



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa Valley Independent Studies	28662660101964	May 15, 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 Valley Independent Studies for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Not applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

College and Career Readiness, Chronic Absenteeism (red), Science (orange)

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

Not applicable

Other Needs

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

Star Assessments (Reading and Math) and Schoolwide Writing Assessment

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	%	1.72%	%		2	
Asian	0.81%	2.59%	2.04%	1	3	2
Filipino	4.03%	4.31%	3.06%	5	5	3
Hispanic/Latino	65.32%	63.79%	62.24%	81	74	61
White	25.81%	27.59%	31.63%	32	32	31
Multiple/No Response	4.03%	%	1.02%	5		1
Total Enrollment				124	116	98

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	1		6
Grade 7	5		3
Grade 8	11		10
Grade 9	4		3
Grade 10	21		11
Grade 11	41		27
Grade 12	41		38
Total Enrollment	124		98

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	20	21	18		16.1%	18.4%
Fluent English Proficient (FEP)	33	24	24		26.6%	24.5%

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 4	*			*			*					
Grade 5	*			*			*					
Grade 6	8	7	5	7	6	5	7	6	5	87.5	85.7	100
Grade 7	13	6	14	11	6	14	11	6	14	84.6	100	100
Grade 8	26	17	14	25	15	13	25	15	13	96.2	88.2	92.9
Grade 11	45	47	38	37	40	34	37	40	34	82.2	85.1	89.5
All Grades	95	77	71	83	67	66	83	67	66	87.4	87	93

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 4	*			*			*			*			*		
Grade 5	*			*			*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2536.	*	2502.	9.09	*	0.00	27.27	*	28.57	36.36	*	28.57	27.27	*	42.86
Grade 8	2542.	2539.	2573.	8.00	6.67	15.38	32.00	33.33	38.46	32.00	33.33	30.77	28.00	26.67	15.38
Grade 11	2570.	2529.	2555.	21.62	15.00	2.94	18.92	27.50	44.12	29.73	17.50	38.24	29.73	40.00	14.71
All Grades	N/A	N/A	N/A	15.66	13.43	7.58	25.30	32.84	39.39	30.12	20.90	33.33	28.92	32.84	19.70

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	27.03	12.50	11.76	56.76	55.00	67.65	16.22	32.50	20.59
All Grades	21.69	11.94	13.64	57.83	61.19	69.70	20.48	26.87	16.67

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	18.92	12.50	5.88	51.35	47.50	73.53	29.73	40.00	20.59
All Grades	13.25	13.43	9.09	62.65	50.75	62.12	24.10	35.82	28.79

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	13.51	10.00	5.88	70.27	67.50	70.59	16.22	22.50	23.53
All Grades	9.64	11.94	9.09	73.49	73.13	71.21	16.87	14.93	19.70

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	18.92	15.00	5.88	64.86	52.50	76.47	16.22	32.50	17.65
All Grades	15.66	13.43	12.12	65.06	61.19	75.76	19.28	25.37	12.12

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 4	*			*			*					
Grade 5	*			*			*					
Grade 6	8	7	5	7	6	5	7	6	5	87.5	85.7	100
Grade 7	13	6	14	11	6	14	11	6	14	84.6	100	100
Grade 8	27	17	14	25	15	13	25	15	13	92.6	88.2	92.9
Grade 11	45	47	38	36	40	34	36	40	34	80.0	85.1	89.5
All Grades	96	77	71	82	67	66	82	67	66	85.4	87	93

* 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 4	*			*			*			*			*		
Grade 5	*			*			*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2487.	*	2476.	18.18	*	7.14	0.00	*	7.14	27.27	*	21.43	54.55	*	64.29
Grade 8	2493.	2458.	2537.	4.00	6.67	15.38	8.00	6.67	15.38	32.00	20.00	46.15	56.00	66.67	23.08
Grade 11	2481.	2449.	2490.	2.78	2.50	5.88	0.00	2.50	2.94	30.56	15.00	11.76	66.67	80.00	79.41
All Grades	N/A	N/A	N/A	6.10	5.97	7.58	2.44	4.48	9.09	31.71	20.90	22.73	59.76	68.66	60.61

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	2.50	2.94	27.78	15.00	20.59	72.22	82.50	76.47
All Grades	2.44	2.99	4.55	26.83	25.37	34.85	70.73	71.64	60.61

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	2.50	5.88	50.00	62.50	55.88	50.00	35.00	38.24
All Grades	4.88	4.48	6.06	51.22	56.72	56.06	43.90	38.81	37.88

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 4	*			*			*		
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	2.78	2.50	8.82	52.78	62.50	55.88	44.44	35.00	35.29
All Grades	6.10	5.97	7.58	52.44	62.69	59.09	41.46	31.34	33.33

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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	5	*	7
11	*	*	*	*	*	*	*	*	*	4	7	*
12	*	*	*	*	*	*	*	*	*	*	5	6
All Grades										17	19	19

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	5.26	10.53	31.25	36.84	26.32	43.75	42.11	52.63	12.50	15.79	10.53	16	19	19

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	42.11	26.32	43.75	42.11	42.11	18.75	10.53	31.58	6.25	5.26	0.00	16	19	19

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	0.00	0.00	12.50	15.79	15.79	62.50	47.37	68.42	18.75	36.84	15.79	16	19	19

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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.26	5.26	81.25	78.95	63.16	18.75	15.79	31.58	16	19	19

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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	75.00	77.78	73.68	18.75	22.22	26.32	6.25	0.00	0.00	16	18	19

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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	0.00	5.26	37.50	42.11	47.37	50.00	57.89	47.37	16	19	19

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
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	93.75	89.47	94.74	6.25	10.53	5.26	16	19	19

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
116	63.8%	18.1%	0.0%
Total Number of Students enrolled in Napa Valley Independent Studies.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	18.1%
Foster Youth	0	0.0%
Homeless	2	1.7%
Socioeconomically Disadvantaged	74	63.8%
Students with Disabilities	15	12.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.7%
American Indian	0	0.0%
Asian	3	2.6%
Filipino	5	4.3%
Hispanic	74	63.8%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	32	27.6%

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	Graduation Rate  Green	Suspension Rate  Blue
Mathematics  Yellow	Chronic Absenteeism  Red	
English Learner Progress  No Performance Color		
College/Career  Red		

School and Student Performance Data

Academic Performance English Language Arts

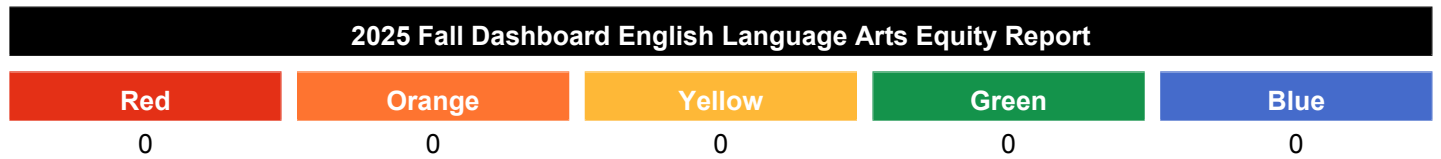
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 11.6 points below standard Increased 57.1 points 30 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 10.7 points below standard Increased 94.8 points 19 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 19.7 points below standard Increased 34 points 14 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 52.2 points below standard Increased 75.1 points 13 Students

School and Student Performance Data

Academic Performance Mathematics

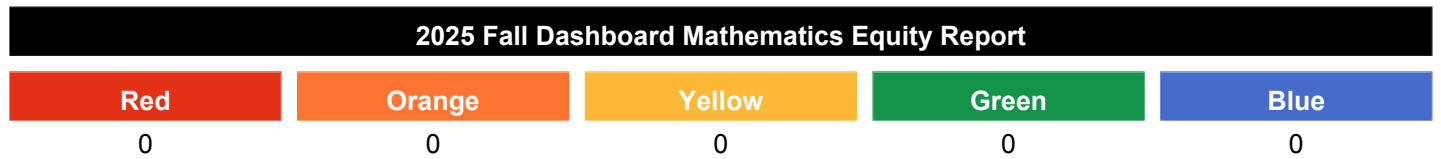
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 113.4 points below standard Increased 60.2 points 30 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 119.8 points below standard Increased 91.3 points 19 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 159.7 points below standard Increased 26.7 points 14 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 117.3 points below standard Increased 81.4 points 13 Students

School and Student Performance Data

Academic Performance Science

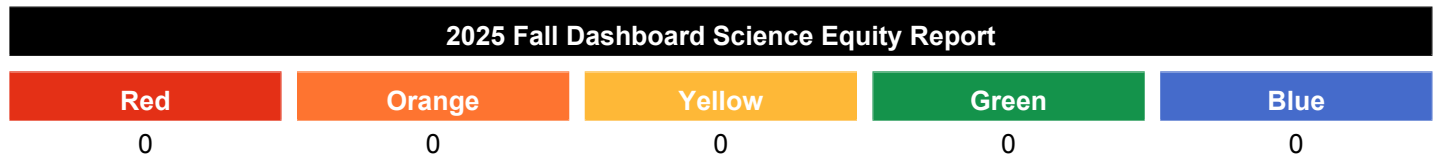
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.”



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  Orange 35.2 science points Declined 8.2 points 39 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 31.2 science points Declined 5.5 points 24 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 37.7 science points Increased 3.3 points 23 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 32.9 science points 12 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
 No Performance Color 44.4 making progress. Number Students: 18 Students	 No Performance Color 43.8 making progress. Number Students: 16 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
27.8%	27.8%	5.6%	38.9%

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.

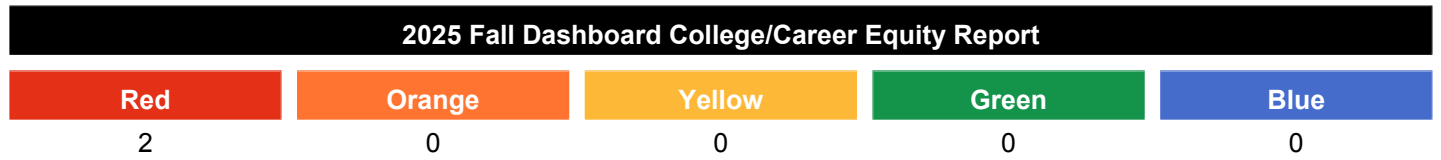
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Red Prepared 9% Maintained 1.9% 67 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Red Prepared 4.1% Maintained -0.6% 49 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red Prepared 4.8% Maintained 1.8% 42 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 13.3% Declined 4.3% 15 Students

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."



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



Red

22.2% Chronically Absent

Increased 2.2

36 Students

English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Socioeconomically Disadvantaged



No Performance Color

27.3% Chronically Absent

Increased 5.8

22 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color 0 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 Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 27.8% Chronically Absent Increased 13.5 18 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 20% Chronically Absent 0 15 Students

School and Student Performance Data

Academic Engagement Graduation Rate

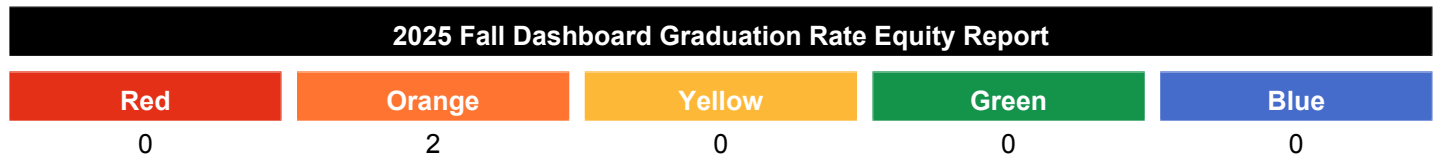
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 81.9% graduated Increased 2.6% 72 Students	English Learners  No Performance Color 75% graduated Increased 2.3% 12 Students	Long-Term English Learners  No Performance Color 75% graduated 12 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 75.5% graduated Declined 1.8% 53 Students

Students with Disabilities  No Performance Color 90.9% graduated 11 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 76.1% graduated Declined 3.9% 46 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 87.5% graduated Increased 11% 16 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

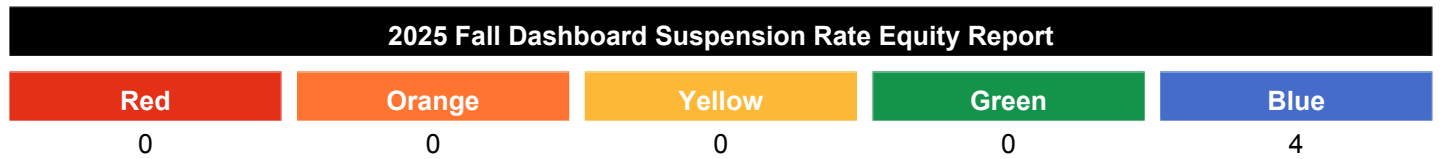
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined 1% 215 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 32 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Maintained 0% 29 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 1.4% 149 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue 0% suspended at least one day Declined 0.8% 132 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 1.7% 61 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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need

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

Due to student privacy protections, specific Math and ELA subgroup data is not displayed on the California Dashboard because all groups contained fewer than 11 students. However, on the College/Career Indicator, the school fell into the Red performance band for "All Students," as well as for the Hispanic and Socioeconomically Disadvantaged (SED) subgroups. Specifically, only 9% of all students, 4.8% of Hispanic students, and 4.1% of SED students were classified as "Prepared." Additionally, the school saw a 2.2% increase in chronic absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Assessment - Reading	52% of students are At/Above Benchmark AY 2025	Increase the school-wide performance by 5% in each Star Reading benchmark (Intervention, On Watch and Urgent Intervention), including EL's.
Star Assessment - Math	13% of the students score Met/Exceeded benchmark (Winter 2025)	5% of students scoring below benchmark on the STAR Math will move towards scoring "at or above" benchmark including all subgroups.
Sitewide Writing Assessment	41% of students scored At/Above Proficiency AY 25-26	5% Increase At/Above Proficiency in writing assessment
CAASPP ELA	47% of the student Met/Exceeded benchmark	3% increase in students performing At/Above benchmark for all groups
CAASPP Math	15% of students Nearly Met benchmark	3% increase in students performing At/Above benchmark groups
College/Career Readiness	9% of all students are identified as "prepared"	5% decrease in D, and F rate in English, Math, Science and Social Studies

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	WASC Goal 1: College/Career Ready 1.1 Improvement in Math and English proficiency Enhance college and career readiness by driving measurable improvement in Math and English proficiency through data-informed instruction, equitable subgroup support, and rigorous, cross-curricular writing standards. Action Plan: - Establish on-going data review of all students and subgroups following each assessment to analyze performance, track growth, and targeted instruction instruction. - Share performance scores directly with students and parents via the School Record System (SRS) and Student-Led Conferences (SLC). Mandate additional interventions options for students earning a "D" or below to provide focused remediation. - Deliver targeted Multilingual Learner (MLL) support schoolwide, specifically supporting students who have not yet been redesignated. - Establish a timeline to provide actionable feedback to students on all assessments and assignments to guide their individual growth. - Integrate weekly writing assignments topics in alignment with priority writing standards and current assessment data. - Expand formative assessment methods to verify understanding, utilizing Subject.com writing prompts, group discussions, in-class assignments, open-ended questioning, free journal responses, and structured note-taking. - Provide targeted professional development sessions focused on data analysis, standard-aligned argumentative writing, artificial intelligence integration, English Language Development (ELD) strategies, and writing for real-world applications.	All Students English Learners.	0000 – No Reporting Requirements 1000-1999: Certificated Personnel Salaries Subs 0000 – No Reporting Requirements 3000-3999: Employee Benefits subs 0000 – No Reporting Requirements 4000-4999: Books And Supplies Office Supplies 0000 – No Reporting Requirements 4000-4999: Books And Supplies Instructional Supplies including Wellness 400 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures mileage 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Maintenance Agreement for ricco
1.2	1.3 Curriculum for college and career exploration Action Plan: - Embed real-world industry applications and career-readiness projects into existing Core classes and support day - Implement a school-wide digital platform CCGI to facilitate regular career aptitude	All Students	5388 3010 – Title 1 4000-4999: Books And Supplies Supports Goals 1 - 4

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	tests, interest inventories, and resume-building modules. - Integrate critical "soft skills" into the weekly advisory or core curriculum, focusing on financial literacy, professional communication, and mock interview practice including guest speakers from various trades and businesses. - Train students to conduct informational interviews with community professionals as a capstone project to explore industries of interest. - Facilitate advisor-led workshops to help students build personalized post-secondary roadmaps, including 2-year/4-year college planning, military paths, or trade apprenticeships. - Host financial aid information nights (FAFSA/CADAA support) alongside alternative pathway panels to guide families through diverse post-secondary options.		
1.3		All Students	

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 California Dashboard ELA indicator reflects remarkable academic growth, highlighted by an overall 57.1-point increase toward proficiency, leaving the student body just 11.6 points below the state standard. This upward trajectory was primarily driven by substantial gains across major student subgroups. The Socioeconomically Disadvantaged (SED) subgroup led this growth with a phenomenal 94.8-point increase, narrowing their gap to just 10.7 points below standard. White students also demonstrated significant growth with a 75.1-point increase, placing them at 52.2 points below standard. Additionally, Hispanic students achieved a 24-point increase, closing their distance to 19.7 points below standard. These widespread gains underscore the efficacy of targeted instructional interventions across diverse student demographics.

An analysis of the school's English Learner cohort (n = 18) indicates steady upward momentum alongside distinct opportunities for targeted instructional support. Overall, 44.4% of English Learners and 43.8% of Long-Term English Learners (LTELs) demonstrated measurable progress toward English proficiency. Looking closer at individual growth metrics, 38.9% of all EL students advanced by at least one English Language Proficiency (ELP) level, while 33.4% successfully maintained their performance across levels L1 through L4. However, the data also highlights an area of critical focus: 27.8% of EL students experienced a decline of one ELP level. To reverse this trend and sustain current growth, the school will prioritize increased academic language development and evidence-based reading strategies across the curriculum.

Based on ongoing internal assessments, the Napa Valley Independent Studies (NVIS) continues to prioritize writing as a critical area of strategic focus. Evaluation data from the 2025–2026 academic year reveals that 41% of students achieved an "At or Above Proficient" rating on the school's argumentative essay writing rubric. While this performance

narrowly missed the school's target of a 5% year-over-year increase, it represents a positive trajectory with a 3.8% gain from the previous school year. This steady growth validates current efforts while highlighting the need to sustain writing interventions to accelerate student proficiency.

Due to the unique educational model of Napa Valley Independent Studies (NVIS), students traditionally attend core academic classes once a week for a concentrated 2.5-hour block. Recognizing the need for targeted intervention, 60% of the teaching staff proactively implemented a mandatory, additional 2-hour second day of synchronous attendance to provide more targeted academic support. This strategic shift has significant measurable results. In the Fall of 2025, the school's combined "D" and "F" grade rate dropped to 24%, representing an 8% decrease when compared to the historical three-year average of 32%. This strong outcome validates the expansion of extended-day interventions as a highly effective mechanism for mitigating academic failure within the independent study framework.

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

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

No major differences between intended implementation to meet the goal.

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.

Changes to Goal 1: By scaling a successful pilot into a mandatory, school-wide synchronous second day of instruction, NVIS is directly addressing California Dashboard deficiencies to drastically reduce "D" and "F" grades, elevate College and Career Readiness indicators, and provide equitable, data-driven academic and social-emotional interventions for all student subgroups. (Strategy 1.1)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need

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

Multilingual learners have been identified as needing additional supports in English Language Development based on the CA 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
Continue implementation and refinement of online learning platform - Subject.com	Work with Subject team to provide teacher access to full curriculum within each content area	100% of teachers will have access to unit content to support students
Implement new MLL Curriculum Adoption	All teachers will participate in professional development on new curriculum	100% of teachers will be trained on the new curriculum
California Dashboard Data: EL Progress Indicator	2025 Baseline EL Progress 44.4%	Increase EL's making progress by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Continue to engage in training on the online curriculum (Subject Technologies). Action Plan: - Build upon current classroom practices by embedding structured, evidence-based student note-taking (e.g., Cornell notes or interactive journals) to increase active engagement with digital content. - Identify and isolate key priority standards, focusing heavily on reading and writing competencies to properly scaffold the baseline skills students	All students	2000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries SRS/Course pacing/completion documentation 458 0003 - Supplemental 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	need to master rigorous Subject.com coursework. - Facilitate collaborative teacher workshops to calibrate writing expectations within the online curriculum, ensuring student proficiency moves toward California Dashboard benchmarks. - Allocate funding update School Record System (SRS) - Upgrade SRS documentation features to allow teachers, students, and parents to clearly view course pacing milestones, module completion rates, and missing assignments.		SRS/Course pacing/completion documentation 2067 0003 - Supplemental 4000-4999: Books And Supplies
2.2	2.2 Multi Language Learner support To accelerate English language acquisition and academic success, NVIS will closely monitor weekly MLL Support Lab for all Multilingual Learners, backed by proactive family communication and rigorous attendance and progress monitoring. Action Plan: - Enroll all Multilingual Learners into the specialized MLL Support Lab, requiring mandatory weekly attendance to receive targeted language intervention. - Review and monitor student attendance data weekly to ensure compliance and address barriers to participation immediately. - Issue direct, culturally responsive communications to students and parents/guardians detailing the academic expectations and scheduling of the mandated MLL Lab. - Maintain routine communication with families regarding student growth, language development milestones, and lab engagement. - Monitor weekly student assignment completion, course pacing, and language proficiency exercises within the lab. - Facilitate regular collaboration between EL teacher and core content teachers to align lab support with regular classroom assignments.	Multilingual Learners	
2.3		All Students	

Annual Review

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.

Driven by measurable growth on the ELPI, NVIS is institutionalizing its weekly virtual ELD Lab to provide students with targeted reading, writing, and academic vocabulary scaffolds. To maintain and accelerate this upward trajectory, the Lead EL teacher will continuously train and equip core classroom teachers with aligned instructional agendas to support the unique needs of every Multilingual Learner on their caseload.

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

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

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

Changes to Goal 2: A major modification to this year's plan is the implementation of a strict monitoring system designed to track the attendance, engagement, and cross-curricular work completion of our Multilingual Learner (MLL) student population. (Strategy 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, including MLL's

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	98% of parents express the NVIS provides great access	100% Administration of pre and post parents/guardians survey
Student Survey	93% of student indicate strong support by teachers	100% Administration of pre and post student survey
Student Led Conferences	Student Led Conferences are offered in the Fall and Spring semester to all students.	90% of students/families will participate in Student Led Conferences
ELAC parent participation	>1% of parents attended the ELAC Meetings	Increase ELAC Advisory parent participation by 10%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Increase and maintain open communication with NVIS families. Increase parent/guardian involvement by hosting family events and maintain tracking data to ensure student transitions and continuous progress on the WASC action plan. Action Plan: NVIS will provide multiple annual opportunities for community connection—including Orientations,	All students and parents	229 3010 – Title 1 5000-5999: Services And Other Operating Expenditures Parent Engagement includes food for evening meetings 4000 3010 – Title 1 5000-5999: Services And Other Operating Expenditures CABE Conference

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Back to School Night, Open House, District Advisory Committees, ELAC, and WASC stakeholder reviews— complemented by regular student-led conferences to empower ownership over academic growth. • Administration will continuously guide school improvement by gathering constructive feedback through targeted student, parent, and staff surveys. • Maintaining clear alignment on learning objectives, all teachers will publish a weekly instructional agenda and mandate weekly updates to the Student Record Sheet (SRS), providing real-time data on student assignments, credit completion, grades, qualitative comments, and attendance. • Teachers will utilize an immediate outreach protocol to contact parents the moment academic or behavioral needs arise, reinforcing student adherence to signed NVIS independent study agreements.		0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Postage
3.2	3.2 Utilize Multilingual Master Plan to address English Learner needs NVIS will enhance outcomes for Multilingual Learners by institutionalizing targeted family orientations, empowering parent leadership in site and district advisory committees, and utilizing the weekly ELD Lab to deliver high-scaffolded, cross-curricular language and content support. Action Plan: • Embed a specialized, targeted orientation session specifically for Multilingual Learners and their families into the school's standard intake and orientation process. • Actively outreach to, recruit, and empower MLL families to participate and take on leadership roles in the English Learner Advisory Committee (ELAC), School Site Council (SSC), and District Advisory committees. • Facilitate robust language access through a weekly ELD Lab designed to explicitly pair English language acquisition strategies with core academic content learning. • Task the Lead MLL/ELD teacher with providing routine updates to the staff regarding the specific content matter being addressed in the lab, while equipping core teachers with actionable, high-leverage reading and writing strategies to support MLL students across all subject areas.	MLL	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3		All students	

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.

Throughout the current academic year, NVIS has identified the need to strengthen the partnership with Multilingual Learner families by creating an onboarding orientation process to ensure both student attendance and completion of the ELD Lab tasks. In addition, empower parents to stay actively involved in both site and district level committees.

The parent and survey indicates a strong understanding and trust of the program. Students indicate feeling supported and cared for and parents indicating strong communication between school and student homes.

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 difference between the intended implementation and articulated goal.

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.

Changes to Goal 3: Implement a mandatory, targeted orientation process for new MLL students accepted into the NVIS program. The session will focus on reviewing the student profile and clarity of academic expectations including specific academic supports for success. (Strategt 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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data - 2025	9% of students are College and Career Ready	Increase course completion with a C- or better in core content areas by 5%
SDQ Data Assessment	Review SDQ survey data after initial assessment with the COST Team	Increase supports by 5% for all students who need and want support.
California Healthy Kids Survey	2024-2025 CHKS indicate that 41% of the 12th-grade students experience chronic sadness or hopelessness, and 36% of the students said they experience social-emotional distress. 2024-2025 CHKS indicated an increase in substance use. Alcohol and Drug use (18%), tobacco use (18%), Marijuana use (13%), Been drunk/high at school (18%), Use vape products (18%).	5% of students responding that they experience such high levels of chronic sadness or hopelessness and Social Emotional Distress based on pre and post site base surveys.
Chronic Absenteeism Rate	Chronic Absenteeism Rate 22.2%	Decrease the rate by 5%
Implement new Arts integration - Prop 28	Develop plan for arts integration	100% of teachers will incorporate a form of VPA project.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Students will graduate and meet a-g requirements at a higher rate, resulting in more students placing "prepared" on the college/career	All students	0000 – No Reporting Requirements

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	readiness indicator. To maximize student retention and academic success, NVIS will implement a comprehensive pre-enrollment screening and personalized graduation planning. This framework enforces strict accountability through weekly tracking, mandatory makeup sessions, and utilizing a progressive re-engagement protocol—ranging from documented pre-interventions to home visits—to ensure students adhere to their signed independent study agreements. Action Plan: • Prior to enrollment, administration will conduct a comprehensive data review of student transcripts, attendance patterns, behavioral records, and past interventions to determine if NVIS is the appropriate educational setting. • Administration will facilitate mandatory new student orientations to thoroughly review independent study policies, student expectations, and master agreements. • Staff will develop a personalized graduation plan with each student and provide continuous academic support to ensure a smooth transition to the NVIS model throughout the school year. • Instructional staff will rigorously monitor the Student Record Sheet (SRS) on a weekly basis to audit coursework completion and attendance metrics. • Enforce a strict policy requiring students to attend a mandatory makeup class if they miss their originally scheduled core instructional day. • Teachers will explicitly document and enter localized pre-intervention strategies directly into Aeries to track initial support efforts. -MTSS will monitor survey data (SDQ, CHKS, pre/post surveys) • Staff will schedule and conduct formal re-engagement meetings with the student and family immediately following three missed in-person sessions. • Action plan supports students meeting graduation requirements.		5000-5999: Services And Other Operating Expenditures Graduation 1000 0003 - Supplemental 4000-4999: Books And Supplies Wellness 0000 – No Reporting Requirements 4000-4999: Books And Supplies Graduation Supplies
4.2	Establish a comprehensive arts integration framework that fosters interdisciplinary learning, empowers student voice, and bridges the gap between core academics and creative expression through collaborative leadership and professional growth.	All Students	9511 6770 - Prop 28 2000-2999: Classified Personnel Salaries Enrichment Instructor 3460 6770 - Prop 28

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Establish a diverse Arts Integration Steering Committee composed of teachers, students, community members, and administrators to guide the program's vision. - Facilitate regular committee meetings to align arts initiatives with school-wide academic goals. - Hire a dedicated Enrichment Instructor to provide hands-on assistance with school-wide integration efforts. - Procure the necessary instructional supplies and equipment to support diverse artistic mediums in the classroom. - Conduct pre- and post-implementation feedback sessions with both students and staff to measure the framework's efficacy. - Organize a culminating event to celebrate student achievement and share integrated projects with the broader community. - Funding supports NVIS Goals 1-4 as it relates to Arts Integration		3000-3999: Employee Benefits Enrichment Instructor 1000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Teacher Hourly 229 6770 - Prop 28 3000-3999: Employee Benefits Teacher Hourly 3259 6770 - Prop 28 4000-4999: Books And Supplies supplies

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 response to the 2025–2026 California Healthy Kids Survey (CHKS) indicating a critical 10% decline in academic motivation, a sharp drop in high expectations (from 92% to 67%), and emerging concerns regarding poor sleep and breakfast habits, NVIS will launch a targeted social-emotional and wellness intervention program. While students affirm they have a caring adult on campus, a stark gap remains in meaningful participation; therefore, the school will utilize existing staff and a designated 0.2 Social Worker to deliver targeted workshops aimed at rebuilding student motivation, establishing healthy routines, and fostering deep, meaningful school engagement. With increased student motivation, the goal is to reduce chronic absenteeism and increase the College/Career Readiness Dashboard Indicator.

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

Implementation requires resources. Additional expenditures will be seen due to Title I allocation and Prop 28 funds. Cost will be associated with staff release time and hiring an Enrichment Instructor.

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.

Changes to Goal 4: Establish a robust system to support students in increasing their work completion (reduces absenteeism rate). (Strategy 4.1)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,001.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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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	\$5,925.00
3010 – Title 1	\$9,617.00
6770 - Prop 28	\$17,459.00

Subtotal of state or local funds included for this school: \$33,001.00

Total of federal, state, and/or local funds for this school: \$33,001.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	5,925.00
3010 – Title 1	9,617.00
6770 - Prop 28	17,459.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,000.00
2000-2999: Classified Personnel Salaries	9,511.00
3000-3999: Employee Benefits	4,147.00
4000-4999: Books And Supplies	11,714.00
5000-5999: Services And Other Operating Expenditures	4,629.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	2,000.00
3000-3999: Employee Benefits	0003 - Supplemental	458.00
4000-4999: Books And Supplies	0003 - Supplemental	3,067.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	400.00
4000-4999: Books And Supplies	3010 – Title 1	5,388.00
5000-5999: Services And Other Operating Expenditures	3010 – Title 1	4,229.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	1,000.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	9,511.00
3000-3999: Employee Benefits	6770 - Prop 28	3,689.00

4000-4999: Books And Supplies

6770 - Prop 28

3,259.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,788.00
Goal 2	4,525.00
Goal 3	4,229.00
Goal 4	18,459.00

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



State Compensatory Education Advisory Committee



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2026.

Attested:



Principal, Maria Cisneros on May 15, 2026



SSC Chairperson, Jessica Ferrell on May 15, 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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