



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa Junction Magnet Elementary School	28662666026876	May 12, 2026	June 25, 2026

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

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

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

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

This plan is being used by Napa Junction Magnet Elementary 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 Napa Junction Magnet Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Napa Junction's School Plan for Student Achievement (SPSA) serves as a strategic roadmap which is in direct alignment with our District's Local Control and Accountability Plan. Central to our approach is the systematization of a Multi-Tiered System of Supports (MTSS), which provides the foundational framework for allocating fiscal and human resources. This data-driven model ensures that interventions are tiered to meet the academic, behavioral, and social-emotional needs of all students, with a focus on increasing achievement across all domains. By leveraging our partnership with the New Technology Network, we provide high-quality Project-Based Learning (PBL) as our Tier 1 core instructional strategy, supplemented by robust differentiation and scaffolding. To bridge achievement gaps, we have established a comprehensive tiered academic intervention program, featuring targeted interventions in both literacy/phonics and mathematics. These programs are designed to provide intensive, data-informed support for students performing below grade level. By fostering a culture of connectedness, we empower a community of students who are active participants in their own growth and academic mastery through our learning outcomes of collaboration, communication, and agency.

Educational Partner Involvement

How, when, and with whom did Napa Junction Magnet Elementary 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 Napa Junction SPSA was co-developed by the principal, the Napa Junction staff and a group of parents. It was then approved by the School Site Council and ELAC on May 12, 2026. The Napa Junction SPSA was also reviewed by the Parent Teacher Association Board.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

An analysis of the CA School Dashboard indicates that Napa Junction has performed in the Orange performance level in both Mathematics and Suspension Rate. This status highlights a need for systemic shifts within our MTSS framework to address significant achievement and behavioral gaps among specific student populations.

Mathematics (Orange): Analysis of performance data for Students with Disabilities, English Learners, Hispanic, and Socioeconomically Disadvantaged students reveals a need for more targeted Tier 1 and Tier 2 instruction. To address this, our school is currently engaged in a deep review of math Priority Standards to ensure instructional time is maximized on the most essential learning outcomes. Our focus is on rebuilding mathematical foundations and fluency to provide these student groups with the necessary scaffolds to achieve proficiency.

Suspension Rate (Orange): Our climate data reflects a disproportionate impact on school stability across multiple demographics, including African American, English Learner, Hispanic, Socioeconomically Disadvantaged, and White student groups. A root cause analysis suggests a correlation between academic frustration—particularly in core content areas like Math—and behavioral infractions. This trend indicates that behavioral challenges are not isolated to one cohort but represent a school-wide need for a more robust integration of Social-Emotional Learning (SEL) and restorative practices within our MTSS framework to ensure students remain in the classroom and ready for learning.

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.

An analysis of the CA School Dashboard reveals a significant disparity in attendance for our African American student population, who are performing two levels below the school average in Chronic Absenteeism. A root cause analysis suggests that this gap is driven by a combination of systemic barriers and a need for enhanced school-wide belonging and cultural relevance. To address this, we are prioritizing a shift toward relationship-based attendance strategies and restorative practices within our MTSS framework to ensure this student group feels a deep sense of connectedness and remains consistently engaged in learning.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.38%			2
African American	6.29%	6.59%	7.78%	30	35	41
Asian	4.40%	4.90%	5.31%	21	26	28
Filipino	12.58%	13.75%	14.04%	60	73	74
Hispanic/Latino	57.23%	56.69%	55.60%	273	301	293
Pacific Islander	%	%	0.19%			1
White	9.01%	9.04%	7.78%	43	48	41
Multiple/No Response	10.48%	9.04%	8.92%	50	48	47
Total Enrollment				477	531	527

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	40
Kindergarten	76		65
Grade 1	73		75
Grade 2	75		81
Grade3	79		83
Grade 4	84		90
Grade 5	69		93
Total Enrollment	477		527

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	129	125	101		27.0%	19.2%
Fluent English Proficient (FEP)	51	64	68		10.7%	12.9%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	79	78	79	76	78	78	76	78	78	96.2	100	98.7
Grade 4	62	86	87	62	83	87	62	83	87	100.0	96.5	100
Grade 5	66	66	100	64	65	100	64	65	100	97.0	98.5	100
All Grades	207	230	266	202	226	265	202	226	265	97.6	98.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2387.	2394.	2401.	10.53	20.51	16.67	26.32	12.82	25.64	22.37	28.21	20.51	40.79	38.46	37.18
Grade 4	2473.	2415.	2460.	22.58	9.64	25.29	25.81	21.69	20.69	29.03	26.51	20.69	22.58	42.17	33.33
Grade 5	2512.	2512.	2491.	29.69	21.54	17.00	21.88	32.31	33.00	26.56	24.62	21.00	21.88	21.54	29.00
All Grades	N/A	N/A	N/A	20.30	16.81	19.62	24.75	21.68	26.79	25.74	26.55	20.75	29.21	34.96	32.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.26	12.82	11.54	64.47	60.26	58.97	30.26	26.92	29.49
Grade 4	19.35	6.02	14.94	58.06	66.27	66.67	22.58	27.71	18.39
Grade 5	15.63	21.54	13.00	62.50	66.15	63.00	21.88	12.31	24.00
All Grades	12.87	12.83	13.21	61.88	64.16	63.02	25.25	23.01	23.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.26	17.95	19.23	57.89	42.31	47.44	36.84	39.74	33.33
Grade 4	22.58	4.82	17.24	61.29	54.22	57.47	16.13	40.96	25.29
Grade 5	21.88	15.38	14.00	67.19	70.77	65.00	10.94	13.85	21.00
All Grades	15.84	12.39	16.60	61.88	54.87	57.36	22.28	32.74	26.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.26	8.97	5.13	76.32	70.51	83.33	18.42	20.51	11.54
Grade 4	14.52	2.41	12.64	74.19	79.52	67.82	11.29	18.07	19.54
Grade 5	12.50	16.92	14.00	71.88	72.31	64.00	15.63	10.77	22.00
All Grades	10.40	8.85	10.94	74.26	74.34	70.94	15.35	16.81	18.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.84	14.10	10.26	61.84	57.69	58.97	26.32	28.21	30.77
Grade 4	14.52	4.82	14.94	72.58	71.08	66.67	12.90	24.10	18.39
Grade 5	21.88	15.38	17.00	70.31	72.31	66.00	7.81	12.31	17.00
All Grades	15.84	11.06	14.34	67.82	66.81	64.15	16.34	22.12	21.51

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	79	78	79	77	77	78	77	77	78	97.5	98.7	98.7
Grade 4	62	86	87	62	84	87	62	84	87	100.0	97.7	100
Grade 5	66	66	100	63	65	100	63	65	100	95.5	98.5	100
All Grades	207	230	266	202	226	265	202	226	265	97.6	98.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2403.	2415.	2399.	6.49	10.39	14.10	33.77	33.77	24.36	25.97	23.38	15.38	33.77	32.47	46.15
Grade 4	2462.	2434.	2456.	17.74	8.33	13.79	27.42	16.67	29.89	29.03	39.29	25.29	25.81	35.71	31.03
Grade 5	2481.	2496.	2469.	19.05	13.85	15.00	14.29	27.69	8.00	23.81	24.62	37.00	42.86	33.85	40.00
Grade 11															
All Grades	N/A	N/A	N/A	13.86	10.62	14.34	25.74	25.66	20.00	26.24	29.65	26.79	34.16	34.07	38.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.99	14.29	17.95	55.84	46.75	43.59	31.17	38.96	38.46
Grade 4	14.52	11.90	18.39	58.06	45.24	45.98	27.42	42.86	35.63
Grade 5	12.70	18.46	10.00	42.86	49.23	44.00	44.44	32.31	46.00
Grade 11									
All Grades	13.37	14.60	15.09	52.48	46.90	44.53	34.16	38.50	40.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	16.88	20.51	54.55	57.14	42.31	31.17	25.97	37.18
Grade 4	17.74	8.33	16.09	53.23	52.38	50.57	29.03	39.29	33.33
Grade 5	15.87	12.31	9.00	46.03	56.92	58.00	38.10	30.77	33.00
All Grades	15.84	12.39	14.72	51.49	55.31	50.94	32.67	32.30	34.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.99	15.58	15.38	59.74	53.25	53.85	27.27	31.17	30.77
Grade 4	17.74	10.71	12.64	56.45	48.81	59.77	25.81	40.48	27.59
Grade 5	7.94	7.69	9.00	71.43	76.92	59.00	20.63	15.38	32.00
All Grades	12.87	11.50	12.08	62.38	58.41	57.74	24.75	30.09	30.19

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1423.6	1440.5	1454.7	1443.6	1464.2	1468.1	1376.4	1385.1	1423.0	24	31	21
1	1464.4	1431.9	1459.5	1484.7	1460.1	1483.0	1443.6	1403.4	1435.5	17	17	13
2	1484.5	1462.1	1455.9	1506.3	1469.0	1471.7	1462.3	1454.7	1439.6	26	18	16
3	1486.5	1505.2	1486.9	1487.1	1531.7	1496.3	1485.3	1477.8	1477.1	17	18	16
4	*	1525.3	1518.4	*	1549.9	1521.8	*	1500.1	1514.4	9	15	18
5	1510.1	*	1527.9	1501.8	*	1540.1	1518.0	*	1515.3	13	9	16
All Grades										106	108	100

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	32.26	42.86	33.33	35.48	38.10	50.00	22.58	14.29	4.17	9.68	4.76	24	31	21
1	17.65	5.88	15.38	47.06	41.18	30.77	23.53	17.65	46.15	11.76	35.29	7.69	17	17	13
2	23.08	11.11	12.50	53.85	38.89	37.50	11.54	22.22	25.00	11.54	27.78	25.00	26	18	16
3	11.76	22.22	31.25	41.18	55.56	25.00	29.41	11.11	25.00	17.65	11.11	18.75	17	18	16
4	*	26.67	33.33	*	53.33	27.78	*	6.67	16.67	*	13.33	22.22	*	15	18
5	15.38	*	37.50	38.46	*	18.75	30.77	*	18.75	15.38	*	25.00	13	*	16
All Grades	16.98	22.22	30.00	45.28	43.52	30.00	26.42	16.67	23.00	11.32	17.59	17.00	106	108	100

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	41.94	33.33	45.83	32.26	52.38	20.83	16.13	14.29	8.33	9.68	0.00	24	31	21
1	35.29	41.18	38.46	47.06	35.29	46.15	11.76	5.88	15.38	5.88	17.65	0.00	17	17	13
2	50.00	22.22	43.75	26.92	55.56	18.75	19.23	0.00	12.50	3.85	22.22	25.00	26	18	16
3	23.53	72.22	50.00	52.94	16.67	25.00	5.88	0.00	6.25	17.65	11.11	18.75	17	18	16
4	*	80.00	61.11	*	6.67	16.67	*	6.67	0.00	*	6.67	22.22	*	15	18
5	15.38	*	56.25	61.54	*	12.50	7.69	*	12.50	15.38	*	18.75	13	*	16
All Grades	31.13	50.00	47.00	46.23	30.56	29.00	13.21	6.48	10.00	9.43	12.96	14.00	106	108	100

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.68	28.57		25.81	23.81		45.16	33.33		19.35	14.29		31	21
1		0.00	0.00		5.88	23.08		41.18	61.54		52.94	15.38		17	13
2		5.56	12.50		33.33	12.50		27.78	25.00		33.33	50.00		18	16
3		0.00	0.00		11.11	31.25		55.56	25.00		33.33	43.75		18	16
4		0.00	22.22		20.00	11.11		46.67	33.33		33.33	33.33		15	18
5		*	0.00		*	31.25		*	43.75		*	25.00		*	16
All Grades	3.77	4.63	12.00	33.02	20.37	22.00	39.62	44.44	36.00	23.58	30.56	30.00	106	108	100

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	32.26	33.33	66.67	54.84	66.67	16.67	12.90	0.00	24	31	21
1	47.06	47.06	15.38	47.06	41.18	84.62	5.88	11.76	0.00	17	17	13
2	34.62	22.22	31.25	53.85	55.56	43.75	11.54	22.22	25.00	26	18	16
3	23.53	38.89	25.00	64.71	50.00	56.25	11.76	11.11	18.75	17	18	16
4	*	46.67	44.44	*	40.00	33.33	*	13.33	22.22	*	15	18
5	15.38	*	25.00	69.23	*	50.00	15.38	*	25.00	13	*	16
All Grades	29.25	36.11	30.00	58.49	50.00	55.00	12.26	13.89	15.00	106	108	100

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	64.52	52.38	54.17	25.81	42.86	8.33	9.68	4.76	24	31	21
1	47.06	29.41	38.46	47.06	52.94	61.54	5.88	17.65	0.00	17	17	13
2	73.08	33.33	43.75	23.08	44.44	31.25	3.85	22.22	25.00	26	18	16
3	35.29	83.33	75.00	47.06	11.11	6.25	17.65	5.56	18.75	17	18	16
4	*	80.00	61.11	*	13.33	22.22	*	6.67	16.67	*	15	18
5	46.15	*	68.75	38.46	*	6.25	15.38	*	25.00	13	*	16
All Grades	50.00	60.19	57.00	40.57	27.78	28.00	9.43	12.04	15.00	106	108	100

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	9.68	14.29	91.67	74.19	71.43	8.33	16.13	14.29	24	31	21
1	23.53	0.00	0.00	52.94	35.29	69.23	23.53	64.71	30.77	17	17	13
2	7.69	0.00	12.50	57.69	72.22	50.00	34.62	27.78	37.50	26	18	16
3	0.00	0.00	0.00	41.18	38.89	56.25	58.82	61.11	43.75	17	18	16
4	*	0.00	22.22	*	66.67	33.33	*	33.33	44.44	*	15	18
5	7.69	*	0.00	53.85	*	56.25	38.46	*	43.75	13	*	16
All Grades	7.55	3.70	9.00	62.26	61.11	56.00	30.19	35.19	35.00	106	108	100

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.83	29.03	47.62	54.17	41.94	42.86	25.00	29.03	9.52	24	31	21
1	5.88	0.00	7.69	82.35	58.82	69.23	11.76	41.18	23.08	17	17	13
2	19.23	11.11	6.25	61.54	66.67	43.75	19.23	22.22	50.00	26	18	16
3	11.76	11.11	0.00	76.47	72.22	68.75	11.76	16.67	31.25	17	18	16
4	*	6.67	27.78	*	80.00	55.56	*	13.33	16.67	*	15	18
5	30.77	*	6.25	46.15	*	68.75	23.08	*	25.00	13	*	16
All Grades	19.81	12.96	18.00	62.26	62.96	57.00	17.92	24.07	25.00	106	108	100

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
531	70.8%	23.5%	0.2%
Total Number of Students enrolled in Napa Junction Magnet Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	23.5%
Foster Youth	1	0.2%
Homeless	20	3.8%
Socioeconomically Disadvantaged	376	70.8%
Students with Disabilities	97	18.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	6.6%
American Indian	0	0.0%
Asian	26	4.9%
Filipino	73	13.7%
Hispanic	301	56.7%
Two or More Races	48	9%
Pacific Islander	0	0.0%
White	48	9%

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Blue		

School and Student Performance Data

Academic Performance English Language Arts

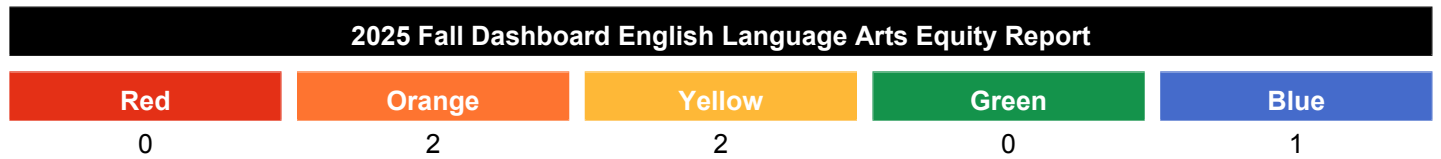
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 12.1 points below standard Increased 17.8 points 254 Students	English Learners  Orange 43.2 points below standard Maintained -1.9 points 73 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 23.8 points below standard Increased 17.1 points 193 Students

Students with Disabilities  Orange 93.6 points below standard Increased 17.6 points 51 Students	African American  No Performance Color 29.7 points below standard Increased 31.2 points 22 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  Blue 45.9 points above standard Increased 22.7 points 37 Students	Hispanic  Yellow 24.9 points below standard Increased 14 points 136 Students
Two or More Races  No Performance Color 11.7 points above standard Increased 28.6 points 26 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 48.1 points below standard Declined 3.4 points 26 Students

School and Student Performance Data

Academic Performance Mathematics

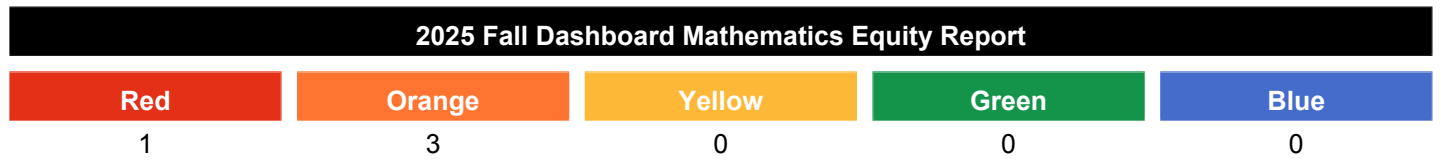
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 37.7 points below standard Declined 5.3 points 259 Students	English Learners  Orange 57.6 points below standard Declined 13.2 points 79 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 74.8 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 48.4 points below standard Declined 6.1 points 198 Students

Students with Disabilities  Red 104.3 points below standard Declined 25.5 points 50 Students	African American  No Performance Color 65.2 points below standard Declined 20.5 points 22 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color 6.5 points above standard Declined 8.4 points 38 Students	Hispanic  Orange 51.1 points below standard Declined 10 points 140 Students
Two or More Races  No Performance Color 20.4 points below standard Increased 25.6 points 25 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 45 points below standard Declined 20.1 points 26 Students

School and Student Performance Data

Academic Performance Science

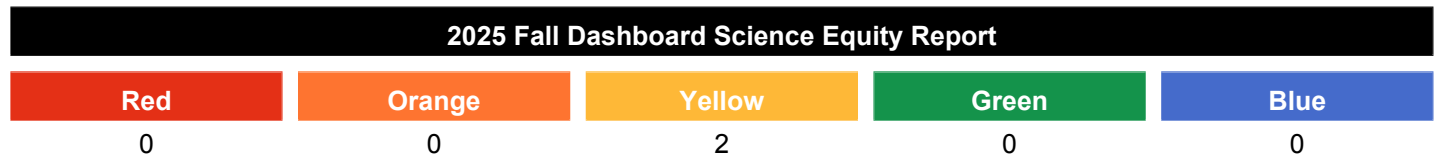
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 52.3 science points Declined 3 points 98 Students	English Learners  No Performance Color 48.5 science points Declined 5.3 points 26 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 51.1 science points Declined 3.6 points 77 Students

Students with Disabilities  No Performance Color 36.8 science points 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 57.9 science points 14 Students	Hispanic  Yellow 51.5 science points Declined 2.8 points 56 Students
Two or More Races  No Performance Color 51.3 science points 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue 60 making progress. Number Students: 65 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8%	26.2%	0%	60%

School and Student Performance Data

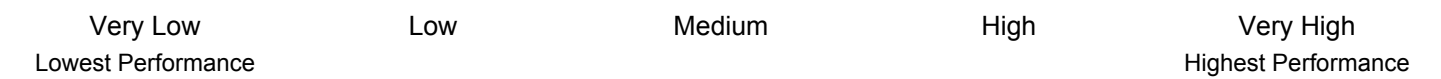
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

18.8% Chronically Absent

Declined 6.2

553 Students

English Learners



Yellow

16.4% Chronically Absent

Declined 2.4

134 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

25.9% Chronically Absent

Declined 24.1

27 Students

Socioeconomically Disadvantaged



Yellow

21.4% Chronically Absent

Declined 6.9

402 Students

Students with Disabilities  Orange 32.1% Chronically Absent Declined 11.2 112 Students	African American  Red 27% Chronically Absent Increased 2.8 37 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 7.7% Chronically Absent Declined 14 26 Students	Filipino  Green 5.3% Chronically Absent Declined 16.3 76 Students	Hispanic  Yellow 20.4% Chronically Absent Declined 3.1 314 Students
Two or More Races  Orange 27.5% Chronically Absent Declined 6.5 51 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 20.4% Chronically Absent Declined 10.8 49 Students

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate 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

Conditions & Climate Suspension Rate

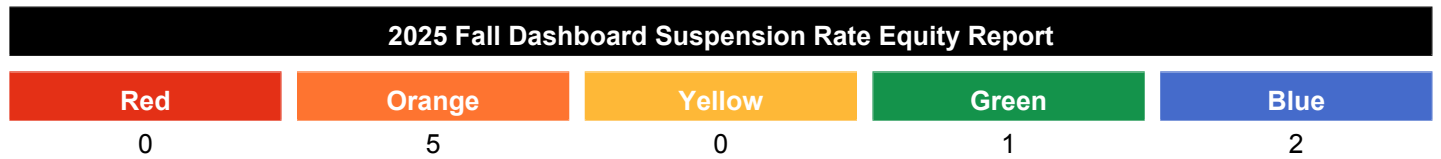
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.4% suspended at least one day Increased 0.7% 557 Students	English Learners  Orange 1.5% suspended at least one day Increased 1.5% 136 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 3.6% suspended at least one day Increased 3.6% 28 Students	Socioeconomically Disadvantaged  Orange 1.5% suspended at least one day Increased 0.7% 406 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.1% 112 Students	African American  Orange 2.6% suspended at least one day Increased 2.6% 38 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 76 Students	Hispanic  Orange 1.6% suspended at least one day Increased 1.2% 317 Students
Two or More Races  Green 2% suspended at least one day Declined 3.7% 51 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 2% suspended at least one day Increased 2% 49 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All student groups will increase achievement in ELA and math as measured by ESGI, STAR Renaissance, mClass, and CAASPP performance.

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.

Based on a review of the California School Dashboard, we have identified significant performance gaps for English learners and students with disabilities in ELA, as well as English learners, students with disabilities, Hispanic, and socioeconomically disadvantaged student groups in Mathematics. To address these gaps, we are expanding our instructional intervention team by increasing our Reading Interventionist to 1.0 FTE and adding a 0.5 FTE Math Interventionist. This staffing increase supports a school-wide, daily intervention and enrichment block where qualifying students receive Tier 2 or intensive Tier 3 support from specialists, TK/Kindergarten teachers, and/or their classroom teacher without missing Tier 1 core instruction.

In addition to targeted intervention, we are strengthening our foundational literacy program through professional learning in LETRS and The Writing Revolution, while TK-1 teachers utilize Handwriting Without Tears to provide structured, multisensory letter formation and writing fluency. We are continuing to partner with the New Technology Network (NTN) to develop Project-Based Learning (PBL) units through a culturally relevant lens. These efforts are supported by teacher release days for Learning Walks, data analysis, and instructional coaching, ensuring all staff can calibrate high-impact strategies and monitor the progress of our identified student subgroups in real-time.

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	Students will take this assessment three times over the course of the 26-27 school year. Winter 2025: 48.2%	By December 2026, our STAR Reading scores will increase from 48% to 54%.
STAR Math	Students will take this assessment three times over the course of the 26-27 school year. Winter 2025: 47.3% At/Above Standard	By December 2026, our STAR Reading scores will increase from 47% to 50%.
mClass Dibels 8	Students will take this assessment three times over the course of the 26-27 school year.	By Winter 2027, our students will score 55% proficiency or higher.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide protected Professional Learning Community (PLCs) time to conduct cycles of inquiry, analyzing common formative assessment results to refine Tier 1 core instruction and design targeted Tier 2 interventions; these teams will utilize evidence-based instructional strategies to address identified learning gaps and ensure equitable access to rigorous standards for all student subgroups.	All students	No Cost
1.2	Deliver comprehensive professional learning and job-embedded support centered on the Science of Reading and structured literacy frameworks—including, but not limited to, LETRS and The Writing Revolution. Teachers will implement these evidence-based instructional routines to strengthen foundational literacy and writing skills, utilizing district adopted curricular resources to ensure all students receive strong consistent Tier 1 instruction. Additionally, TK, Kindergarten, and Grade 1 classrooms will implement Handwriting Without Tears to provide developmentally appropriate, multisensory letter formation and writing fluency.	All students	No Cost
1.3	Provide teacher release days to support the implementation of district instructional priorities, specifically PBL and high-impact teaching strategies. These days will facilitate data analysis and Learning Walks to calibrate instruction, while providing instructional coaching to ensure all lessons are aligned with evidence-based practices and priority standards.	All students	15477 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Teacher substitutes
1.4	Utilize the New Technology Network (NTN) framework to design and implement rigorous Project-Based Learning (PBL) units focused on equitable access and culturally relevant instruction. NTN Lead Teachers and site administration will engage staff in collaborative project design supported by substitute release time.	All students	2800 3010 – Title 1 5800: Professional/Consulting Services And Operating Expenditures NTN Licenses
1.5	Expand the Instructional Intervention Team by increasing the Reading Intervention Teacher to 1.0 FTE and adding a 0.4 FTE Math Intervention Teacher to provide targeted academic support.	All students	101295 3010 – Title 1 1000-1999: Certificated Personnel Salaries Teacher Salaries
1.6	Implement a school-wide dedicated intervention and enrichment block for each grade level, structured to ensure that no Tier 1 core instruction is missed during intervention time. During this block, the Intervention Team and TK/Kindergarten teachers will provide intensive Tier 3 literacy and math support for qualifying students, while other students engage in Tier 2 targeted interventions or academic enrichment in their general education	All students	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	classroom. We use a data-driven Multi-Tiered System of Support (MTSS) model to determine and provide the necessary supports for students to increase their early literacy and early math proficiency.		
1.7	School administration and staff members will attend high-impact professional learning conferences, including but not limited to, the New Technology Network (NTN) Leadership Conference and the 15 Day Challenge, or any other conference aligned to district and site instructional priorities.	All students	17345 3010 – Title 1 5000-5999: Services And Other Operating Expenditures Professional Development/Conferences

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We have increased the number of students at/above benchmark on STAR Math from 37.5% in Fall 2025 to 47.3% in Winter 2025.

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

No major differences.

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.

We implemented an intervention/enrichment block to provide students with differentiated support at their level. Additionally, we are increasing our math interventionist from 0.3FTE to 0.5FTE. We currently have 7 teachers participating the LETRS cohort.

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

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.

A review of the 2025 California School Dashboard indicates that our Multilingual Learners have achieved the highest performance level (Blue) on the English Learner Progress Indicator. This success is directly attributed to our consistent implementation of school-wide Designated ELD and regular data-monitoring cycles. To maintain this status and prevent any future performance gaps, we continue to provide teachers with extended collaboration time to refine integrated ELD strategies and ensure high-level academic access for all ML students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	65% of all multilingual learners increased in overall performance level over the last two summative ELPAC administrations. Out of 76 ELLs, 4 scored a level 4, 27 scored a level 3, 27 scored a level 2, and 18 scored a level 1.	70% of all ELL students will increase performance at least one level on ELPAC.

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	Teachers will provide daily, targeted Designated ELD instruction to all Multilingual Learners, utilizing evidence based instructional strategies to move students at least one proficiency level as measured by the ELPAC.	Multilingual learners	No Cost
2.2	Purchase and utilize supplemental literacy and numeracy materials to facilitate differentiated small-group instruction and accelerate core academic growth.	All students	4000 3010 – Title 1 4000-4999: Books And Supplies
2.3	Engage teachers in trimesterly Data Rounds to monitor progress and refine Tier 1 and Tier 2	Multilingual learners	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	interventions, ensuring differentiated support and increased core-content accessibility for Multilingual Learners.		0000 – No Reporting Requirements
2.4	Allocate supplemental planning hours for grade level teams to collaborate on district instructional priorities, specifically tailoring core instruction to meet the linguistic and academic needs of Multilingual Learners.	All students	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

In Winter 2025, 19 Multilingual Learners attained RFEP status, a direct outcome of our focused investment in consistent, high-quality Designated ELD instruction in every classroom.

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

No major differences.

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.

No changes at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
 MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

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.

To close achievement gaps, the school will expand formal opportunities for families of MLL students, students with disabilities, and socioeconomically disadvantaged students to consult with site administration and staff on program efficacy and instructional strategies.

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
PTA Membership in Totem	There are currently 107 PTA members.	By November 2026, we will have 150 PTA members and 85% will be parents/guardians.
Attendance at Meet & Greet	90% of families attended our Meet & Greet event in August 2025.	95% of students and at least 1 family member will attend our Meet & Greet in August 2026.
Coffee with the Principal	Approximately 10 parents attended at least 1 Coffee with the Principal this year.	By June 2027, at least 20 parents will have attended at least 1 Coffee with the Principal.
Attendance at Parent Conferences	To be collected in Fall 2026.	By November 2026, 90% of families will have at least one family member present at a parent teacher conference.

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	Napa Junction will host a variety of diverse campus events—such as Lunch on the Lawn, Project-Based Learning (PBL) showcases, Coffee with the Principal, and student led assemblies—to provide multiple entry points for families to connect with	All students	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	staff, celebrate student achievement, and participate in the school community.		
3.2	The Family Resource Center (FRC) will serve as a community hub, collaborating with school personnel and partner organizations to host a diverse series of engagement workshops. By leveraging both staff expertise and outside providers, the FRC will offer training on critical topics—such as digital literacy and technology, community specific needs, and at home learning strategies—ensuring that families and community members have direct access to the tools and essential community resources necessary to advocate for student success. The FRC and community and parent liaison will provide direct outreach to families about these sessions and other ways to get involved at the school.	All students	No Cost
3.3	Our MTSS Team, alongside the Parent Liaison and School Social Worker will develop a new family welcome process to facilitate a warm and inclusive entry for all families, specifically focusing on newcomer support. This includes personal outreach, orientation to campus systems, and direct connection to the Family Resource Center for long term community success.	All students	No Cost
3.4	We will purchase student planners for our 4th and 5th grade students to support the home-school connection.	All 4th & 5th grade students	1179 3010 – Title 1 4000-4999: Books And Supplies Student planner for home-school connection

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Positive implementation of the strategies, but we saw a decrease in PTA enrollment.

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

No major differences.

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.

No major changes.

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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

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.

According to California School Dashboard data, African American, White, and Two or More Races student groups, as well as Students with Disabilities, have been identified as requiring targeted support to reduce chronic absenteeism. In response, the school increased the frequency of Student Attendance Review Team (SART) meetings and included attendance-focused parent education into the weekly community newsletter.

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
2025 California Dashboard Data	All students: 18.8% chronically absent Filipino: 5.3% chronically absent Two or More Races: 27.5% chronically absent Students with Disabilities: 32.1% chronically absent White: 20.4% chronically absent English Learners: 16.4% chronically absent Hispanic: 20.4% chronically absent Socioeconomically Disadvantaged: 21.4% chronically absent	The percentage of chronically absent students will decrease by 5%, especially subgroups who are over the percentage of all students.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	We will strengthen our PBIS framework by creating diverse opportunities to celebrate student growth in attendance, social-emotional engagement, and positive behavioral choices.	All Students	No Cost
4.2	Staff will implement weekly Toolbox Project lessons, Second Step lessons, & BEST lessons in order to provide consistent language and practices around social-emotional health and wellness, and teach behavioral expectations so students feel safe	All Students	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and supported coming to school. The focus for each week will also be showcased in the weekly parent newsletter to keep parents informed about the lessons and practices.		
4.3	We will tighten our attendance systems to ensure timely, transparent communication with families, paired with proactive outreach from our Parent Liaison. By conducting collaborative SART meetings, we will partner with our community to remove barriers and provide education on the vital importance of consistent attendance for student success.	All Students	No Cost
4.4	We are continuing with the Breakfast in the Classroom Program in order to decrease food insecurity, ensure students are starting their day with a healthy breakfast, and create a space and opportunity where students and their teacher have some time to check in and connect.	All Students	No Cost
4.5	We will hire a 0.5 FTE Art Teacher who will collaborate with classroom teachers to develop projects that celebrate diverse cultures and heritage. By exploring diverse artists and global perspectives, we will provide the meaningful enrichment that supports student engagement and fosters a deeper sense of belonging.	All Students	56239 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Art teacher salary
4.6	We will purchase agreed upon art materials to enhance the new art program. Attendance improves when students find meaning and enrichment in coursework that extends beyond the core.	All students	13601 6770 - Prop 28 4000-4999: Books And Supplies Art supplies
4.7	To provide students with expanded opportunities for creative expression, our Art and classroom teachers will host after-school enrichment sessions. By providing these culturally diverse creative outlets, we strengthen student engagement and their overall desire to remain connected to the school environment.	Art teacher	12713 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Teacher salaries

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Napa Junction continues to decrease the chronic absenteeism rate through increased parent involvement, communication, and education around the importance of attendance. From 2022-2023 to 2023-2024 the chronic absenteeism rate decreased from 43.8% to 25%.

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

No major differences.

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.

Increased our art teacher FTE by 0.1 from 0.4 FTE to 0.5 FTE to add art for our TK classrooms. (Strategy 4.5)

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	\$224,649.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$15,477.00
3010 – Title 1	\$126,619.00
6770 - Prop 28	\$82,553.00

Subtotal of state or local funds included for this school: \$224,649.00

Total of federal, state, and/or local funds for this school: \$224,649.00

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	15,477.00
3010 – Title 1	126,619.00
6770 - Prop 28	82,553.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	185,724.00
4000-4999: Books And Supplies	18,780.00
5000-5999: Services And Other Operating Expenditures	17,345.00
5800: Professional/Consulting Services And Operating Expenditures	2,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	15,477.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	101,295.00
4000-4999: Books And Supplies	3010 – Title 1	5,179.00
5000-5999: Services And Other Operating Expenditures	3010 – Title 1	17,345.00
5800: Professional/Consulting Services And Operating Expenditures	3010 – Title 1	2,800.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	68,952.00
4000-4999: Books And Supplies	6770 - Prop 28	13,601.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	136,917.00
Goal 2	4,000.00
Goal 3	1,179.00
Goal 4	82,553.00

School Site Council Membership

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

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

Name of Members	Role
Megan De La Mater	Principal
Carmen Lisol Velazquez	Parent or Community Member
Aimee Macias	Parent or Community Member
Alejandra Rafael	Parent or Community Member
Doris Flores	Other School Staff
Nzanaza Loyd	Parent or Community Member
Heather Feinberg	Classroom Teacher
Joshua Padilla	Classroom Teacher
Anne Allen	Classroom Teacher
Rachel Butts	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 12, 2026.

Attested:



Principal, Megan De La Mater on May 12, 2026



SSC Chairperson, Aimee Macias on May 12, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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