



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Technology High School	28662662830015	May 12, 2026	June 25, 2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

New Technology High School is a non-resident public school of choice that uses Project Based Learning in all subjects and all classrooms to prepare students for college, career, and beyond. New Technology High School opened in 1996 and is the flagship school of the New Tech Network. The New Tech Network supports more than 300 K-12 schools nationwide and around the world. New Technology High School meets the ESSA requirements in alignment with NVUSD's LCAP and Strategic Plan by making sure that all students have access to real-world, relevant learning opportunities that build skills such as collaboration, critical thinking, and communication. The culture of New Technology High School is student-centered and built on the motto of Trust, Respect, and Responsibility. All students at New Technology High School have access to high-quality instructional experiences, holistic support, and research-based instructional practices. Additional graduation requirements include New Tech High School's new Early College Program (MCEC grant) starting with the class of 2027, which will give students the opportunity to graduate in one of four pathways: Twelve College Semester Units, Twelve College Semester Units plus Certificate Pathway, Thirty College Semester Units (certificate pathway option), Sixty College Semester Units (AA Degree). All units will be UC/CSU transferable classes. Students will also complete a 45-60 hour industry internship, as well as 20 community service hours and 10 school service hours. These graduation requirements are in addition to meeting all UC A-G requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This SPSA mainly reflects consulting feedback from New Tech's Site Council, ELAC, Early College Advisory, NTHS staff, NTHS leadership (parents/students/staff), and NVUSD leadership. Additionally, This SPSA reflects the WASC mid-cycle review that was conducted in March, 2024. The feedback from the mid-cycle review showed strong growth on the goals set during the full WASC self-study that was conducted during the 2019/2020 school year, which received a full 6-year accreditation in the Fall of 2020. The mid-cycle and full Self-Study and Action Plan were co-created by the New Tech High administration, leadership team, Site Council, ELAC, and teachers, with input from the parent and student community. The action plan was written to align with the NVUSD Strategic Plan and LCAP.

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.

N/A

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.

2025 Dashboard Data

Suspension Rate (Orange): Suspension rate has increased by 2.6% over the past school year. Our site is working on stronger PBIS systems, MTSS team, and district safety supports to improve this data.

English Language Arts Scores (Orange): Maintained 1.9 points. Teachers are looking at more data to make informed decisions on instructional practices. Teachers are following stronger pacing guides and data cycles, reviewing them during PLC work and connecting them to district norms.

Math Scores (Orange): Maintained 1.5 points. Teachers are looking at more data to make informed decisions on instructional practices. Teachers are following stronger pacing guides and data cycles, reviewing them during PLC work and connecting them to district norms.

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.

Not Applicable

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.27%	0.27%	%	1	1	
Asian	0.27%	1.37%	1.06%	1	5	4
Filipino	2.20%	1.64%	0.79%	8	6	3
Hispanic/Latino	60.44%	63.29%	64.81%	220	231	245
White	31.59%	28.22%	27.78%	115	103	105
Multiple/No Response	4.95%	5.21%	5.56%	18	19	21
Total Enrollment				364	365	378

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	86	92	94
Grade 10	99	108	109
Grade 11	79	78	83
Grade 12	100	91	92
Total Enrollment	364	365	378

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	51	42	47		14.0%	12.4%
Fluent English Proficient (FEP)	132	140	147		36.3%	38.9%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	100	81	92	99	79	90	99	79	90	99.0	97.5	97.8
All Grades	100	81	92	99	79	90	99	79	90	99.0	97.5	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2577.	2583.	2580.	20.20	18.99	15.56	31.31	35.44	32.22	21.21	24.05	34.44	27.27	21.52	17.78
All Grades	N/A	N/A	N/A	20.20	18.99	15.56	31.31	35.44	32.22	21.21	24.05	34.44	27.27	21.52	17.78

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 11	23.23	16.46	22.22	62.63	63.29	64.44	14.14	20.25	13.33
All Grades	23.23	16.46	22.22	62.63	63.29	64.44	14.14	20.25	13.33

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 11	26.26	24.05	16.67	44.44	58.23	52.22	29.29	17.72	31.11
All Grades	26.26	24.05	16.67	44.44	58.23	52.22	29.29	17.72	31.11

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 11	14.14	10.13	14.44	71.72	75.95	74.44	14.14	13.92	11.11
All Grades	14.14	10.13	14.44	71.72	75.95	74.44	14.14	13.92	11.11

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.15	22.78	18.89	62.63	65.82	67.78	22.22	11.39	13.33
All Grades	15.15	22.78	18.89	62.63	65.82	67.78	22.22	11.39	13.33

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 11	100	81	92	99	79	90	99	79	90	99.0	97.5	97.8
All Grades	100	81	92	99	79	90	99	79	90	99.0	97.5	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2512.	2519.	2504.	5.05	3.80	3.33	10.10	8.86	10.00	16.16	29.11	21.11	68.69	58.23	65.56
All Grades	N/A	N/A	N/A	5.05	3.80	3.33	10.10	8.86	10.00	16.16	29.11	21.11	68.69	58.23	65.56

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 11	8.08	3.80	7.78	24.24	32.91	28.89	67.68	63.29	63.33
All Grades	8.08	3.80	7.78	24.24	32.91	28.89	67.68	63.29	63.33

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 11	7.07	10.13	10.00	57.58	63.29	48.89	35.35	26.58	41.11
All Grades	7.07	10.13	10.00	57.58	63.29	48.89	35.35	26.58	41.11

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 11	7.07	6.33	3.33	60.61	65.82	57.78	32.32	27.85	38.89
All Grades	7.07	6.33	3.33	60.61	65.82	57.78	32.32	27.85	38.89

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
9	1591.3	1580.9	1562.6	1606.5	1594.7	1551.7	1575.4	1566.8	1572.8	14	13	12
10	1634.4	*	*	1673.3	*	*	1594.9	*	*	12	10	7
11	*	*	*	*	*	*	*	*	*	5	7	6
12	*	*	*	*	*	*	*	*	*	*	5	4
All Grades										33	35	29

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
9	28.57	30.77	25.00	50.00	38.46	58.33	21.43	23.08	8.33	0.00	7.69	8.33	14	13	12
10	66.67	*	*	25.00	*	*	8.33	*	*	0.00	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	37.14	20.69	36.36	34.29	48.28	24.24	22.86	20.69	0.00	5.71	10.34	33	35	29

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
9	50.00	53.85	33.33	42.86	23.08	58.33	7.14	23.08	0.00	0.00	0.00	8.33	14	13	12
10	83.33	*	*	16.67	*	*	0.00	*	*	0.00	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.58	60.00	31.03	36.36	22.86	48.28	6.06	14.29	10.34	0.00	2.86	10.34	33	35	29

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
9	14.29	15.38	8.33	14.29	30.77	50.00	64.29	30.77	25.00	7.14	23.08	16.67	14	13	12
10	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.12	11.43	6.90	27.27	31.43	37.93	48.48	34.29	37.93	12.12	22.86	17.24	33	35	29

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
9	35.71	7.69	0.00	57.14	61.54	83.33	7.14	30.77	16.67	14	13	12
10	41.67	*	*	58.33	*	*	0.00	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.30	11.43	3.45	60.61	65.71	72.41	9.09	22.86	24.14	33	35	29

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
9	92.86	84.62	83.33	7.14	15.38	8.33	0.00	0.00	8.33	14	13	12
10	91.67	*	*	8.33	*	*	0.00	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	90.91	88.57	79.31	9.09	8.57	10.34	0.00	2.86	10.34	33	35	29

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
9	14.29	23.08	16.67	71.43	38.46	58.33	14.29	38.46	25.00	14	13	12
10	33.33	*	*	58.33	*	*	8.33	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	17.14	13.79	60.61	51.43	55.17	21.21	31.43	31.03	33	35	29

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
9	21.43	0.00	0.00	71.43	100.00	91.67	7.14	0.00	8.33	14	13	12
10	0.00	*	*	100.00	*	*	0.00	*	*	12	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	0.00	3.45	87.88	94.29	82.76	3.03	5.71	13.79	33	35	29

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
365	65.5%	11.5%	0.0%
Total Number of Students enrolled in New Technology High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	11.5%
Foster Youth	0	0.0%
Homeless	9	2.5%
Socioeconomically Disadvantaged	239	65.5%
Students with Disabilities	53	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	0	0.0%
Asian	5	1.4%
Filipino	6	1.6%
Hispanic	231	63.3%
Two or More Races	19	5.2%
Pacific Islander	0	0.0%
White	103	28.2%

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Mathematics



Red

English Learner Progress



No Performance Color

College/Career



Green

School and Student Performance Data

Academic Performance English Language Arts

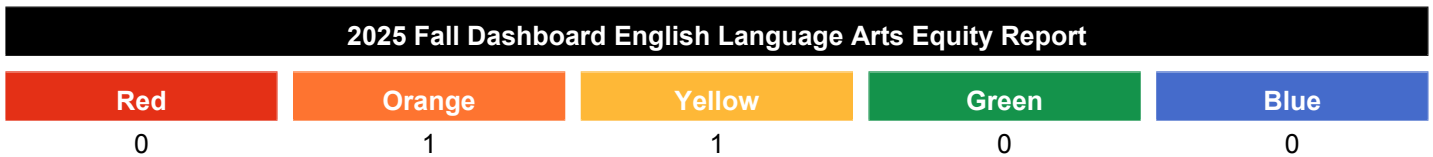
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>2.1 points below standard</p> <p>Maintained -1.9 points</p> <p>90 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>46.3 points below standard</p> <p>Increased 51 points</p> <p>18 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26.4 points below standard</p> <p>Increased 5.1 points</p> <p>59 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>114.1 points below standard</p> <p>Declined 49.6 points</p> <p>14 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>27.6 points below standard</p> <p>Maintained -0.2 points</p> <p>56 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>22.6 points above standard</p> <p>Declined 39.8 points</p> <p>27 Students</p>

School and Student Performance Data

Academic Performance Mathematics

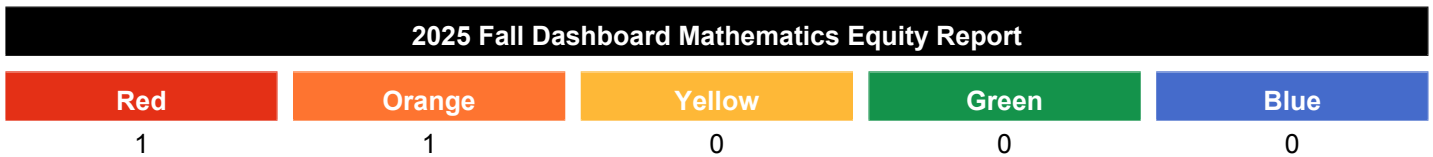
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>124 points below standard</p> <p>Declined 17.7 points</p> <p>90 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>178.1 points below standard</p> <p>Increased 14.2 points</p> <p>18 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>139.2 points below standard</p> <p>Increased 5.5 points</p> <p>59 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>193.6 points below standard</p> <p>Declined 24.9 points</p> <p>14 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>150.1 points below standard</p> <p>Declined 17.1 points</p> <p>56 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>89.4 points below standard</p> <p>Declined 40.3 points</p> <p>27 Students</p>

School and Student Performance Data

Academic Performance Science

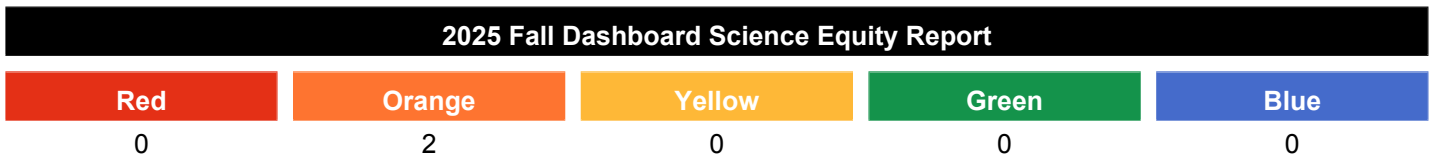
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>48.5 science points</p> <p>Maintained 0.5 points</p> <p>73 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>30.1 science points</p> <p>Increased 8.3 points</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>43.6 science points</p> <p>Maintained -0.9 points</p> <p>48 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Hispanic</p>  <p>Orange 42.5 science points Maintained 0.1 points 48 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 59.8 science points Increased 2.6 points 21 Students</p>

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 31 making progress. Number Students: 29 Students	Long-Term English Learner Progress  No Performance Color 32 making progress. Number Students: 25 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
34.5%	34.5%	3.4%	27.6%

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.

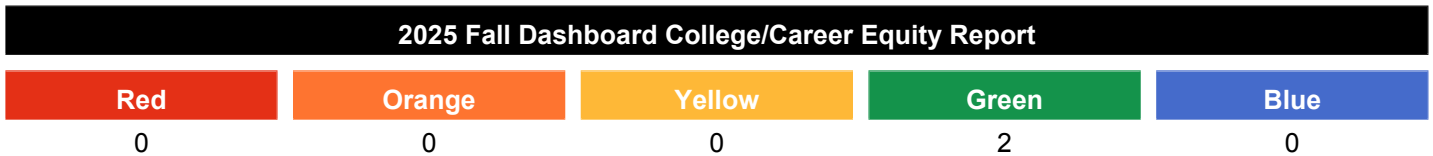
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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		
<p>All Students</p> <p>Green</p> <p>Prepared 55.3%</p> <p>Increased 16%</p> <p>76 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Prepared 15.4%</p> <p>Increased 15.4%</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 16.7%</p> <p>Increased 16.7%</p> <p>12 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>Prepared 44.8%</p> <p>Increased 9.8%</p> <p>58 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Hispanic</p>  <p>Green Prepared 42.9% Increased 7.9% 49 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Prepared 78.3% Increased 25.3% 23 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

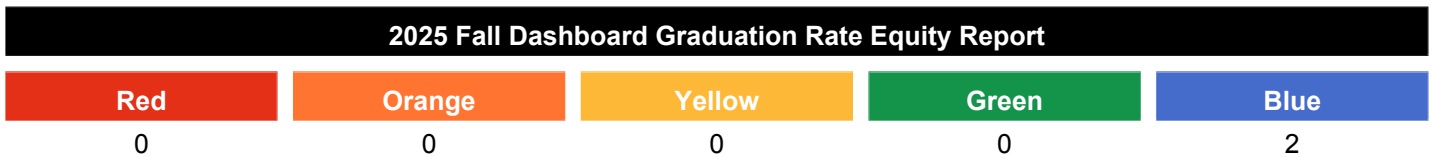
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>98.7% graduated</p> <p>Maintained 0.6%</p> <p>76 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>12 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>98.3% graduated</p> <p>Maintained -0.5%</p> <p>58 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 1.7%</p> <p>49 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>95.7% graduated</p> <p>Declined 4.3%</p> <p>23 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

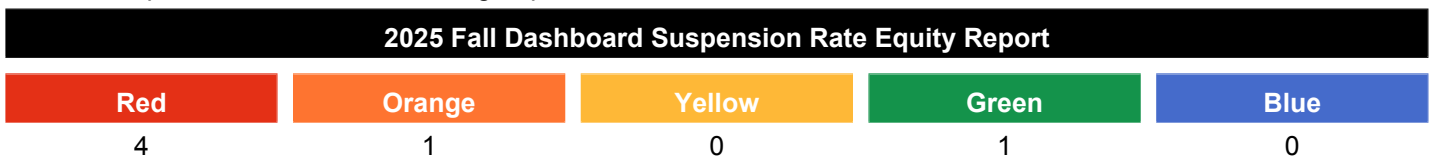
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.8% suspended at least one day</p> <p>Increased 2.6%</p> <p>382 Students</p>	<p>English Learners</p> <p>Red</p> <p>19.1% suspended at least one day</p> <p>Increased 11.7%</p> <p>47 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>22% suspended at least one day</p> <p>Increased 13.8%</p> <p>41 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>7.8% suspended at least one day</p> <p>Increased 3.9%</p> <p>258 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.4% suspended at least one day</p> <p>Maintained -0.1%</p> <p>54 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>8.7% suspended at least one day</p> <p>Increased 4.4%</p> <p>241 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>10% suspended at least one day</p> <p>Increased 4.7%</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined 2.3%</p> <p>109 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Decrease the percentage of students who score at "standard not met" on the ELA and Math CAASPP assessments, as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Hispanic and Socioeconomic Disadvantaged, Special Education, Multilingual Learners.
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Hispanic and Socioeconomic Disadvantaged, Special Education, Multilingual Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion	Class of 2021: 53.4% Class of 2022: 50% Class of 2023: 65% Class of 2024: 72% Class of 2025: 73% Class of 2026: 76%	Increase the A-G rate in all subgroups by at least 5% in the 2026/2027 school year. Maintain overall A-G rate of 70% or more in the 2025/2027 school year.
Math and ELA Intervention Program Participation	80% of students who participate in Intervention program will show growth on the STAR assessment.	80% of students who participate in Intervention program will show growth on the STAR assessment.
Star Math Data - Winter 2026	Class of 2026 All students: 53.5% met or exceeded Hispanic students: 40.9% met or exceeded Class of 2027 All students: 51.0% met or exceeded Hispanic students: 40.0% met or exceeded Class of 2028	Increase the overall percentage of proficient students in each grade level by 10% Increase the percentage of proficient Hispanic students in each grade level by 10% Increase the percentage of proficient Special Education students overall by 5%

	All students: 47.5% at or above standard Hispanic students: 32.6% at or above standard Class of 2029 All students: 75% at or above standard Hispanic students: 69% at or above standard	
Test Taking Bootcamp Participation	80% of students who participate in Test Taking Bootcamp program will show growth on the STAR assessment.	80% of students who participate in Test Taking Bootcamp program will show growth on the STAR assessment.
Star ELA Data - Winter 2026	Class of 2026 All students: 44.4% met or exceeded Hispanic students: 23.3% met or exceeded Class of 2027 All students: 41.4% met or exceeded Hispanic students: 23.0% met or exceeded Class of 2028 All students: 45.7% at or above standard Hispanic students: 32.6% at or above standard Class of 2029 All students: 73% at or above standard Hispanic students: 51% at or above standard	Increase the overall percentage of proficient students by 3% Increase the percentage of proficient Hispanic students by 5% Increase the percentage of proficient Special Education students overall by 5% Increase the percentage of proficient Multilingual students overall 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
1.1	All teachers will use Star assessments, formative + summative assessments that are curriculum based, to inform project planning and to drive targeted student interventions. Teachers will participate in release time, project planning time, PLC activities, bi-monthly data dives, and learning walks each semester to build this skill, plan, implement, and reflect on student outcomes. PLC leadership training modules will also be focused on building a comprehensive assessment framework and culture of student data use. (WASC 1A.3 , 2A.1, 2B.2).	All students	
1.2	Math teachers will participate in professional development to implement the NVUSD math framework and new instructional materials adoption. Math staff will align Problem-Based Learning practices to the newly adopted curriculum and connect with Center for Excellence communities of practice. Star assessment data and ELPAC scores will be used to inform instructional practices that will increase student performance in	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Concepts and Procedures in Math. Math teachers will implement common assessments and analyze data. (WASC 3A.1, 3A.3, 3B.1)		
1.3	Release time will be provided for ELA and Math teachers to participate in site workshops, NVUSD district workshops, coaching, and collaborative planning using Star data, ELPAC data and common assessments. (WASC 3A.1, 3A.3, 3B.1)	All students	
1.4	Staff, in collaboration with Napa Valley College (NVC), will continue to implement an Early College Program at NTHS. Staff will engage in the implementation of the vision, 4-year sequence, course design, student counseling support, flex days in collaboration with NVC staff and explore opportunities for high school teachers to meet community college teaching equivalency. (WASC 3A.3) The MCEC Grant Allocation will provide additional funding for the implementation of the Early College Program.	All students	
1.5	Additional student support services related to support CCAP college class success rates and test taking support. (WASC 3B.1)	All students	
1.6	Test Taking Bootcamp creation.	All students	5000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures
1.7	Testing Environment Handbook creation.	All students	2990 6770 - Prop 28 4000-4999: Books And 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.

A primary objective this year was the total transformation of our standardized testing environment. By implementing rigorous seating charts, optimizing testing room assignments for both large and small groups, and launching a comprehensive communication campaign—including reminders to families and targeted homeroom discussions—we achieved a "tremendous" improvement in testing culture. These logistical adjustments, paired with strategic scheduling changes, resulted in significantly higher completion rates within the designated testing windows.

Beyond logistics, we successfully increased staff awareness and ownership of STAR and CAASPP data. By rooting our PLC cycles in this data and connecting it directly to school-wide goals, assessment is no longer viewed as an isolated event but as a critical driver of our instructional strategy.

Expansion of Early College and Career Readiness

Our collaboration with Early College partners has been incredibly valuable, leading to expanded CCAP (College and Career Access Pathways) opportunities. This partnership has allowed our high school teachers to better center their instruction around college-readiness goals and clarified pathways for all students. To support this, we introduced "Independent Scholar" support classes for students taking asynchronous college courses; this structured environment has led to a significant increase in student success rates in those courses.

Simultaneously, the introduction of a new Internship Coordinator, supported by updated district-level college and career resources, has led to a true evolution of our internship program. These improvements have ensured that career-based learning is more intentional and better aligned with district standards.

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

While our instructional models continue to evolve, we have made a strategic shift regarding our Mathematics department. We moved away from the original Problem-Based Learning (PBL) model in favor of implementing updated PBL Handbook modules and strategies, which provide more structured and effective scaffolds for student learning.

In terms of teacher support, while the provision of release time for content teams was a successful step, we found that it lacked sufficient "follow-up" time for stress-free collaboration on next steps. Consequently, we are adjusting our approach to ensure that future release time includes dedicated space for curriculum adaptation and site-level implementation.

Finally, although we intended to provide additional tutoring support for Early College classes this year, logistical hurdles prevented its rollout. However, we have successfully secured the necessary funding and established a concrete plan to ensure these tutoring services are fully operational for the upcoming school year.

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.

As a result of this analysis, we are adjusting this goal to

Changes to Goal 1: Decrease the percentage of students who score at "standard not met" on the ELA and Math CAASPP assessments, as measured by Star Renaissance and CAASPP performance.

Annual Outcomes: Intervention program participation, test taking bootcamp participation

Strategies/Activities: LCAP 1.1 - Aligning PLC, MTSS, and Interventions and flex time - new intervention program.

Additional strategies added to support student support systems, CCAP college class success rates, and updated metrics to measure student data protocols, test taking bootcamp handbook creation in prop 28 art classes. (Strategy 1.1, 1.2, 1.3)

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.

All Multilingual learners (LTELs, RFEPs, and students currently receiving direct MLL supports) will be provided integrated and designated MLL supports to accelerate language acquisition, increase the rate of reclassification, through data analysis and support for college/career next steps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Learners are provided integrated and designated ELD throughout the day.

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 areas have been identified as needing improvement in this area: MLL intervention support outside of ELD classes, identification of LTEL students in general education classes and specific plans to support them, extension of ELPAC bootcamp to all MLL's.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data	2025/2026 69% Well-Developed (124 students total) 2024/2025 65% Well-Developed (108 students total) 2023/2024 61% Well-Developed (115 students total)	Increase the overall percentage of proficient students in each grade level by 3% Increase the percentage of proficient Hispanic students in each grade level by 5%
Tier 1 MLL Strategy Support and Data Collection	2024/2025 (Baseline Year) - 50% of teachers report using MLL strategies successfully to targeted students (Integrated ELD)	Increase in the percentage of teachers reporting using strategies successfully to 80%
MLL Curriculum Support	MLL Lead supports all ELD teachers with curriculum checkins at least twice a month.	MLL lead will support ELD teachers with curriculum checkins at least twice a month.
MLL Early College Success Rate	Baseline Year - 90% of MLL students taking early college classes CCAP will pass with a C or above.	90% of MLL students taking early college classes will pass with a C or above.
ELPAC Bootcamp Success Rate	Baseline Year - 90% of MLL students attending the ELPAC bootcamp will improve at least one overall level on the ELPAC test.	90% of MLL students attending the ELPAC bootcamp will improve at least one overall level on the ELPAC test.

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	Professional development for PLC teams facilitated by NVUSD MLL Lead to develop additional EL strategies and support. Funds cover costs of subs and needed support materials for ELs and training. MLL Lead Support - Pulling data to review at department meetings for teachers, leading progress development during Staff meetings	All MLL students (including LTELS)	
2.2	Instructional Focus: Coaching will focus on implementing research-based instructional practices within the context of Project Based Learning through the services of the Center For Excellence Director. The administration and leadership team will continue to implement a professional learning plan for the 2025/2026 school year to implement strategies and measure student growth. MLL Lead will be involved in this process (WASC 2A.1, 2B.2, 2B.3)	All Students, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, English Learners	
2.3	Early College Tutoring - Specific focus on MLL students by new tutoring program and independent scholar class.	All MLL students (including LTELS)	
2.4	Attendance campaign - improve attendance for all students through an attendance campaign, with a focus on MLL students as well. Using incentives to support campaign.	All students	3370 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures
2.5	Ellevation report analysis - targeting students who are long term ELL's, with an ELPI students focus.	All MLL students (including LTELS)	
2.6	Student Data Dialogue process - focus on students are who stagnant, and not necessarily in an ELD class, with an emphasis on students understanding their data.	All MLL students (including LTELS)	

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.

Our focused efforts on Multilingual Learner (MLL) outcomes have yielded several significant improvements this year. Most notably, ELPAC data continues to trend upward, with an increasing number of students achieving overall proficiency scores of 3 and 4. This academic growth is supported by our revamped ELPAC Preparatory Bootcamp. We successfully scaled this initiative to include students not currently enrolled in designated ELD classes and integrated the program into our "Flex Time" schedule, ensuring broader access without sacrificing core instructional minutes.

In the classroom, the second year of our core curriculum adoption has seen increased teacher efficacy and more consistent implementation. This instructional stability is complemented by a targeted attendance campaign specifically designed for MLL students, which has successfully increased daily participation. Furthermore, we have fostered a significant "culture shift" regarding reclassification. By securing dedicated funding and creating public celebrations for students who reclassify, we have turned a compliance milestone into a celebrated community achievement.

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

The most significant deviation from our intended plan was the loss of a dedicated MLL Lead position this year. This absence necessitated a shift in how we provided structured support to our staff and students. While we maintained our systems through site-wide effort, the return of this leadership role in the coming school year is expected to provide the consistent, high-level oversight necessary for deeper growth.

Additionally, our goal of providing robust Project-Based Learning (PBL) coaching specifically for MLL strategies remains a work in progress. While the intent was to have these strategies fully integrated, we have recognized the need for a more consistent delivery system. To address this, we are refining our PBL/PLC "best practices" to ensure that language scaffolding and MLL-specific strategies are not just discussed in planning but are consistently visible in classroom execution.

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:

Strategies/Activities: Work with TOSA for to review Ellevation report analysis, Student Data Dialogue process, MLL lead support, Bi-lingual tutor/mentor support improvement. (Strategy 2.1, 2.2, and 2.5)

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 and community participation to more active engagement, in support of New Tech's recognized school goals.

School Goal 1: Strong Instructional Practices

School Goal 2: Safe and Welcoming School

New Tech staff have committed to these school goals through the '27/'28 school year. All administrative and community plans will keep these two goals at the center of decision making

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.

The following areas have been identified as needing improvement in this area: inter-district families, spanish speaking first language families, families who have chronically absent students, families with more than one student currently attending New Tech.

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
ELAC	<p>2025/2026 School Year ELAC exceeded the required number of meeting times for compliance (In Person and Virtual)</p> <p>2024/2025 School Year ELAC exceeded the required number of meeting times for compliance (In Person and Virtual)</p> <p>2022/2023 School Year ELAC met the required number of meeting times for compliance (In Person and Virtual)</p> <p>2023/2024 School Year ELAC exceeded the required number of meeting times for compliance (In Person and Virtual)</p> <p>2022/2023 School Year ELAC met the required number of meeting times for compliance (In Person and Virtual)</p>	Participation and support in ELAC are reflective of 28% of the respective parent populations.
Parent Echo LMS use	<p>2021/2022 School Year Less than 10% of parents reported using Echo LMS to support student engagement and participation</p> <p>2022/2023 School Year 30% of parents reported using Echo LMS to support student engagement and participation</p> <p>2023/2024 School Year 35% of parents reported using Echo LMS to support student engagement and participation</p> <p>2024/2025 School Year 35% of parents reported using Echo LMS to support student engagement and participation</p> <p>2026/2026 School Year 40% of parents reported using Echo LMS to support student engagement and participation</p>	Parents will continue to access and engage in Echo LMS training and support, and will use Echo to track student progress.
Parent/Student Engagement Events	<p>2025/2026 School Year 15 school events were held during the school year that supported multi-lingual families.</p> <p>2024/2025 School Year 15 school events were held during the school year that supported multi-lingual families.</p>	85% of school events will be held that support families of English Learners with interpretation provided.

	2022/2023 School Year 10 school events were held during the school year that supported multi-lingual families.	
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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	ELAC: Staff will form and provide training to the ELAC elected officers. Staff will partner with ELAC officers to continue to recruit families. Further support will be provided by the parent/community liaison. ELAC visits to other sites will be organized. (WASC 1A.2)	English Learners	6370 0003 - Supplemental 0000: Unrestricted
3.2	Echo LMS: Accounts will be created for all new families, Echo LMS orientation will be provided to all new families, and refresher resources and parent best practices will be shared with all returning families. (WASC 2A.2)	All Students	3035 0003 - Supplemental 0001-0999: Unrestricted: Locally Defined
3.3	The administration will engage with other NVUSD school leaders to build skills around community outreach and family engagement. (WASC 2A.2, 1A.1, 1A.6)	All Students	490 0003 - Supplemental None Specified
3.4	Community Building/Project: 1. We will provide continued services to better understand and engage the New Tech High parent audience and to educate and reach families who are interested in attending New Tech High. This will include alignment of New Tech High messaging to the NVUSD message and brand, and the development of clear communication to articulate the goals and values of the school and program. 2. Students will participate in student-led community and school project development. 3. There are structured community service and school service times built into the school week and progress report periods. 4. Increase in family volunteers on campus, continue to improve that program	All Families	2790.02 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures
3.5	Both school goals align to NVUSD strategic plan goals 1 and 4, through updated marketing and communication consistency (slide decks	All Families	

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.

This year, the school successfully strengthened the infrastructure for family and community engagement. A primary success was the systematic implementation of Echo accounts for all families. Providing parents with direct, real-time

access to student grades, assignments, and progress has fundamentally shifted the nature of school-home communication; conversations with teachers and administrators are now more data-informed and collaborative.

Furthermore, we established a more rigorous training program for ELAC (English Learner Advisory Committee) officers. By creating robust systems and standardized training protocols, the Parent/Community Liaison is now equipped to replicate these successes in future years. We also realized a huge improvement in the visibility and communication of community and school service opportunities, fostering a stronger sense of civic involvement. Central to these improvements was a refined alignment of school-level goals, ensuring that every site initiative is moving toward a shared vision of student success.

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

Despite the structural improvements in ELAC training, recruitment and consistent attendance remain significant challenges. We experimented with a variety of formats, including hybrid meeting models and rotating time slots to accommodate diverse schedules; however, these efforts have not yet resulted in the consistent participation levels we intended. Moving forward, we anticipate that the localized district support scheduled for the Fall of the next school year will provide the necessary leverage to bridge this gap.

Additionally, while our internal family engagement strategies have solidified, we recognize a need for our administrative team to work more proactively with other NVUSD leaders. This collaboration will be vital for building advanced skills in family engagement and ensuring our site goals are deeply aligned with the broader NVUSD 2040 vision.

While our "Tech Lends a Hand" event remains a successful cornerstone of our volunteer efforts, we have not yet met our goal of offering a wider variety of year-round parent volunteer opportunities. Expanding these opportunities beyond the initial school year ask remains a priority for our upcoming implementation cycle.

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.

As a result of this analysis, we are adjusting this goal to:

Goal: Grow and strengthen family and community participation to more active engagement, in support of New Tech's recognized school goals.

Annual Outcomes:

Strategies/Activities: Changes for Goal 3: ELAC - district support through training and support for parents and parent and community liason support. Middle school/high school transfer of information for admin and parent/community liasons. Conduct ELAC visits at other sites, provide grade level chair support for parents. (Strategy 3.1)

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Students will show academic and social/emotional growth through a successful multi-tiered systems of support (MTSS) program.

100% of our students supported through intervention will show growth.

Decrease of students needing credit recovery or grade improvement at the end of the semester.

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 improvement in this area: low-income students, MLL students, special education 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
Student Echo LMS use	Echo LMS Data All students have an Echo account and have been trained on usage and functionality.	Students will access and engage in Echo LMS training and support, and will use Echo to track progress towards learning targets.
D/F Data	Spring 2026 One D or F: 8% More than one D or F: 22% All Ds and/or Fs: 11% Spring 2025 One D or F: 10% More than one D or F: 20% All Ds and/or Fs: 8%	Reduce the number of students with one D or F to below 5% Reduce the number of students who have more than one D and/or F to below 15% Reduce the number of students who have all D's and/or Fs to 2%
Increase number of students engaged in VPA	2025/2026 School Year - 65% of students taking VPA classes through high school or dual enrollment (addition of dual enrolled Film classes) 2024/2025 School Year - 52% of students taking VPA classes through high school or dual enrollment. 2024/2025 School Year - 52% of students taking VPA classes through high school or dual enrollment.	70% of students taking VPA classes.

Reading/Math Intervention Program Success	2026/2027 Intervention program schedule, enrollment, staffing, routines, expectations created.	80% of students who are included in the intervention program show growth of at least one level.
Increase in Credit Recovery Completion Rates	2026/2027 Increase in credit recovery completion rates. Rates are tracked.	90% of students who are attending credit recovery classes, improve their completion rates from Fall to Spring Semester.

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	Echo LMS Teacher Licenses: Teachers will continue to utilize the Echo LMS to provide academic feedback and grade monitoring for students. (WASC 2A.2)	All students	
4.2	Staff will continue to engage in Positive Behavior Intervention and Support training with IIRP.	All students	
4.3	Partnerships: We will continue partnerships with NEWS, Mentis, and Aldea as well as form new partnerships to support student wellness needs. Wellness Center Support	All students	
4.4	Academic Intervention Support: 1. Use support coordinator to partner with the MTSS team to provide Tier 2/3 academic interventions. 2. Continued staff professional development will be provided by the Multilingual Learner Lead. 3. Staff will focus on literacy and language comprehension strategies. Progress will be monitored through PLCs and the use of PBL strategies and learning sprints. 4. Support during	All students with specific attention to English Learners	
4.5	1. Provide students access to visual and performing arts courses. 2. Provide supplies and equipment to support students engaged in VPA programs, including new dual enrollment opportunities.	All Students	44938 6770 - Prop 28 1000-1999: Certificated Personnel Salaries .20 FTE for VPA teachers 11073 6770 - Prop 28 4000-4999: Books And Supplies
4.6	Consistent Data Tracking Systems Creation 1. Supporting intervention success rates. 2. Credit recovery success rates. 3. A-G rates.	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 current academic year saw significant strides in grading equity and instructional alignment. By implementing strong Echo grading guidelines and piloting a more consistent 4-point rubric, we observed a measurable improvement in student outcomes, specifically reflected in a decrease in "D" and "F" grades on progress reports. This shift toward a proficiency-based approach was further bolstered by our "D/F Protocol." This collaborative process empowered teachers during Professional Learning Communities (PLCs) to diagnose specific barriers to student proficiency. Consequently, staff were able to leverage data more effectively to facilitate targeted small-group instruction.

Our commitment to literacy and language development remained a cornerstone of our strategy. Through an updated PLC data cycle process, we monitored the impact of specific literacy strategies. The results were highly successful, with both Fall and Spring cycles demonstrating a 60% growth rate among identified focus students. Furthermore, internal STAR testing data confirms that these focus students are on a positive trajectory for CAASPP performance.

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

An achievement this year, that was not assumed, was the opening of our Wellness Center after three years of intensive planning. This resource has fundamentally transformed our Tier 1 and Tier 2 support response. The center provides a critical landing spot for students during both instructional and unstructured time; current data indicates that students utilizing the center are successfully returning to class, thereby increasing time-on-task. While the formal Positive Behavior Intervention and Support (PBIS) team was on hiatus due to resource constraints, the systems and cultural frameworks established in previous years continued to function effectively.

Regarding Multi-Tiered Systems of Support (MTSS), our academic interventions remain robust. While proactive support for Multilingual Learners (MLL) faced challenges due to a lack of dedicated funding for a specific role, our site staff successfully compensated by strengthening Tier 1 systems within the general education classroom to ensure these students remained supported.

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:

Strategies/Activities: Credit Recovery reorganization to support increase in credit recovery completion rates, systemized intervention system with funding, reteach/retake conversation with students. (Strategy 4.4)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$80,056.02
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$21,055.02
6770 - Prop 28	\$59,001.00

Subtotal of state or local funds included for this school: \$80,056.02

Total of federal, state, and/or local funds for this school: \$80,056.02

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	21,055.02
6770 - Prop 28	59,001.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	6,370.00
0001-0999: Unrestricted: Locally Defined	3,035.00
1000-1999: Certificated Personnel Salaries	44,938.00
4000-4999: Books And Supplies	14,063.00
5000-5999: Services And Other Operating Expenditures	11,160.02
None Specified	490.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	0003 - Supplemental	6,370.00
0001-0999: Unrestricted: Locally Defined	0003 - Supplemental	3,035.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	11,160.02
None Specified	0003 - Supplemental	490.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	44,938.00
4000-4999: Books And Supplies	6770 - Prop 28	14,063.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,990.00

Goal 2	3,370.00
Goal 3	12,685.02
Goal 4	56,011.00

School Site Council Membership

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

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

Name of Members	Role
Abhinav Dev	Principal
Janice Gullion	Other School Staff
Andrew Biggs	Classroom Teacher Other School Staff
Lisa Gottfried	Classroom Teacher
Jartiza Lopez Anguiano	Secondary Student
William Coughlin	Secondary Student
Zoe Greeson	Secondary Student
Eleanor Craig	Secondary Student
Greg Greeson	Parent or Community Member
Michael Constantas	Secondary Student
Mark Kersten	Classroom Teacher
Dhara Dela Cruz	Secondary Student
Angelo Sanchez Pitayo	Secondary Student
Yasiri Ortiz	Secondary Student
Cedric Brisoux	Classroom Teacher
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
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Abhinav Dev on 05/12/2026
	SSC Chairperson, Jartiza Lopez Anguiano on 05/12/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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