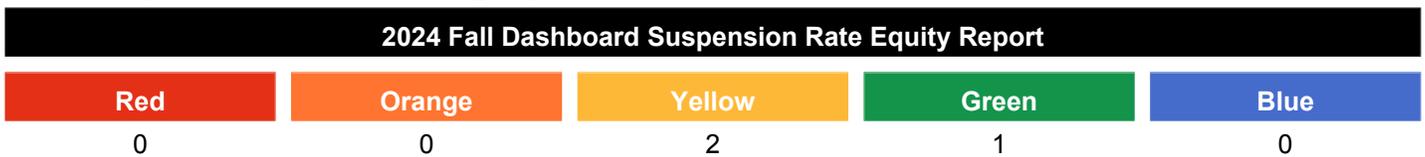
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1% suspended at least one day</p> <p>Increased 0.5%</p> <p>204 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>35 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>26 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>123 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>58 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Assessment data will be collected by STAR, writing assessment, and CAASPP

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need

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

The following student groups have been identified as performing below standard in math based on the CA School Dashboard: All Students, Socioeconomically Disadvantaged
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: All Students, Socioeconomically Disadvantaged

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Assessment - Reading	64% of students are At/Above Benchmark (Spring 2025)	Increase the school-wide performance by 5% in each Star Reading benchmark (Intervention, On Watch and Urgent Intervention), including EL's.
Star Assessment - Math	36.25% of the students score Met/Exceeded benchmark (Spring 2025)	5% of students scoring below benchmark on the STAR Math will move towards scoring "at or above" benchmark including all subgroups.
Sitewide Writing Assessment	26% of students scored At/Above Proficiency	5% Increase At/Above Proficiency in writing assessment
CAASPP ELA	41% of the student Met/Exceeded benchmark	3% increase in students performing At/Above benchmark for all groups
CAASPP Math	31% of students Nearly Met benchmark	3% increase in students performing At/Above benchmark groups

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Improvement in Math and English proficiency	All Students English Learners.	600 0003 - Supplemental

	<p>a. Schedule regular data review meetings after each assessment to analyze results, create plans to monitor student growth, and adjust instruction or supports as needed.</p> <p>b. Disaggregate data by subgroups to ensure equity in outcomes.</p> <p>c. Provide staff with professional development sessions focused on how to analyze and interpret assessment data, standard-aligned argumentative writing, artificial intelligence, ELD, and writing for real-world applications.</p> <p>d. Increase modes to verify understanding (Subject.com writing, group discussions, in-class assignments, ask open-ended questions, free journal responses, notetaking)</p> <p>e. Include writing in each weekly core class that aligns with CCSS and assessment data.</p> <p>f. Share scores with students and parents via the SRS and SLC</p> <p>g. Teachers will follow up with feedback from assessments and assignments.</p> <p>h. MLL support for students who are not redesignated</p> <p>i. Math Lab will be provided to students who are earning a D or below.</p>		<p>1000-1999: Certificated Personnel Salaries Planning 133</p> <p>0003 - Supplemental 3000-3999: Employee Benefits Planning 2122</p> <p>0003 - Supplemental 4000-4999: Books And Supplies</p> <p>500</p> <p>0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Mileage</p>
<p>1.2</p>	<p>1.3 Curriculum for college and career exploration</p> <p>a. Develop and instill a curriculum for college and career exploration</p> <p>b. Students will have access to schoolwide Advisory during weekly core class</p> <p>c. The advisory will be evaluated twice a year for effectiveness, consistency of instruction and staff input for revision.</p> <p>d. Create a positive learning environment that is grounded in trust, empathy, and respect.</p>	<p>All Students</p>	
<p>1.3</p>	<p>1.2 Maintain or increase the graduation rate Interventions</p> <p>a. Staff will improve on-track indicators by monitoring credits, grades, attendance, and work completion that will be noted on the SRS weekly.</p> <p>b. Train staff to recognize and respond to early signs of disengagement.</p> <p>c. Provide professional development on the requirements for graduation, transcript review, and setting appropriate timelines.</p> <p>d. Ensure that all students meet with their teacher or administration at each progress report to review progress towards graduation.</p> <p>e. Foster a positive, inclusive school culture that encourages persistence, resilience, and communication.</p> <p>f. Ensure that all students have access to high-quality instruction and resources that include credit recovery, extra study sessions, differentiated opportunities, and timely feedback.</p> <p>g. Students will be provided opportunities to explore and visit colleges.</p>	<p>All Students</p>	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

NVIS Multilingual Learners (MLLs) continue to increase (20 active). The MLL lab will continue into the next year so that additional supports (writing, math, vocabulary, comprehension) can be provided to ensure equitable access to the curriculum. Currently, MLL students are at the basic and urgent intervention levels on the reading and math inventory. We will use data from Star assessments, writing assessments, and formative assessments via Subject.com to help us understand where the gaps are for students and how to improve their gaps in learning.

ELPAC data indicates:

- * Level 4 - 55% (22)
- * Level 3 - 10% (4)
- * Level 2 - 27.5% (11)
- * Level 1 - 7.5% (3)

Overall, there was an increase in students (26% scoring at or above proficiency) scoring At or Above in Reading from the Fall 2024 administration to Spring 2025. In math, there was an increase (12%) in the growth of students scoring At/or above proficiency. Data from the dashboard indicate that overall students' scores indicate that they were 68.7 points below standard (Orange: 48 students), and SED were 105.5 points below standard. (Red: 30 students).

Based on the data from Subject.com, there were 678 courses taken in Subject during the 2024-2025 school year with 130 students that were enrolled in Subject.com. Teachers are responsible for updating the student record sheet weekly and communicating with families regarding work completion and progress.

Attendance has slightly decreased from last year (20%) to the current year (19.7%).

Writing has been an area where NVIS teachers determined that there was a need to continue to focus on. The data for the Spring 2025 school year indicate that based on the Writing Rubric for an argumentative essay, 26% of the students scored Proficient, 60.5% Approaching, 10.9% Basic, and 43.2% Below Basic, with an average score of 6.4 out of 12. Compared to the spring writing assessment, there was evidence that students gained in the following areas:

- Hook: 19%
- Strong introduction: 1%
- Thesis: 5%
- Claims: 7%
- Evidence: 3%
- Authentic Reasons: 6%
- Conclusion: -13%

With the uniqueness of NVIS, students attend a minimum of twice a week for 2.5 hours each day. Attendance is vital. Attendance is calculated based on work completion.

- Attendance:
- Overall: 80.3%
- 504: 75%
- Hispanic: 79.7%
- LEP: 80%
- RFEP: 90.9%
- SED: 80.2%
- SPED: 75.3%
- White: 78.1%

As in previous years, the area where NVIS needs additional support is in providing counseling services (counseling, social worker, school psychologist). Most of the academic counseling falls to the teacher of record, and they do not feel that they are trained enough to understand the academic counseling that goes hand in hand with college and career transitions. The principal did as much as possible to support teachers in monitoring the student academic transcript and class placement.

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

The major difference is that due to the online learning platform, the weekly two and a half hour class was not enough to cover all the components needed to support students. The major aspect missing was the ongoing counseling support services. Overall, the site was able to meet the intended goal due to its adaptable teaching staff and Admin.

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.

Testing data, grade data and attendance data will be shared with instructional team to target our focus in the areas of English Learners, math/reading and work completion by students on time. These changes will be found throughout the SPSA, specially in Goal #1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

State and local data indicate that all students have significant gaps in math performance, college & career readiness, English Learner Progress and ELA academic performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need

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

Increase academic achievement in ELA, Math and College and Career Readiness

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continue implementation and refinement of online learning platform - Subject.com	Work with Subject team to provide teacher access to full curriculum within each content area	100% of teachers will have access to unit content to support students
Implement new MLL Curriculum Adoption	All teachers will participate in professional development on new curriculum	100% of teachers will be trained on the new curriculum

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Continue to engage in training on the online curriculum (Subject Technologies). a. Review Subject.com courses b. Create a pacing calendar for course completion c. Teachers to participate in professional development that responds to student curriculum and access. d. Teachers will evaluate and adjust instruction based on assessment data. e. Teachers will implement writing lessons that are scaffolded and Common Core aligned weekly.	All students	1000 0003 - Supplemental 4000-4999: Books And Supplies
2.2	2.2 MLL support a. All MLL will attend the MLL lab weekly b. Teachers will communicate with students and parents of the mandated MLL lab.	Multilingual Learners	

	c. Teachers will monitor work completion and attendance in the MLL lab.		
2.3	2.3 Building Connections a. Train educators in trauma-informed and relationship teaching strategies. b. Make learning meaningful, relevant, and connected to life beyond school (real world issues, careers, colleges, and community building) c. Offer extended learning opportunities.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

NVIS teachers are assigned students (caseload) and are responsible for overseeing all their coursework, attendance, grades, and credits. Students attend a minimum of two times a week. The curriculum (Subject.com) is A-G approved. At NVIS, students are required to complete their work asynchronously. Teachers are responsible for updating the student record sheets weekly that will provide pacing of curriculum, grades, credits, and attendance. Additional supports are provided in Math (in person and virtually), MLL, and writing.

Professional development from district administration (Miller) provided essay writing support and exemplars. Teachers were offered additional long professional development in writing (The Writing Revolution). Two teachers participated.

Teachers and students have a special connection that focuses on academic, SEL, and Career and College Readiness. With the limited time, teachers have, they were able to

- journal writing
- Hold advisory
- Focus on an essential standards in writing
- Provide additional support in Math, work completion, and writing

Two teachers attended professional development, Leading for Racial Equity, that focused on understanding student perspective on how family, culture, and environment and how each area may affect the student's academics and having equal access to education.

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

There is no major difference between the intended expenditures and strategies. Teachers in the caseload model continue to focus on the needs of their students.

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

There are no changes to the caseload process aside from having each teacher provide instruction and grades for all content areas. Target support will be in the support sessions and Math Lab for all content areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow and strengthen family engagement in support of improvements in student achievement for all student groups, including MLL's

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need

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

Needs assessment data indicates a need to increase opportunities for the families of all students to advise the principal and school staff on the school's program.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	89% of parents express they have access to the Student Record Sheets	100% Administration of pre and post parents/guardians survey
Student Survey	83% of students indicated they felt comfortable speaking to teachers	100% Administration of pre and post student survey
Student Led Conferences	Student Led Conferences are offered in the Fall and Spring semester to all students.	80% of students/families will participate in Student Led Conferences
ELAC parent participation	>1% of parents attended the ELAC Meetings	Increase ELAC Advisory parent participation by 20%.
Clear understanding of how work completion affects credits	32% of the 23-24 academic year students have below 90% attendance rate	Increase work completion by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Increase and maintain open communication with NVIS families. a. Provide multiple opportunities for students, parents, and families to be engaged with NVIS (Orientations, Back to School, Open House, District advisory committees, Student-Led Conferences, ELAC, WASC, Student Record Sheet) b. Teachers will publish a weekly agenda.	All students and parents	500 0003 - Supplemental 4000-4999: Books And Supplies

	<p>c. Staff will provide ongoing communication monthly through email, ParentSquare, Google Classroom, and/or parent/student meetings.</p> <p>d. Weekly, teachers will update information regarding assignments, credits, grades, comments, and attendance via the Student Record Sheet.</p> <p>e. Teachers will hold teacher-student orientations after the student has been accepted at NVIS.</p> <p>f. Administration will share student information with teachers to ensure a smooth transition to NVIS.</p> <p>g. Administration will review the progress and next steps on the WASC action plan with the staff.</p> <p>h. Administration will seek feedback from students, parents, and staff via surveys.</p> <p>i. Teachers will reach out to parents as needs arise to encourage students to meet the agreements of NVIS.</p>		
3.2	<p>3.2 Utilize Multilingual Master Plan to address English Learner needs</p> <p>a. Empower families to participate in ELAC meetings, School Site Council, and District Advisory.</p> <p>b. Facilitate language access via the ELD Lab that pairs language learning with content learning.</p> <p>c. MLL teacher to provide updates on content matter that will be used in the ELD lab and to provide strategies that can be used cross-curricular.</p> <p>d. Add targeted orientation for MLL and families as part of the orientation process.</p>	MLL	
3.3		All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The student and parent survey indicates strong communication and access to teachers and staff. They also indicate a strong awareness and access to the Student Record Sheets. The staff is proud to provide the students in their caseload strong and ongoing relevant information as related to their course needs, social emotional learning, College and Career information, and attendance checks. Students and parents have one teacher to connect without at any given time. The administration and counseling become involved in the re-engagement process. In month 9, we have 6 students with an attendance rate of 60% or lower. Again, this is connected to students not completing work hours during the week the assignments are due. The Student Led Conferences were highly successful. Students were able to share with their families their progress and their goals. Families, for the most part, were highlight engaged in their students' progress. The Student Record Sheet is a great way to update families on the status of their student's work.

According to the state survey:

100% of parents agree or strongly agree that NVIS is a caring environment.

100% of parents agree or strongly agree that NVIS provides an excellent education.

100% of parents agree or strongly agree that teachers have clear expectations and expect high-quality work.

100% of students agree or strongly agree that the teacher regularly reports student progress.
86% of parents agree or strongly agree that the curriculum is rigorous and that students are challenged.
96% of parents agree or strongly agree that NVIS promotes an appreciation for diversity.

As mentioned in a prior goal, NVIS instituted an English Lab class that met once a week for targeted instruction. In addition, the lead teacher provided target instructional strategies for all teachers to implement as they worked with their MLLs in their classes. A more intentional approach will be added next year to ensure that students attend the lab. Parent orientations for MLL will be added so that they better understand the why.

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

Parent survey indicates a strong connection and communication with the school - 97%. The communication begins at the referral step. Students are referred to NVIS by their counselor. The NVIS admin team reviews the referrals to determine final placement. All students must attend a mandatory orientation with their guardian(s).

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

The activities were updated to reflect current goals and outcomes. The additions made is the parent/student orientation and learning together as to the academic needs of the MLLs. The language to support this goal is embedded in all the goals throughout the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Leverage the MTSS Master Plan to support students academically and socially/emotionally.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need

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

The following student groups have been identified as needing additional support with graduating and meeting a-g requirements based on the California State dashboard: All Students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data - 2023	7% of students are College and Career Ready	Increase course completion with a C- or better in core content areas by 5%
SDQ Data Assessment	In the 2024-2025 school year, 84 students took the SDQ. 67% of students are in the yellow and blue	Increase supports by 5% for all students who need and want support.
California Healthy Kids Survey	2024-2025 CHKS indicate that 41% of the 12th-grade students experience chronic sadness or hopelessness, and 36% of the students said they experience social-emotional distress. 2024-2025 CHKS indicated an increase in substance use. Alcohol and Drug use (18%), tobacco use (18%), Marijuana use (13%), Been drunk/high at school (18%), Use vape products (18%).	5% of students responding that they experience such high levels of chronic sadness or hopelessness and Social Emotional Distress based on pre and post site base surveys.
Implement new Arts integration - Prop 28	Develop plan for arts integration	100% of teachers will incorporate a form of VPA project.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Students will graduate and meet a-g requirements at a higher rate, resulting in more	All students	500 0003 - Supplemental

	<p>students placing "prepared" on the college/career readiness indicator.</p> <ol style="list-style-type: none"> Administration will facilitate new student orientations to review policies and agreements. Staff will monitor SRS work completion and attendance on a weekly basis. Students must attend a makeup class if they miss their original core day. Teachers will enter pre-interventions strategies in Aeries Staff will provide re-engagement meetings after three missed in-person sessions. Students will engage in weekly SEL advisory groups by teacher caseload. A home visit will be made when the student and parents do not respond to outreach efforts. If a student continues to not engage after all interventions are in place and documented, the student will be transferred back to their home school or Valley Oak High School. Students will receive academic support as they transition to NVIS throughout the school year. Before enrollment, administration will conduct a thorough review of data to determine if NVIS is an appropriate educational setting based on attendance, transcripts, interventions, available support services, and behavior. Staff will develop a graduation plan with each student. 		3000-3999: Employee Benefits Supports for students
4.2	<p>4.2 The MTSS team will monitor student academic and social/emotional needs.</p> <ol style="list-style-type: none"> The social worker will provide parent outreach. MTSS teams review SDQ data three times a year. MTSS team reviews CHKS Survey results Wellness Cafes are provided with Teens Connect. MTSS meetings are held weekly to review students. Staff conduct check-ins with students based on need. Students participate in weekly SEL Advisory. Teachers will complete the Aeries Pre-Referral Process. Design a robust Advisory to address the SEL student needs Social worker will support students at .2 FTE Informative presentations on SEL and substance use. 	All Students	
4.3	<p>4.3 Develop a plan for arts integration</p> <ol style="list-style-type: none"> Create a committee Develop and administer a student interest survey Purchase necessary instructional supplies Provide funding for the planning and execution of projects 	All Students	13146 6770 - Prop 28 4000-4999: Books And Supplies 25/26 Allocation 2913 6770 - Prop 28 3000-3999: Employee Benefits 25/26 Allocation

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

NVIS continues to have a high percentage of students who scored in the red or yellow in the 23-24 SDQ (64%), an increase of 11%. In addition, 45% of the students scored in the "orange" band.

The results of the California Healthy Kids Survey actually support the SDQ results. Although students indicate a high level of caring relationships and expectations (74%), when it comes to other social and emotional health, the data highlights some concerns.

- * 6% of the 11th grade students indicate current binge drinking
- * 18% indicate some level of substance use
- * 18% indicate current use of vape products, with 11% indicating vaping marijuana substance
- * 41% of the students go to bed after midnight
- * 12% have considered suicide
- * 53% of the respondents did indicate a level of optimism

The MTSS will continue to review data and conduct both parent and student surveys to better understand immediate needs and viable supports.

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

There was no major difference due to limited resources available and counseling services.

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.

NVIS admin will continue to review referrals for appropriate placement. While there will be no major changes, staff will be more strategic in holding the re-engagement meetings with students and families after the 3rd time a student has missed their core class. The update will be added to the Intervention screen on Aeries. The implementation strategies can be found in goal 1 strategy one and two.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,787.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$5,355.00
6770 - Prop 28	\$16,432.00

Subtotal of state or local funds included for this school: \$21,787.00

Total of federal, state, and/or local funds for this school: \$21,787.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	5,355.00
6770 - Prop 28	16,432.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	600.00
3000-3999: Employee Benefits	3,546.00
4000-4999: Books And Supplies	17,141.00
5000-5999: Services And Other Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	600.00
3000-3999: Employee Benefits	0003 - Supplemental	633.00
4000-4999: Books And Supplies	0003 - Supplemental	3,622.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	500.00
3000-3999: Employee Benefits	6770 - Prop 28	2,913.00
4000-4999: Books And Supplies	6770 - Prop 28	13,519.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,355.00
Goal 2	1,000.00
Goal 3	500.00

Goal 4

16,932.00

School Site Council Membership

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

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

Name of Members	Role
Maria Cisneros	Principal
Jessica Farrell	Classroom Teacher
Hector Garcia	Parent or Community Member
Arelci Garcia	Secondary Student
Wendy Rios	Other School Staff
Susan Wilson	Classroom Teacher
Open Seat	Parent or Community Member
Open Seat	Parent or Community Member
Open Seat	Secondary Student
Open Seat	Classroom Teacher

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:

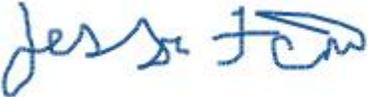
Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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 June 9, 2025.

Attested:

	Principal, Maria Cisneros on June 9, 2025
	SSC Chairperson, Jessica Ferrell on June 9, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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