



## School Plan for Student Achievement (SPSA) Addendum



Board Approval Date: August 21, 2025

The following are changes to our SPSA for year: **2025-2026**

<b>Goal # and Goal Description:</b>	SPSA Goal #3: Families will experience robust communication, community engagement and advocacy. 3.1: Data Confirmation Support: Provide families direct support to complete all documents necessary prior to the start of school		
<b>Description of Change:</b>	Funding for the Valley Oak High School Parent Liaison to work extra hours to support families with Data Confirmation. The reason for the change is due to reduced Title I site allocation.		
<b>Funding (from):</b>	Title I (3010)	<b>Funding (to):</b>	Supplemental (0003)
<b>Amount (from):</b>	\$2,027 - Salary; \$748 Benefits	<b>Amount (to):</b>	\$2,027 - Salary; \$748 Benefits
<b>Reason for Change:</b>	Per above: Site funding reduction in Title I.		



# VALLEY OAK HIGH SCHOOL

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oak High School	28662662830149	June 6, 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 Valley Oak High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary 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 and WASC Action Plan.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was co-developed by the Principal and site leadership team and shared with teaching staff as part of yearly review. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting. The site plan is also available to families upon request.

## 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.

Valley Oak High School qualifies for Equity Multiplier.

## 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.

The state indicators with an overall performance in the red or orange are: College & Career Readiness, English Language Arts, Math, and Suspension Rate. To address these challenges, VOHS has put in place a team of TOSA Intervention teachers to review and analyze data and develop a targeted intervention plan. Currently, the TOSA team has identify individual students and are providing direct interventions. The weekly Rtl time focuses on making up assignments and some additional direct teaching.

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.

The other needs identified by the Star Testing in Math and ELA identify students learning gaps in both reading and mathematics. In addition, the California Healthy Kids Survey results continue to indicate the high level of anxiety and depression students are facing. The TOSA Intervention Committee will continue to review data and identify Tier 2 interventions as appropriate.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.64%	1.53%	0.59%	1	3	1
Asian	%	0%	1.18%	0	0	2
Filipino	0.64%	1.02%	1.18%	1	2	2
Hispanic/Latino	75.64%	72.45%	75.29%	118	142	128
Pacific Islander	%	0%	%	0	0	
White	18.59%	21.43%	19.41%	29	42	33
Two or More Races	3.85%	3.06%	2.35%	6	6	4
Not Reported	0.64%	0.51%	%	1	1	
<b>Total Enrollment</b>				156	196	170

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	2	1	
Grade 11	37	55	39
Grade 12	117	140	131
<b>Total Enrollment</b>	156	196	170

# 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	25		47	16.0%		27.6%
Fluent English Proficient (FEP)	79		48	50.6%		28.2%

# 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 11	96	107	91	93	103	87	93	103	87	96.9	96.3	95.6
All Grades	96	107	91	93	103	87	93	103	87	96.9	96.3	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2486.	2435.	2443.	2.15	0.97	1.15	15.05	4.85	6.90	32.26	15.53	13.79	50.54	78.64	78.16
All Grades	N/A	N/A	N/A	2.15	0.97	1.15	15.05	4.85	6.90	32.26	15.53	13.79	50.54	78.64	78.16

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 11	7.61	2.91	2.30	57.61	44.66	44.83	34.78	52.43	52.87
All Grades	7.61	2.91	2.30	57.61	44.66	44.83	34.78	52.43	52.87

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 11	3.23	0.00	2.30	40.86	18.45	18.39	55.91	81.55	79.31
All Grades	3.23	0.00	2.30	40.86	18.45	18.39	55.91	81.55	79.31

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	3.26	2.91	3.45	69.57	62.14	71.26	27.17	34.95	25.29
<b>All Grades</b>	3.26	2.91	3.45	69.57	62.14	71.26	27.17	34.95	25.29

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	2.15	1.94	1.15	65.59	60.19	58.62	32.26	37.86	40.23
<b>All Grades</b>	2.15	1.94	1.15	65.59	60.19	58.62	32.26	37.86	40.23

# 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
<b>Grade 11</b>	94	108	97	91	103	92	91	103	92	96.8	95.4	94.8
<b>All Grades</b>	94	108	97	91	103	92	91	103	92	96.8	95.4	94.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
<b>Grade 11</b>	2404.	2407.	2405.	0.00	0.00	0.00	0.00	1.94	0.00	2.20	3.88	6.52	97.80	94.17	93.48
<b>All Grades</b>	N/A	N/A	N/A	0.00	0.00	0.00	0.00	1.94	0.00	2.20	3.88	6.52	97.80	94.17	93.48

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
<b>Grade 11</b>	0.00	0.00	0.00	10.99	9.71	10.87	89.01	90.29	89.13
<b>All Grades</b>	0.00	0.00	0.00	10.99	9.71	10.87	89.01	90.29	89.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 11</b>	0.00	0.00	1.09	39.56	39.81	33.70	60.44	60.19	65.22
<b>All Grades</b>	0.00	0.00	1.09	39.56	39.81	33.70	60.44	60.19	65.22

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 11</b>	0.00	0.00	0.00	46.15	44.66	42.39	53.85	55.34	57.61
<b>All Grades</b>	0.00	0.00	0.00	46.15	44.66	42.39	53.85	55.34	57.61

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*		*	*		*	*		*	*	
11	1528.1	1542.9	1545.0	1533.8	1546.3	1553.4	1521.8	1539.0	1536.0	17	23	27
12	1551.0	1529.9	1526.1	1544.8	1509.7	1521.8	1556.4	1549.6	1529.8	15	20	26
All Grades										33	45	53

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
10	*	*		*	*		*	*		*	*		*	*	
11	0.00	8.70	7.41	23.53	21.74	25.93	47.06	56.52	59.26	29.41	13.04	7.41	17	23	27
12	13.33	10.00	7.69	33.33	10.00	23.08	40.00	50.00	34.62	13.33	30.00	34.62	15	20	26
All Grades	6.06	8.89	7.55	30.30	15.56	24.53	42.42	55.56	47.17	21.21	20.00	20.75	33	45	53

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
10	*	*		*	*		*	*		*	*		*	*	
11	23.53	13.04	7.41	41.18	60.87	74.07	29.41	21.74	14.81	5.88	4.35	3.70	17	23	27
12	26.67	10.00	23.08	46.67	35.00	30.77	13.33	25.00	23.08	13.33	30.00	23.08	15	20	26
All Grades	24.24	11.11	15.09	45.45	46.67	52.83	21.21	26.67	18.87	9.09	15.56	13.21	33	45	53

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
10	*	*		*	*		*	*		*	*		*	*	
11	0.00	0.00	0.00	5.88	8.70	7.41	35.29	47.83	40.74	58.82	43.48	51.85	17	23	27
12	0.00	5.00	0.00	13.33	15.00	3.85	66.67	40.00	46.15	20.00	40.00	50.00	15	20	26
All Grades	0.00	2.22	0.00	12.12	11.11	5.66	48.48	44.44	43.40	39.39	42.22	50.94	33	45	53

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
10	*	*		*	*		*	*		*	*	
11	0.00	4.35	3.70	47.06	78.26	59.26	52.94	17.39	37.04	17	23	27
12	0.00	5.00	7.69	73.33	55.00	57.69	26.67	40.00	34.62	15	20	26
All Grades	0.00	4.44	5.66	60.61	68.89	58.49	39.39	26.67	35.85	33	45	53

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
10	*	*		*	*		*	*		*	*	
11	76.47	65.22	96.15	17.65	34.78	3.85	5.88	0.00	0.00	17	23	26
12	60.00	75.00	77.27	30.00	25.00	13.64	10.00	0.00	9.09	10	16	22
All Grades	71.43	68.29	87.50	21.43	31.71	8.33	7.14	0.00	4.17	28	41	48

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
10	*	*		*	*		*	*		*	*	
11	0.00	4.35	3.70	17.65	26.09	22.22	82.35	69.57	74.07	17	23	27
12	6.67	10.00	0.00	53.33	25.00	30.77	40.00	65.00	69.23	15	20	26
All Grades	6.06	6.67	1.89	33.33	26.67	26.42	60.61	66.67	71.70	33	45	53

**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
<b>10</b>	*	*		*	*		*	*		*	*	
<b>11</b>	0.00	0.00	0.00	76.47	82.61	88.89	23.53	17.39	11.11	17	23	27
<b>12</b>	6.67	10.00	0.00	86.67	70.00	80.77	6.67	20.00	19.23	15	20	26
<b>All Grades</b>	3.03	4.44	0.00	81.82	77.78	84.91	15.15	17.78	15.09	33	45	53

# School and Student Performance Data

## Student Population

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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
170	81.8%	27.6%	0.6%
Total Number of Students enrolled in Valley Oak High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	27.6%
Foster Youth	1	0.6%
Homeless	11	6.5%
Socioeconomically Disadvantaged	139	81.8%
Students with Disabilities	16	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6%
American Indian	0	0.0%
Asian	2	1.2%
Filipino	2	1.2%
Hispanic	128	75.3%
Two or More Races	4	2.4%
Pacific Islander	0	0.0%
White	33	19.4%

# School and Student Performance Data

## Overall Performance

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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



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

##### Mathematics



Orange

##### English Learner Progress



Yellow

##### College/Career



Red



# School and Student Performance Data

## Academic Performance English Language Arts

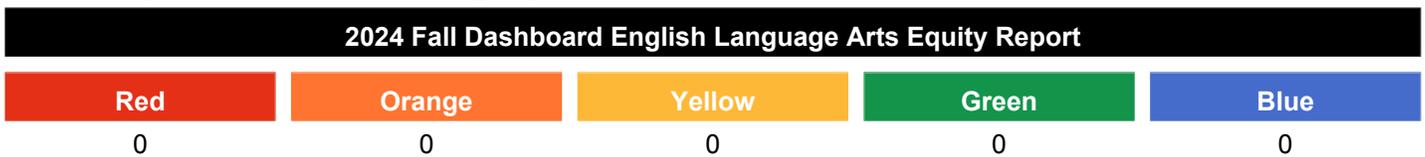
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Orange</p> <p>132.6 points below standard</p> <p>Increased 20.2 points</p> <p>30 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>134.9 points below standard</p> <p>Increased 32.4 points</p> <p>26 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 135.0 points below standard</p> <p>Increased 44.9 points</p> <p>23 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>

# School and Student Performance Data

## Academic Performance Mathematics

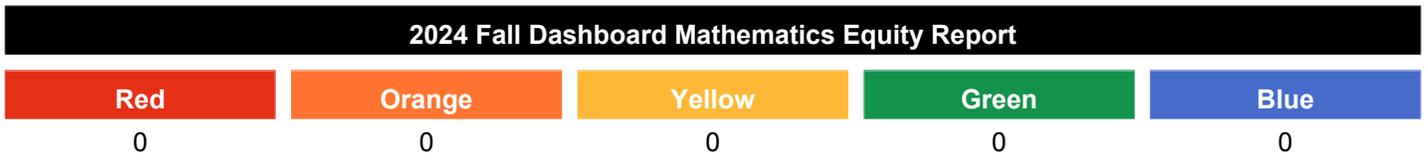
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Orange</p> <p>219.7 points below standard</p> <p>Increased 6.5 points</p> <p>30 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>224.4 points below standard</p> <p>Maintained 2.5 points</p> <p>26 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 218.8 points below standard</p> <p>Increased 23.2 points</p> <p>23 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>

# School and Student Performance Data

## Academic Performance English Learner Progress

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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	
<b>English Learner Progress</b>  Yellow 42.3% making progress. Number Students: 52 Students	<b>Long-Term English Learner Progress</b>  Yellow 44.9% making progress. Number Students: 49 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			
<b>Decreased One ELPI Level</b> 30.8%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 25%	<b>Maintained ELPI Level 4</b> 1.9%	<b>Progressed At Least One ELPI Level</b> 40.4%

# 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.

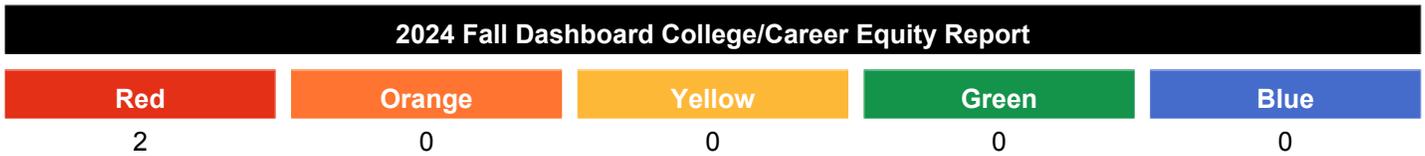
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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><b>All Students</b></p> <p>Red</p> <p>1.5 Prepared</p> <p>Maintained 1.1</p> <p>133 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>38 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Maintained 0</p> <p>36 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 5.3</p> <p>25 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>0.8 Prepared</p> <p>Maintained 1.4</p> <p>119 Students</p>

<b>Students with Disabilities</b>
 No Performance Color <b>0 Prepared</b> Maintained 0  17 Students

<b>African American</b>
 No Performance Color Less than 11 Students 0  1 Student

<b>American Indian</b>
 No Performance Color 0 Students

<b>Asian</b>
 No Performance Color Less than 11 Students 0  2 Students

<b>Filipino</b>
 No Performance Color 0 Students

<b>Hispanic</b>
 Red <b>0 Prepared</b> Maintained 0.9  99 Students

<b>Two or More Races</b>
 No Performance Color Less than 11 Students 0  5 Students

<b>Pacific Islander</b>
 No Performance Color 0 Students

<b>White</b>
 No Performance Color <b>3.8 Prepared</b> Declined 5.5  26 Students

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about 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		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

# School and Student Performance Data

## Academic Engagement Graduation Rate

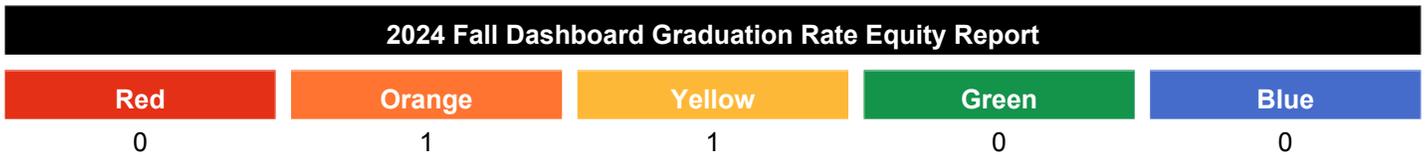
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>77.5% graduated</p> <p>Increased 4.1%</p> <p>138 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>61.5% graduated</p> <p>Declined 6.3%</p> <p>39 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>59.5% graduated</p> <p>Declined 12.5%</p> <p>37 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>68% graduated</p> <p>Declined 4.7%</p> <p>25 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>75.6% graduated</p> <p>Maintained 0.6%</p> <p>123 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>94.1% graduated</p> <p>Increased 40.8%</p> <p>17 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Yellow</p> <p>74% graduated</p> <p>Increased 3.7%</p> <p>104 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>84.6% graduated</p> <p>Maintained 0.2%</p> <p>26 Students</p>

# School and Student Performance Data

## Conditions & Climate Suspension Rate

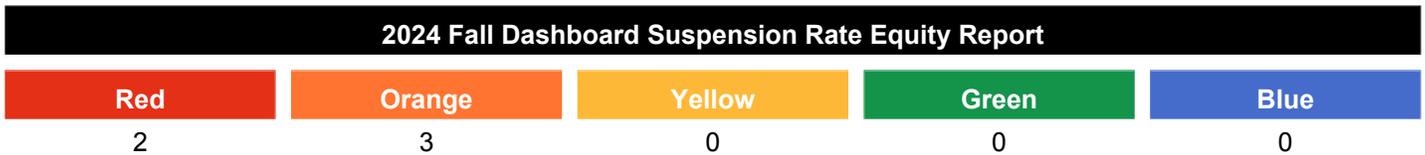
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Orange</p> <p>8.7% suspended at least one day</p> <p>Increased 1%</p> <p>265 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>18.2% suspended at least one day</p> <p>Increased 5.1%</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>18.9% suspended at least one day</p> <p>Increased 5.1%</p> <p>74 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>13.6% suspended at least one day</p> <p>Increased 13.6%</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>9.5% suspended at least one day</p> <p>Increased 0.7%</p> <p>221 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>6.9% suspended at least one day</p> <p>Declined 3.1%</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>9.6% suspended at least one day</p> <p>Increased 1.8%</p> <p>198 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Orange</p> <p>7.7% suspended at least one day</p> <p>Increased 1.2%</p> <p>52 Students</p>

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

**All student groups will increase achievement in ELA and math as measured by STAR and CAASPP**

Continue implementing common, effective instructional strategies across the curriculum, with a focused effort on meeting the needs of special populations to ensure equitable access to the viable curriculum.

Explore ways to enhance college and career readiness by developing onsite Career Technical Education (CTE) programs that provide students with practical, hands-on experience in various career pathways, equipping them for future success.

### 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.

VOHS has made some gains on the CA Dashboard, there is a continued need to focus on increasing the academic performance in ELA and math, including increasing in the the College/career indicator specifically for Hispanic and Socioeconomically Disadvantaged.

VOHS will continue to use the following strategies:

1. Teaching of organizational skills
2. Implementation of math support through Math 180 for Math I classes, reteaching of critical math concepts and incorporating Mathia in all math levels.
3. Use of diagnostic assessments at each pentamester
4. Fund a TOSA Intervention Lead to support academic interventions across all content
5. Fund a TOSA Work Based Learning (Internships) - Career and College Ready

To support all students to make gains towards proficiency (green dashboard indicator) the following additional interventions will be put in place.

1. Provide additional staff support (instructional aides)
2. Response to Intervention (RTI) support on a weekly basis
3. Maintain the after school Acorn Hour for tutorials
4. Continue with schoolwide in danger of failing conversations to offer more targeted supports
5. Focus on targeted priority standards
6. Schoolwide high impact instructional strategies identified by PLC leads and departments

### 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 Reading	21% of the students score At/Above benchmark	Increase the school-wide performance by 5% in each Star reading benchmark (Intervention, On Watch and Urgent Intervention), including English Learners.
Star Math	2% of students score At/Above benchmark	Increase the school-wide performance by 5% in each of the Star math benchmarks Intervention, On Watch and Urgent Intervention) including English Learners.
CAASPP Math	8.46% of students score at Nearly Met standard	5% increase in met/nearly met for all subgroups
CAASPP ELA	21.5% of students score at Met/Nearly Met Standard	5% increase in met/nearly met for all subgroups
College and Career Readiness Indicator	1.5% of students are considered "prepared" on the CCI	5% of students will be considered "prepared" on the CCI

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>WASC Goal #1</p> <p>Goal 1a: Continue implementing common, effective instructional strategies across the curriculum, with a focused effort on meeting the needs of special populations to ensure equitable access to the viable curriculum.</p> <p>Goal 1b: Explore ways to enhance college and career readiness by developing onsite Career Technical Education (CTE) programs that provide students with practical, hands-on experience in various career pathways, equipping them for future success.</p> <p>1. The Leadership Team will review student data to inform decision making. Professional Learning Communities (PLCs) leads will lead the work on site data-informed practices to improve instruction, additional data needed and tools to close academic gaps, including tutoring.</p> <p>2. PLC teams will review NVUSD ELA and math priority standards and identify the high leverage standards to build consistency across content areas during Common Collaborative &amp; PLC Wednesdays.</p> <p>3. We will continue to refine and implement synched learning outcomes, using a common language, that supports equity and alignment in practices.</p> <p>4. Staff will attend site and District professional development as part of the Early Release calendar in addition to participating in conference</p>	All Students	<p>54372</p> <p>7399 - Equity Multiplier</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>.40 TOSA Work Based Learning</p> <p>12923</p> <p>7399 - Equity Multiplier</p> <p>3000-3999: Employee Benefits</p> <p>.40 TOSA Work Based Learning</p> <p>26064</p> <p>7399 - Equity Multiplier</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Instructional Aids</p> <p>13128</p> <p>7399 - Equity Multiplier</p> <p>3000-3999: Employee Benefits</p> <p>Instructional Aids</p> <p>36490</p> <p>7399 - Equity Multiplier</p> <p>2000-2999: Classified Personnel Salaries</p> <p>7 Hour IA</p> <p>18378</p> <p>7399 - Equity Multiplier</p> <p>3000-3999: Employee Benefits</p> <p>7 Hour IA</p> <p>5000</p> <p>3010 – Title 1</p>

<p>5. Interventions will be provided on a weekly basis on Mondays for each of the three classes and will be embedded within the instructional day as part of the Rtl period.</p> <p>6. Hire two Instructional Aides who will support in classes with highest number of students in key subgroups or having content level difficulty.</p> <p>7. Additional Career and College Ready .40 TOSA Work Based Learning (Internships) to plan and implement internships and build job ready skills as part of the real word learning experiences for all students, addressing Career Readiness Dashboard.</p> <p>8. TOSA Intervention .20 FTE to support MTSS Implementation and Analysis of schoolwide interventions both during and after school</p> <p>9. .20 Intervention VOHS at American Canyon</p> <p>Content Specific Strategies</p> <p>ELA/Social Studies:</p> <ol style="list-style-type: none"> <li>1. There will be a focus on providing structured writing supports such as model paragraphs, basic writing skills, peer feedback, scaffolds, review of writing rubric, student self-assessment, guided reading, Cornell notes, etc.</li> <li>2. The English PLC will lead the work in identifying the CAASPP practice questions to inform school-wide writing assessment prompt and resources, calibration and scoring.</li> <li>3. English 238 Senior Seminar Course will focus on assisting 12th grade students with career and college readiness skills with support from the .40 Internship TOSA</li> <li>4. Teacher representatives will continue to participate in District and site level Communities of Practice, planning and training on instructional practices.</li> <li>5. Provide time outside of regular work hours for developing units for alternative setting - max 16 hours</li> <li>6. Administration will continue to purchase necessary equipment, licenses and instructional supplies to support - such as Quil, and Writeable</li> </ol> <p>Math:</p> <ol style="list-style-type: none"> <li>1. Math teachers will continue to participate in training and coaching to support the implementation of the new math curriculum resource to fit the alternative setting and grading periods.</li> <li>2. Provide time outside of regular work hours for developing units for alternative setting - max 16 hours</li> <li>3. The Math Leads will continue to participate and collaborate with District Math Committees focused on the NVUSD Math Strategic Plan.</li> </ol>		<p>1000-1999: Certificated Personnel Salaries  PLC Leads Planning  1101  3010 – Title 1  3000-3999: Employee Benefits  PLC Leads Planning  3149  3010 – Title 1  4000-4999: Books And Supplies  Supports all goals 1-4</p>
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	<p>4. Math teachers will continue to refine and implement learning intentions, using a common language, that supports equity and alignment in grading practices</p> <p>5. Administration will continue to purchase necessary equipment, licenses and instructional supplies to support math C-STEM classes in order to engage students in real-world application of algebra. - quizzes</p> <p>Science:</p> <p>1. Teachers will continue to implement new science NGSS curriculum and participate in trainings provided both at the district level and outside.</p> <p>2. Purchase science supplies to support each of the units</p> <p>VPA teachers will engage in professional development and utilize instructional supplies for CTE classes.</p> <p>Social Studies:</p> <p>1. Teachers will participate in training and coaching to support the implementation of the newly adopted curriculum resource to fit the alternative setting and grading periods.</p> <p>2. Provide time outside of regular work hours for developing units for alternative setting - max 16 hours combined</p>		
<p><b>1.2</b></p>	<p>Student rep feedback on intervention process indicates a stronger need for for staff to provide clear learning targets and the support.</p> <p>Strategies:</p> <p>1. Tier 1: Core Instruction: High Level Practice with key strategy</p> <p>2. Tier 2: High Level Practice with key strategy + intervention - monitor weekly</p> <p>3. Tier 3: High Level Practice with key strategy + intervention + additional resources - continuous progress monitoring</p> <p>4. Teachers provide necessary resources for students to better understand the learning objective/outcome</p> <p>5. Engage students in understanding the Problem Solving Process (Design Thinking):</p> <ul style="list-style-type: none"> <li>• Define</li> <li>• Analyze</li> <li>• Implement</li> <li>• Evaluate</li> </ul>	<p>all studnets</p>	<p>1000 3010 – Title 1 4000-4999: Books And Supplies</p>
<p><b>1.3</b></p>	<p>Teachers will explore CAASPP online resources and use practices exams to better familiarize the students with the test format.</p>	<p>11th Grade Students</p>	
<p><b>1.4</b></p>	<p>Summer Maintenance for Organic Garden Science Lab in preparation for Fall semester harvest. Students learn about harvesting and soil management.</p>	<p>All students</p>	<p>915 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 3 hrs/week - June 2025</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.

VOHS classes are small in nature and teachers are able to provide targeted support as necessary. The master schedule reflects a Response to Intervention (RtI) time on a weekly basis. Teachers are able to target individual student needs: reteaching, review, assessments, time to complete assignments and targeted support. Although targeted intervention is provided during class time, through the WASC 6-Year Self Study focus groups and surveys, both students and parents expressed a need in providing additional after school academic interventions. Site funding resources were identified and goals were updated to reflect the funding. The Equity Multiplier (EM) fund was used to support identified needs. VOHS was able to leverage the funds and provided additional support via interventionist and instructional aids. The after school Acorn Hour was established and teachers invited the students to the after school Acorn Hour. Interventionists with the support of the instructional aids, are able to communicate with parents of students being offered the tutorial services. The implementation of the after school tutorial program made an impact in reducing the number of students who were receiving 2 or more F's in each pentameter. In addition, it helped students change their way of thinking as a student towards math mostly. Increased utilization of the after school tutorial program will be a big focus in the next academic year. Students who attended found the support critical to them passing their classes. As we enter the new year, there is an interest for the Interventionist to review transcripts and meet with students entering VOHS with F's prior to them failing VOHS classes.

In addition to the EM funding, VOHS received CSI funding targeted at supporting students to meet graduation requirements and career readiness support. VOHS was able to increase the funding for counseling support to extend through the summer school program. The CSI funding was also approved to support the maintenance of the Environmental Science Lab - the School Garden. The science teacher along with the students renovated the garden as part of the hands-on Environmental Science curriculum. Students found that working in the garden not only helped them academically but also mentally. Many of the students shared how much at peace they felt while working in the garden.

Assessment: The ELA CAASPP continues to show minimal growth in the overall achievement for All Students. On the Math CAASPP, there was a small shift from 22-23 to 23-24. The Math CAASPP results consistently show over 90% of students not meeting the standard. The domains where students demonstrate At or Near Standard are in Problem Solving Modeling/Data Analysis and Communicating Reasoning. The ELPAC results reveal a need to continue to provide targeted support to English Learners. Overall, the majority of the students are maintaining at Level 2 (47.17%); however, there was an increase of 10.14% of students in Level 3 & 4 overall.

The implications of the data is that students do not perform well on standardized testing. VOHS PLC need to focus on site based assessment to support the work being done at the district level with priority standards and success criteria. As a staff we continue to refine how to ensure access to the guaranteed and viable curriculum and targeted interventions both within class time and outside of school. We understand that the biggest roadblock to student learning is lack of consistent attendance. If the students are in class, they are more likely to pass the course and make progress on the assessments. The attendance committee is addressing the truancy challenges. One of the key actions of the committee is to do home visits. Those home visits have been effective in getting the students to school on a more consistent basis. The data is described in the Small Community Grant End of Year Report.

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

VOHS was able to implement the 2024-2025 goals due to the Equity Multiplier, CSI and Small Community Schools Funding. Schools that have the resources can be creative in providing targeted interventions and supports as a regular practice vs a reactive practice. Data outcomes indicate that students are making progress towards proficiency in NVUSD assessments and in passing their classes.

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 changes moving forward is to continue to work with the PLC's as we defined and implement the priority standards and success criteria in both English and Math. This will help better align our practices and provide targeted professional learning for teachers by using student work samples. These changes can be found throughout the goals.

# 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 show that all students have significant gaps in ELA and Math.

### 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.

Systematize in-class and after-school academic interventions, as well as extracurricular activities, to provide equitable support for all students in making consistent progress towards academic mastery.

### 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
Weekly Class Interventions	Reduction of D's and F's	10% reduction in D's and F's
After School Academic Interventions	Average student participation 130 in 4 grading periods	80% participation in tutorials based on the referrals
Deepen and sustain implementation of adopted curriculum in all content areas	All teachers trained in new curriculum	Identification of targeted priority standards in each content area
Work Based Learning	Baseline	Development of program and advisory

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>WASC goal #2: Planning time and resources provided for PLC leads to prepare the work. PLC's will continue to design, integrate and analyze new curriculum within their content area</p> <ol style="list-style-type: none"> <li>Attend professional development offered by NVUSD</li> <li>PLC lesson design beyond regular works hours</li> <li>Explore effective strategies that can be implemented schoolwide by teachers during RtI to support students' academic growth.</li> </ol> <p>PLCs continue to work on calibrating and analyzing student work:</p>	All Students	<p>3500 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Planning 771 0003 - Supplemental 3000-3999: Employee Benefits Planning 400 0003 - Supplemental 4000-4999: Books And Supplies</p>

	<ol style="list-style-type: none"> <li>1. Teachers will work collaboratively to plan and implement Tier 2 and Tier 3 Academic Interventions led by TOSA's</li> <li>2. Professional development will be provided on effective feedback and ways to encourage students to use the feedback to improve their skills. Teachers will be provided release time.</li> <li>3. We will incorporate guided reading notes, close-reading, academic vocabulary development and Cornell notes.</li> <li>4. Student data review will be ongoing and supported by site administration and MTSS Lead.</li> <li>5. Students will be provided with additional supports during Monday's Rtl and after school tutoring.</li> <li>6. Students will be provided with field trips opportunities both academic and civic minded.</li> </ol>		<p>2383 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Math Support 525</p> <p>0003 - Supplemental 3000-3999: Employee Benefits Math Support 1894</p> <p>7399 - Equity Multiplier 4000-4999: Books And Supplies</p> <p>1000 3010 – Title 1 4000-4999: Books And Supplies</p>
<b>2.2</b>	<ol style="list-style-type: none"> <li>1. Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.</li> <li>2. Staff will attend professional learning and conferences focused on integrated strategies that support MLLs.</li> </ol>	Multilingual Learners and all students	<p>1000 3010 – Title 1 4000-4999: Books And Supplies</p>
<b>2.3</b>	Develop communication plan and process for after school tutoring and intervention supports	All Students	<p>1000 3010 – Title 1 4000-4999: Books And Supplies Tutoring Information</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.

The 24-25 focus for goal 2 was the implementation of the newly adopted NVUSD Curriculum. 100% of the teachers were trained and PLC leads participated in the training. In addition, PLC leads for math, social studies, and science are participating in the districtwide committee working on priority standards, pacing guides and assessments. The VOHS math team has been able to work as a site to create the pacing to fit the alternative model. PLC's will continue to design, implement and review the 7-week units.

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 between the intended implementation and the budget expenditures since the focus was on teacher training and preparation.

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 changes of the goal will be focused on Tier 1 instructional strategies and academic interventions. Weekly, in-class academic interventions and after school academic interventions provided to all students will be monitored by students final grades and credit completion. The changes can be found in Goals 1 and 2.



# 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.

**Improve and foster parent involvement and participation by providing thematic, targeted information.**

Staff will leverage the Small School Community Grant Pillars to engage parents and community as we build and sustain parent leadership.

### 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.

All Students and Socioeconomically Disadvantaged students continue to perform below other student groups on all Dashboard indicators. In order to address this, staff will incorporate targeted and strategic parent involvement throughout the year. By increasing understanding of the Valley Oak process and post secondary options, we will improve engagement and student graduation rates.

### 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 and Feedback	24% Increase in ELAC Parent Participation	5% increase of in membership of Small Community Day Advisory Committee
ELAC parent participation is less than 1%	50% of the Parents attended first ELAC meeting with their student	90% of the EL students and parents will attend ELAC meetings.
Clear understanding of how attendance affects credits earned.	50.3% Truancy Rate	Decrease truancy rate by 10%

### 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	WASC Goal #3: Improve and faster continued growth among our MLL families by increasing their involvement in their children's education, providing targeted information on post-secondary education programs, and enhancing our cultural responsiveness through inclusive and community-centered approaches. 1. Identify parents or volunteers to work with Community Liaison to administer a needs assessment 2. Recruit parents that are willing to serve on School Site Council, ELAC, and Coffee with the Principal	All Students	2027 3010 – Title 1 2000-2999: Classified Personnel Salaries Parent Liaison 748 3010 – Title 1 3000-3999: Employee Benefits Parent Liaison

	<p>3. Establish a Parent Advisory Group to assist site administration with parent engagement topics of interest and be more actively engaged in determining site goals based on district priorities</p> <p>4. Highlight parent engagement in the weekly digital bulletin</p> <p>5. Host on-campus events based on parent/community needs assessment both academic and non-academic</p> <p>6. All schools, students, and families will receive timely information on meetings, surveys, and celebrations via District and site platforms, services and events.</p> <p>Data Confirmation Support Provide families direct support to complete all documents necessary prior to the start of school</p>		
<b>3.2</b>	<p>We will continue to improve our partnership with counselors and other education professionals that recommend transfer to Valley Oak:</p> <ol style="list-style-type: none"> <li>Promote early referral to Valley Oak</li> <li>Staff communication with high school counselors every 6 weeks before the upcoming orientation/intake of new students</li> <li>Host an educational breakfast for counselors from middle and high schools to promote awareness of the Valley Oak program</li> <li>Articulate clear transfer criteria</li> <li>Hold informational orientations that include campus tours</li> <li>Invite student/family to welcome orientations</li> </ol>	All students that are credit deficient will receive timely Valley Oak information from their home school.	2000 7399 - Equity Multiplier 4000-4999: Books And Supplies
<b>3.3</b>	<p>Improve transfer process from comprehensive schools to Valley Oak</p> <ol style="list-style-type: none"> <li>Ensure information on alternative education is available for parent education as an option</li> <li>Support parent understanding and engagement in the success of their student.</li> <li>Increase graduation rates by engaging parents and students in their academic plans, including timely transitions from comprehensive schools to VOHS</li> <li>Sites are provided with a master schedule of orientation dates and ensure all students attend an orientation to learn about Valley Oak and its services.</li> </ol>	All Students	
<b>3.4</b>	Strategic meetings with parents to discuss credit recovery process, course completion and post-secondary options.	All Students	
<b>3.5</b>	<p>Provide training on ELAC policies and expectations</p> <ol style="list-style-type: none"> <li>Students will review purpose of ELAC.</li> <li>Students will invite their parents to the ELAC meetings.</li> <li>Students will lead the meetings.</li> <li>Students will encourage their parents to take on a leadership role.</li> </ol>	MLL Students	1432 3010 – Title 1 4000-4999: Books And Supplies

	<p>5. Students will attend the ELAC meetings with their parents.</p> <p>6. Students and parents will brainstorm future topics for discussion.</p> <p>7. Students and parents will update the bylaws with support from staff.</p> <p>8. Students will assist with updating the parents with current practices and needs.</p> <p>9. Students will request funding form ASB for celebration.</p> <p>10. Attend college fields trip with parents (when permitted)</p> <p>11. Purchase necessary office supplies to support parent and student engagement</p> <p>12. Review new Assembly Bill, AB 2121 as it relates to migrant and newly arrived immigrant students</p>		
<b>3.6</b>	Opening of school activities focused on engagement	All Students	<p>600</p> <p>3010 – Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Opening of School</p> <p>133</p> <p>3010 – Title 1</p> <p>3000-3999: Employee Benefits</p> <p>Opening of School</p>
<b>3.7</b>	Utilize the California Community School Partnership Program (CCSPP) framework to engage parents in a variety of teaching and learning opportunities that are supported by community partners.	All Students	
<b>3.8</b>	Increase targeted Parent and Student training on VOHS credit and attendance system.	All Students	
<b>3.9</b>	<p>Develop understanding and leadership capacity for CCSPP Parent Advisory Committee</p> <p>1. Training on 4-Pillars of Framework</p> <p>2. Integrated Student Supports</p> <p>3. Family &amp; Community Engagement</p> <p>4. Shared Leadership and Practice for Educators and Admin</p> <p>5. Extended Learning Time and Opportunities</p>	All Students	<p>2000</p> <p>7399 - Equity Multiplier</p> <p>4000-4999: Books And Supplies</p> <p>Support goals 1-4</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.

VOHS continues to focus on parent engagement. Through our student and parent survey as part of the Small Community Schools Program, we identified that both students and parents needed additional information and clarity on how credits are earned at Valley Oak. In addition, during our ELAC meetings, parents indicated that additional information will be greatly valuable. The MLL's parent engagement tripled (20% to 60%+) from the previous year due to

the active participation of the students. The ELD class created a club called the Golden Acorns, they have been instrumental in organizing and facilitating the ELAC meetings with the parent rep and teacher. VOHS will continue with this goal for the 2025-2026 school year.

In addition, we will continue to engage with the comprehensive schools to refer students to Valley Oak earlier in their academic years. The struggle continues with most students being referred their junior year and students are severely behind in mathematics. Students needing three years of math in a year and a half which is very difficult because they need time to learn the material to be able to succeed in upper level classes. The Student Services Committee served as the MTSS Team and met on a weekly basis to address all referrals. 100% of the students referred received some type of service - mental health, academic interventions or moved on to SST's to address more challenging issues. An unexpected outcome is the number of potential child-finds needs.

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 in 24-25 but staff look forward to the work with the Small Community Schools grant. The budget for parent communication is sufficient.

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.

Moving forward, we will continue with the same goal for parent outreach and transitions from comprehensive sites to VOHS. WASC needs assessment identified a need to continue to refine a positive and inclusive culture for students, staff and families.

# 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 all students

Continue to refine and implement impactful interventions by providing comprehensive training for all staff on trauma-informed instructional and intervention strategies to strengthen staff-student relationships and ensure consistent feelings of safety and support for all students.

### 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.

Student wellbeing has been identified as a need in terms of students feeling chronic sadness or hopelessness and social distress. MTSS will be gathering additional data as well as monitoring students throughout the year via the process.

### 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 Health Kids Survey Data	The 2025 CHKS data outcome indicates that 28% of students experience chronic sadness or hopelessness and 19% of the students said that they experience social distress	5% decrease in students responding that they experience chronic sadness or hopelessness based on pre and post site base survey.
Grade Data	Reduce the number of F's (10% average from 5-pentamesters) 65% of students are receiving a C- or better	5% decrease in "F" rates
Grade Data	Reduce the number of D's (19% average from 5-pentamesters) 65% of students are receiving a C- or better	5% decrease of "D" rates

### 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	WASC Goal #2c: Provide timely academic, SEL and attendance support for all students	All students needing support will be offered the services through our MTSS Team, self-	8000 7399 - Equity Multiplier

	<ol style="list-style-type: none"> <li>1. Support Joven Noble implementation (curriculum focused on empowering young men). We will work with community partners to help develop Youth Empowerment Program.</li> <li>2. All staff will participate in trauma-informed professional development (consultant)</li> <li>3. Instructional aides (IAs) will be placed with our MLLs and students with 504s in class to support.</li> <li>4. Allocate time for teachers and IA's to meet and discuss pentamester plan</li> <li>5. Revisit common behavioral expectations shoolwide on school initiatives (PBIS)</li> <li>6. Continue to refine a positive and inclusive culture for students, staff, and families.</li> <li>7. Administration and student services will continue to explore ways to increase attendance and decrease tardies. The Community Parent Liaison will follow up with students not attending school. We will schedule home visits as needed and offer community resources to families as needed.</li> <li>9. Instructional supplies to support Goal 1 - Goal 4</li> </ol>	referrals and teacher recommendations	5800: Professional/Consulting Services And Operating Expenditures Consultant 1118 3010 – Title 1 4000-4999: Books And Supplies
4.2	<p>Explore after school high leverage academic interventions for students falling behind in classes</p> <ol style="list-style-type: none"> <li>1. Intervention Team gathers "in danger of failing" data, analysis and provides recommended interventions.</li> <li>2. MTSS reviews additional social emotional supports needed to support ongoing academic interventions efforts.</li> <li>3. Students with "F" and "D" grades will attend after school interventions including but not limited to parent/guardian meetings.</li> <li>4. Attendance Committee will review individual student attendance and follow up with student as appropriate</li> <li>5. Staff will engage in professional development to support subgroups.</li> <li>5. Staff will review and refine Monday's Rtl dedicated time based on student needs.</li> <li>6. Hire Restorative Practices Coach if funding available</li> </ol>	All students will be provided with academic supports identified by teachers and Intervention TOSA's	1000 0003 - Supplemental 4000-4999: Books And Supplies
4.3	Administer pre & post SEL survey addressing experience chronic sadness or hopelessness and social distress	All students at each Pentamester	2085 0003 - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
4.4	<p>Utilize data to determine appropriate supports and interventions for students. Continue to monitor student progress through the MTSS process, ensuring students are receiving appropriate services as needed to promote academic and social-emotional growth.</p> <p>Embedding SEL into daily instruction to help students build emotional regulation, self-awareness and positive relationships, creating a strong foundation for both academic and personal success.</p>	All students	

4.5	Arts Integration 1. Arts Integration Steering Committee 2. Content development & implementation 3. Pre & post student/staff feedback 4. Community Showcase 5. Instructional supplies 6. Travel and Conference 7. Professional Development 8. Contract with experts in the field to partner with VOHS	All students	15845 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Prop 28 3511 6770 - Prop 28 3000-3999: Employee Benefits  4839 6770 - Prop 28 4000-4999: Books And Supplies
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# 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.

-Academic Performance Gains: Students demonstrated improvement in both Math and ELA CAASPP scores. In Math, students moved from 226.2 to 219.7 points below standard—a 6.5-point gain. In ELA, students improved by 20.2 points, from 152.8 to 132.6 points below standard. These gains suggest that instructional support and intervention efforts, such as in-class assistance and the after-school Acorn Hour, are contributing to academic progress. Despite gains, students remain significantly below standard in both Math (219.7 points) and ELA (132.6 points). This indicates that while progress is occurring, more robust and systemic supports are needed to accelerate growth to proficiency. The implementation of Acorn Hour, funded through the EM grant, addressed student and family-identified needs for additional academic support. The program helped reduce the number of students receiving multiple F’s and positively influenced students’ attitudes toward subjects like math. Parent communication and individual student monitoring enhanced engagement and accountability. Although the after-school tutorial program has proven effective for those who attend, overall utilization remains a challenge. Student and parent input via WASC focus groups shows that access, awareness, or scheduling may be barriers that still need to be addressed more systematically.

Instructional Aids had a critical role as we continue to welcome students affected by COVID in their early high school years. They continue to play a critical role throughout the campus, especially as we focused on welcoming routines within the classrooms. They played a key role in supporting students during instruction daily. Their role included both academic and socio/emotional support. Often, they were able to share critical resources and provide information to our Student Services Team. In addition, all students and staff received QPR Suicide Prevention training through the Wellness Conference, as well as dealing with Stress and Anxiety provided through the Wellness Conference. The focus was on supporting students with anxiety and depression along with Social-Emotional learning and teaching. The training was well received and strategies learned were implemented in the classroom. The CHKS survey continue to indicate the high level of chronic sadness (28%), social emotional distress (19%) and 8% considered suicide. The staff are witness to such challenges in the classroom and schoolwide. The efforts put forth to address the issues helped tremendously but the pandemic has created a different level of mental health needs for students that traditionally do not seek out services. The data outcomes from the survey indicate a decrease in risky behaviors but they results are still in double digits, with alcohol/drug use at 20% (15% decrease from 23-24 data) and 19% students reporting being "being drunk/high @school" (decrease of 7% from 23-24 data). The SDQ data also supports the CHKS data regarding mental health challenges. Unfortunately, due to reduced funding, the third day of Mentis support had to be eliminated.

Community partners play a critical role in providing mental health services. The numbers below indicate the number of referrals made and number of students seen. Students can also self-refer or adults on campus can also make referrals. These referrals are often made through the MTSS teams to the following agencies: NEWS, Mentis, Aldea, VOICES, and Mariposa.

Data for the MTSS process also shows the following: 75% (120 students) of the students had at least one pre-referral entered in Aeries.

Strengths and Difficulties Questionnaire (SDQ) Total Difficulties Data:

- 15.23% of students are in the red
- 5.55% in the Orange
- 6.9% in the Yellow
- 49.6% in the green

The SDQ again supports the results of the California Healthy Kids Survey results. The CHKS survey asks students how they felt in the last 12 months and the SDQ survey is given twice a year as a pre and post survey.

The data above is just the referrals via the Wellness Center and does not reflect self-referrals or teacher referrals.

Overall, a better tracking system needs to be created for documenting services used.

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

Due to additional after school intervention funds, VOHS was able to add three intervention teachers to support students. The team is putting together a straw design for the Academic Intervention plan.

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 goal for 2025-2026 will be focused on Work Based Learning and targeted academic interventions. VOHS will focus on building student resilience, efficacy and integration of academic interventions. These goal can be found throughout the SPSA - Specially Goal #1

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$230,534.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$11,782.00
3010 – Title 1	\$19,308.00
6770 - Prop 28	\$24,195.00
7399 - Equity Multiplier	\$175,249.00

Subtotal of state or local funds included for this school: \$230,534.00

Total of federal, state, and/or local funds for this school: \$230,534.00

# 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	11,782.00
3010 – Title 1	19,308.00
6770 - Prop 28	24,195.00
7399 - Equity Multiplier	175,249.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	82,615.00
2000-2999: Classified Personnel Salaries	64,581.00
3000-3999: Employee Benefits	51,421.00
4000-4999: Books And Supplies	21,832.00
5800: Professional/Consulting Services And Operating Expenditures	10,085.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	6,798.00
3000-3999: Employee Benefits	0003 - Supplemental	1,499.00
4000-4999: Books And Supplies	0003 - Supplemental	1,400.00
5800: Professional/Consulting Services And Operating Expenditures	0003 - Supplemental	2,085.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	5,600.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	2,027.00
3000-3999: Employee Benefits	3010 – Title 1	1,982.00
4000-4999: Books And Supplies	3010 – Title 1	9,699.00

1000-1999: Certificated Personnel Salaries	6770 - Prop 28	15,845.00
3000-3999: Employee Benefits	6770 - Prop 28	3,511.00
4000-4999: Books And Supplies	6770 - Prop 28	4,839.00
1000-1999: Certificated Personnel Salaries	7399 - Equity Multiplier	54,372.00
2000-2999: Classified Personnel Salaries	7399 - Equity Multiplier	62,554.00
3000-3999: Employee Benefits	7399 - Equity Multiplier	44,429.00
4000-4999: Books And Supplies	7399 - Equity Multiplier	5,894.00
5800: Professional/Consulting Services And Operating Expenditures	7399 - Equity Multiplier	8,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,723.00
Goal 2	12,473.00
Goal 3	8,940.00
Goal 4	36,398.00

# School Site Council Membership

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

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

Name of Members	Role
Maria Cisneros	Principal
Rafael Garcia Avila	Classroom Teacher
Graciela Hernandez	Other School Staff
Chastity Malone	Parent or Community Member
Julie Lovie	Classroom Teacher
River Hogans	Secondary Student
Bernabe Leon	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	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 6, 2025.

Attested:

	Principal, Maria Cisneros on June 6, 2025
	SSC Chairperson, Rafael Garcia Avila on June 6, 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](mailto: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](mailto: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](mailto: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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