



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa High School	28662662835601	May 19, 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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All student groups will increase achievement in ELA and math as measured by Star Renaissance 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.

Although most student groups showed growth on the CAASPP in math, there are still significant areas of low performance. The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: All Students, English Learners, Long-term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.
The same groups are also below standard in ELA.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard CAASPP ELA Data	CAASPP ELA 2025 All: 5.2 points below standard EL: 95.5 Points Below Standard LTEL: 123.3 Points Below Standard Hispanic: 33.4 Points Below Standard Socioeconomically Disadvantaged: 33.6 Points Below Standard Students with Disabilities: 168.2 Points Below Standard CAASPP 2025 Standard Met: 48.6%	Increase Standard Met and Exceeded by 10% for each subgroup on the CA Dashboard Indicator: English Learners, Long-Term English Learner, Hispanic, Socioeconomic Disadvantaged, and Students with Disabilities
California Dashboard CAASPP Math Data	CAASPP Math 2025 All: 110.9 Points Below Standard EL: 180.7 Points Below Standard LTEL: 202.2 Points Below Standard Hispanic: 142.1 points below standard Socioeconomically Disadvantaged: 139.2 Points Below Standard Students with Disabilities: 239 Points Below Standard CAASPP 2024 Standard Met: 18.8%	Increase Standard Met and Exceeded by 10% for each subgroup on the CA Dashboard Indicator: English Learners, Hispanic, Socioeconomic Disadvantaged, and Students with Disabilities.

Star Renaissance Assessment	<p>Grade 9 Reading Proficiency on Winter 2025 Star Reading: 44.4% Proficient Math: 13.88% Proficient</p> <p>Grade 10 Reading Proficiency on Winter 2025 Star Reading: 37.78% Proficient Math: 14.37% Proficient</p> <p>Grade 11 Reading Proficiency on Winter 2025 Star Reading: 46.5% Proficient Math: 16.39% Proficient</p> <p>Grade 12 Proficiency on Winter 2025 Star Reading: 50.29% Proficient Math: 22.22% Proficient</p>	Increase students in the 50-100% percentile rank in Star reading and math by 10%
A-G Completion	<p>27.5% D and F rate at Semester 1 grading period in English 9 30.5% D and F rate at Semester 1 grading period in English 10</p> <p>29.6% D and F rate at Semester 1 grading period in Math 1 42.3% D and F rate at Semester 1 grading period in Math 2</p>	Decrease D and F rate by 5% in English 9, English 10, Math 1 and Math 2

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>NVUSD Strategic Plan Strategy 1: Implement a common, vertically aligned TK-12 instructional framework.</p> <p>NVUSD Strategic Plan Strategy 3: Build a comprehensive assessment framework and culture of student data use.</p> <p>WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture)</p> <p>WASC Area of Improvement Goal 2: Build Cohesive PLCs</p> <p>WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: Curriculum Adoptions: In ELA, training and implementation for the core novels and StudySync will continue throughout the 2026-2027 school year. These will also be aligned to the NVUSD ELA Priority Standards and Proficiency Scales. Teachers will be provided sub release time and after hours training and planning time.</p>	<p>All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities</p>	<p>9,000.00 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Release Time for Instructional Rounds Learning Walks, AVID, MLL, Department /PLC Planning, Data and Assessment Analysis</p> <p>5,000.00 0003 - Supplemental 4000-4999: Books And Supplies Supplies to support instruction</p> <p>1,000.00 3010 – Title 1 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Professional Learning Communities: Teachers collaborate multiple times weekly in their PLC through their Common Planning Time. Teachers will create common assessments, grade those assessments together as a PLC, analyze student data, and develop effective and immediate re-teaching and re-assessment opportunities for students. These assessments will be directly tied to the NVUSD ELA Priority Standards and Proficiency Scales. Teams will also utilize STAR Reading data along with ELlevation to support students with targeted instruction and intervention.</p> <p>All PLCs will be provided sub release days and after hours training and planning time.</p> <p>AVID: NHS teachers have adopted AVID and AVID WICOR strategies as part of their Schoolwide Learning Outcomes. Teachers will continue to use and focus on AVID strategies through the use of AVID Focused Note-taking, AVID Academic Vocabulary, Deconstructing prompts, by using Collaborative Study Groups during Intervention, Focused Note Taking and through the use of AVID Critical Reading strategies when accessing text. Continued training will be provided through onsite and district trainings and release days. All freshmen will be provided a planner book and taught AVID organizational strategies through their Health and Ethnic Studies class.</p>		
1.2	<p>NVUSD Strategic Plan Strategy 1: Implement a common, vertically aligned TK-12 instructional framework.</p> <p>NVUSD Strategic Plan Strategy 3: Build a comprehensive assessment framework and culture of student data use.</p> <p>WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture)</p> <p>WASC Area of Improvement Goal 2: Build Cohesive PLCs</p> <p>WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: Curriculum Adoptions In the spring of 2023, the NVUSD high schools adopted a new math curriculum. Beginning in the fall of 2023, all math teachers began using the new textbook adoption in all math subject areas. Teachers will receive ongoing training and support by both the publisher as well as the NVUSD Instructional Services department. Teachers will be provided release time and after hours training and</p>	<p>All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities</p>	<p>9,000.00 0003 - Supplemental 1000-1999: Certificated Personnel Salaries EWR's and Subs for teacher release time</p> <p>127,605.00 3010 – Title 1 1000-1999: Certificated Personnel Salaries</p> <p>2,895.00 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures</p> <p>1000.00 3010 – Title 1 4000-4999: Books And Supplies</p> <p>1,000.00</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>planning time. Teachers will implement common assessments and analyze the data during release days by level (Math 1, 2, and 3).</p> <p>Professional Learning Communities: Teachers collaborate multiple times weekly in their PLC through their Common Planning Time. Teachers will create common assessments, grade those assessments together as a PLC, analyze student data, and develop effective and immediate re-teaching and re-assessment opportunities for students. These assessments will be directly tied to the NVUSD Math Priority Standards and Proficiency Scales. Teams will also utilize STAR Reading data along with ELlevation to support students with targeted instruction and intervention. PLCs will be provided sub release days and after hours training and planning time.</p> <p>Action Plan: Napa High School students take the Renaissance Star assessment in math multiple times each year. Prior to using the data for instructional modification, staff will receive training focused on reading the results and methods to use the results to modify instruction. Following the second assessment and training, the results can be used to guide instruction as part of district and site level professional learning communities. Deeper instructional coaching will be provided to staff to use the data to provide targeted instruction and intervention.</p> <p>Additionally, Napa High will create a Math Interventionist position. This teacher will use data from common assessments aligned to the NVUSD Priority Standards to provide immediate intervention and re-teaching to students that have not demonstrated their ability to meet the standards. Students will then be reassessed by the math interventionist.</p>		3010 – Title 1 5000-5999: Services And Other Operating Expenditures
1.3	Use College and Career Readiness Tools for college and career exploration.	All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities	
1.4	Provide students with access to Credit Recovery to become A-G eligible as well as to meet the minimum requirements to graduate from NVUSD. Provide before/after school academic support to students.	All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged	2000.00 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Extended Day (Before School / After School) (District Paid) 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Students with Disabilities	1000-1999: Certificated Personnel Salaries 0.4 FTE for On-Site Credit Recovery (District paid)
1.5	AVID membership to support professional learning and use of data to track college and career readiness. Support for sending staff to AVID conferences for further training.	All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities	0 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures AVID (District paid) 500.00 3010 – Title 1 4000-4999: Books And Supplies
1.6	Provide Long-term English Learners access to additional instruction before and after school. This includes instructional resources, personnel, and additional planning time through the use of substitutes after contract hours work, and professional learning/development.	All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities	5000.00 3010 – Title 1 1000-1999: Certificated Personnel Salaries 2000.00 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 1000.00 0003 - Supplemental 4000-4999: Books And Supplies
1.7	Provide MLLs access to field trips that build context and understanding for the content being learned/taught inside classrooms. This includes paying for substitutes, transportation, and other costs related to the field trip.	All students with an intentional focus in Math on: English Learners Long-term English Learners Hispanic Socioeconomic Disadvantaged Students with Disabilities	3000.00 3010 – Title 1 5000-5999: Services And Other Operating Expenditures 5000.00 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures 2000.00 0003 - Supplemental 1000-1999: Certificated Personnel 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.

In the 2025-2026 school year, much focus was placed on providing LTEL students with support using AVID and ELLevation strategies. The NHS LTEL Task Force (Interdisciplinary Team) met with each LTEL student to review the requirements for reclassifying as well as reviewed where they currently were at with their STAR and ELPAC scores. The Task Force completed goal setting activities with each LTEL. All newcomer MLLs held student led parent conferences to review their language acquisition progress, review their STAR scores, ELPAC scores, grades, and attendance with parents. They additionally shared their learning goals for the year with their parents. Teachers were trained in how to access their MLL student data and provided strategies they could use with students in their classes. While much work still remains, students experience significant growth between the CAASPP in 2024 vs. 2025. Specifically, several of our targeted subgroups made large gains in English and Math. MLLs grew from 107.5 points away from the standard to 95.5 points away in ELA. Additionally, our SED students grew from 60.9 points away from standard to 33.6 points away in ELA. In Math, MLL students experienced a small growth from 188.1 points away from standard in Math to 180.7 points away.

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

In 2025-2026, Napa High School will continue with it's implementation plan as stated. Students experienced growth and the site will continue to focus on strategies that led to success.

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

The goal and outcomes remain unchanged for the upcoming year.

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.

Multilingual learners have been identified as needing additional support in English Language Development based on the California Dashboard and ELPAC scores.

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
Development and Implementation of priority standards and proficiency scales in all science classes.	A district work group has developed a scope and sequence for priority standards and proficiency scales. the team is now creating common assessments.	Alignment of NGSS within core science courses and to curricular resources
Adoption of new History/Social Science curriculum	TCI History Alive! was adopted by all social studies courses in NVUSD in 2023. Continued training will take place in the 2024-2025 school year. Also in 2024-2025 work began to develop Priority Standards and Proficiency Scales for all Social Studies courses.	Increase in performance and student learning as a result of relevant curricular resources and culturally responsive strategies as evidenced by A-G completion rates
Adoption and integration of culturally relevant teaching and learning strategies aligned to CCSS in ELA	Study Sync was adopted and an initial implementation began during the 2024-2025 school year. Initial StudySync curriculum based benchmark assessments were given to students districtwide.	Increase in performance and student learning as a result of professional growth through key strategies as evidenced by A-G completion rates
CA Dashboard College and Career Indicator	The 2025 CA Dashboard CCR Indicator baseline is 21.8 points (a 6 point increase from the year prior) of MLL students being prepared (nearly tripled from 2023).	Decrease in F rate in English, Math, Science, and Social Science by 5%
NHS Wellness Center Use Data	The NHS Wellness Center continues to serve a large number of students at Napa High School. Now in its third full	Increase number students accessing the NHS Wellness Center.

	year of implementation, student wellness support is utilized heavily by students and staff alike.	
California Dashboard Data: EL Progress Indicator - 2025	Baseline 2025 EL Progress 29.7%	Increase the percentage of EL students making progress by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>NVUSD Strategic Plan Strategy 1: Implement a common, vertically aligned TK-12 instructional framework.</p> <p>NVUSD Strategic Plan Strategy 3: Build a comprehensive assessment framework and culture of student data use.</p> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: 1. Each PLC will identify learning intentions and success criteria which will be reviewed for vertical articulation. 2. Each PLC will identify their Priority Standards and Proficiency Scales to measure student learning. 3. PLCs will be given the opportunity for extended collaboration time through the use of substitutes and EWRs. 4. PLCs, with the support of the MLL and AVID Interdisciplinary Teams, will integrate AVID strategies as well as targeted scaffolding in their daily instruction. 5. PLCs will utilize AVID and ELlevation strategies to target instruction for Multilingual Learners.</p>	All Students	<p>10,000.00 0003 - Supplemental 1000-1999: Certificated Personnel Salaries EWRs and Subs for staff release time for PLC planning time</p> <p>2,000.00 3010 – Title 1 1000-1999: Certificated Personnel Salaries</p> <p>4,000.00 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures</p>
2.2	<p>NVUSD Strategic Plan Strategy 1: Implement a common, vertically aligned TK-12 instructional framework.</p> <p>NVUSD Strategic Plan Strategy 3: Build a comprehensive assessment framework and culture of student data use.</p> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs</p>	All Students with a focus on Multilingual Learners	<p>10,000.00 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes and EWRs</p> <p>1,000.00 0003 - Supplemental 2000-2999: Classified Personnel Salaries IA, Bilingual and Resource</p> <p>2,658.00 0003 - Supplemental</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: There will be a focus on effective and intentional use of strategies during intervention time. Staff will be trained in MLL, AVID, Advanced Placement, and SEL strategies to consistently be embedded within instruction. The focus on intervention will lead NHS to align and connect its Priority Standards and Learning Intentions to purposeful assessments to address students who are not demonstrating learning and achievement of the Learning Intentions and Priority Standards. Staff will be provided substitutes for release time as well as EWRs for planning days during summer and after contract hours. The ISA and MLL teams will also coordinate to better support MLL students in the development of their primary language with the goal of increasing MLL passing rates on the DELE exam. This will require more staff to be trained to proctor the DELE exam. Additional support will be provided for AP courses and exams through curricular resources as well as extra planning and instructional time.</p>		<p>4000-4999: Books And Supplies Books / Textbooks</p> <p>5,000.00 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation</p> <p>3,000.00 0003 - Supplemental 4000-4999: Books And Supplies Equipment</p> <p>1000.00 3010 – Title 1 4000-4999: Books And Supplies Textbooks and resources</p>
2.3	<p>NVUSD Strategic Plan Strategy 1: Implement a common, vertically aligned TK-12 instructional framework.</p> <p>NVUSD Strategic Plan Strategy 3: Build a comprehensive assessment framework and culture of student data use.</p> <p>Action Plan: Additional certificated and classified staffing to increase the number of designated ELD sections to support newcomer MLLs.</p> <p>Additional certificated time for ELD Coordination.</p>		<p>3513.00 3010 – Title 1 1000-1999: Certificated Personnel Salaries</p>

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.

There continues to be a need for intentional and targeted supports and scaffolds in all courses at Napa High to support MLL students. Teachers are actively engaging in vertical and horizontal articulation. New to the 2025-2026 school year was the creation of the LTEL (Long-Term English Learner) Task Force as an NHS Interdisciplinary Team. Their focus has been to increase the number of LTELs that are meeting the criteria for reclassification. This has included 1:1 meetings with students, small group interventions, student led parent conferences, and the introduction of ELD 4 during Early and Late flight for LTEL students.

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

Due to increased support from NVUSD, we have increased professional development in each content area. There will also be increased focus on ELLevation and school-wide AVID strategies.

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

There was a change to focus on the CA Dashboard College and Career Indicator to measure student preparedness. There may be adjustments to the process of implementation as we partner with NVUSD to support professional development in these key initiatives (Strategy/Activity 2.2).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
Academic Family Club and Booster Executive Cabinet Positions	ELAC, SSC, and PFC are composed of all newly elected officers.	Parent Club and Booster Executive Cabinet Positions are filled with multi-grade level families to create sustainability and supported with training to be active participants in the learning environment and support of school-wide goals. Participation and support in PFC, SSC, and ELAC is reflective of 10% of the respective parent populations.
Parent Aeries Data Confirmation	100% of Napa High parents completed Aeries Data Confirmation during the 2025-2026 school year	Continue to have 100% of NHS parents complete Data Confirmation.

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	NVUSD Strategic Plan Strategy 10 Establish a system-wide approach for family and community engagement. WASC Area of Improvement:	All Students	2000.00 3010 – Title 1 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture)</p> <p>WASC Area of Improvement Goal 2: Build Cohesive PLCs</p> <p>WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: The Principal and Community Family Liaison will recruit through weekly communication, small group, and one-on-one meetings parent leaders. They will identify training through CAFE and other parent resources to support parent learning and leadership development. The Principal will provide the yearly required training for ELAC and Site Council. Parent Faculty Club will further meet to review the mission and align to the current academic needs of the student body. Additionally, Booster groups will have a regular communication in the weekly family newsletter. Parent workshops on topics relating to college and career, student safety and wellness, and community resources will be held throughout the year. ELAC will host a community ELAC night in August to welcome families to the new school year and to connect families to community resources, complete Aeries Data Confirmation, and allow students and parents to meet staff. ELAC will also provide several parent learning nights throughout the year as well as opportunities for college tours. Additionally, the Community Family Liaison will provide additional translation support at all school activities.</p>		<p>3594.00 3010 – Title 1 4000-4999: Books And Supplies</p> <p>1000.00 0003 - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>1000.00 0003 - Supplemental 4000-4999: Books And Supplies</p>

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.

Each parent organization has strategic communication points of contact with an administrator which allows for early, often, and ongoing communication. A communication team including classified and certificated staff meets weekly to strategically coordinate communication based on information fed through the administrative team and parent organizations. The Principal works directly with the Parent Club, ELAC, and Site Council to train and support a sustainable model for family involvement.

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

All parent meetings are in person gatherings.

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

There continues to be a need to evaluate and assess funds allocated for student and family field trips to local colleges and community-based learning opportunities. Reallocations will be based on the needs identified in our assessment (Strategy/Activity 3.1).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Students will graduate and meet a-g requirements at a higher rate, resulting in more students placing "prepared" on the college/career readiness indicator.

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.

Although most student groups showed growth on the CAASPP in math, there are still significant areas of low performance. The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: All Students, English Learners, Long-term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

The same groups are also below standard in ELA.

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
Wellness Center Access	Napa High has operated a Wellness Center since the fall of 2023	There will be an increase in the number of students that access the NHS Wellness Center.
California Healthy Kids Survey	Students participate in NHS Staff Meetings, in the student led Student Focus Groups, Student and Staff Round Table Discussions, Site Council, and through the ASB Leadership Classes.	Students will participate in more than 50% of NHS Staff Meetings. Student Focus Groups will be held at least 5 times each year.
SDQ	Review SDQ survey data after first initial assessment with the MTSS team.	Improved responses by students on the SDQ
California Dashboard Student Discipline data - 2025	5.3% of students suspended at least 1 day	Decrease the suspension rate by 1% schoolwide.
California Dashboard College and Career Readiness Indicator	42.9% of students prepared	Increase the number of students being prepared by 10%
Chronic Absenteeism Rate	Chronic Absenteeism Rate of 14.3%	Decrease the chronic absenteeism rate by 3%

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	<p>NVUSD Strategic Plan Strategy 5: Build and promote equitable access to health and wellness for students, staff, and families.</p> <p>NVUSD Strategic Plan Strategy 7: Develop a comprehensive approach to improving school and district safety.</p> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 2: Build Cohesive PLCs WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>Action Plan: Increase student access to community supports through the NHS Wellness Center. Students and staff have access to mental health and social emotional supports from both NVUSD and outside providers within the community. Staff, students, and families will be introduced to the core competencies of SEL. Weekly time in classrooms will be used to support the implementation SEL practices along with the Counselor on the Move program and the use of California Colleges and other College and Career platforms from the NHS Counseling Department. Students will be given increased voice through their inclusion in Staff Meetings, student led student focus groups, a Student Principal's Advisory Council, and inclusion in the monthly Parent Club meetings. Staff meetings will also include student focus groups to share and report out to staff their experiences as a student at Napa High School. The School Culture Interdisciplinary Team will provide ongoing training and support to staff. The MTSS team will meet multiple times monthly to examine student data and determine appropriate interventions and tiered supports. ASB Student Leadership will support the SEL development and engagement across campus.</p>	All Students	<p>2,000.00 0003 - Supplemental 4000-4999: Books And Supplies</p> <p>2,000.00 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures</p>
4.2	<p>Prop 28 California Proposition 28 provides Napa High School with a guaranteed funding source for the Visual and Performing Arts. Napa High will utilize its money in the following manner:</p> <ol style="list-style-type: none"> 1. Provide support staff for Performing Arts. These are positions such as but not limited to an accompanist, Assistant Band Director, Choreography, Instructional Assistants. 2. Develop new sections of VAPA to support student participation that are included into the NHS Master Schedule 	All Students	<p>125,000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Certificated positions</p> <p>82,940 6770 - Prop 28 2000-2999: Classified Personnel Salaries Classified support staff</p> <p>12,000</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	3. Purchase supplies, resources, and equipment that support the development and implementation of VAPA.		6770 - Prop 28 5000-5999: Services And Other Operating Expenditures Travel and transportation 40,678 6770 - Prop 28 4000-4999: Books And Supplies
4.3	<p>Real-world Career Aligned Learning Students will have access to CTE and dual enrollment courses. Currently students are offered pathways in Construction, Manufacturing, and Medical Biology. In 2025-2026, Napa High launched a new pathway adding International Business. Napa High School will also increase the number of students participating in college dual enrollment and CCAP classes.</p> <p>Planning will include facilities, resources, equipment, and personnel needs.</p>	All Students	<p>2,000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries CTE certificated staff, sub release time</p> <p>2,000 0003 - Supplemental 2000-2999: Classified Personnel Salaries Clerical and IA support</p> <p>6,000 0003 - Supplemental 4000-4999: Books And Supplies Materials and resources</p>
4.4	Students will have access to extra-curricular activities and athletics. Support will come through NHS providing coaches, subs for teachers, transportation, and equipment.	All Students	155,565 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation and equipment
4.5	<p>NVUSD Strategic Plan Strategy 5: Build and promote equitable access to health and wellness for students, staff, and families. NVUSD Strategic Plan Strategy 7: Develop a comprehensive approach to improving school and district safety.</p> <p>WASC Area of Improvement: WASC Area of Improvement Goal 1: Development of Interdisciplinary Teams (AVID, ELD, Special Education, Grading and Assessment, SEL, and School Culture) WASC Area of Improvement Goal 3: Create Impactful Interventions</p> <p>The NHS MTSS team will regularly review and assess student data. Student's chronically absent will be provided interventions, home visits, and counseling support. Parents will be offered education through the resources of NVUSD, the community, and the NHS Wellness Center.</p>		<p>0003 - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>0003 - Supplemental 4000-4999: Books And Supplies</p> <p>0003 - Supplemental 5000-5999: Services And Other Operating Expenditures</p>

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.

The NHS Wellness Center has provided students the safety and support needed to function more effectively at school. Students regularly access the Wellness Center for mental health supports. The Student Services team continues to work on adding additional community resources to also support our NHS families.

NHS improved its chronic absenteeism rate by 4.8%. This is due to the ongoing and consistent work of the NHS counselors, social worker, and Wellness Center Team. During the 2024-2025 school year, Napa Probation began meeting with students on site to better and more proactively support them.

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

Implementation of this goal requires a reallocation of time and focus. New expenditures will be seen in VAPA through Prop 28 funds and through the development of new CTE pathways. There may be costs associated with staff release and stipends.

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 student and family involvement in decisions at Napa High School. Increased participation in VAPA, CTE, and extra curricular activities. Improved attendance of students and increased participation of family members.

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	\$656,948.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$245,118.00
3010 – Title 1	\$151,212.00
6770 - Prop 28	\$260,618.00

Subtotal of state or local funds included for this school: \$656,948.00

Total of federal, state, and/or local funds for this school: \$656,948.00

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
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ean Ainsworth	Principal
Ellie Gibson	Secondary Student
Hunter Knight	Secondary Student
Tania Navarrete Rios	Secondary Student
JoLyn Setian	Parent or Community Member
Rachel Bergman	Parent or Community Member
Ginger Fisher	Parent or Community Member
Kris Drew	Classroom Teacher
Haley Wood	Classroom Teacher
Open Position	Classroom Teacher
Ana Barrera	Other School Staff
Maribel Soto	Other School Staff

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 19, 2026.

Attested:



Principal, Ean Ainsworth on May 19, 2026



SSC Chairperson, Ellie Gibson on May 19, 2026