



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa Valley Language Academy	28662666026983	May 19, 2026	June 25, 2026

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

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

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

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

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

- Schoolwide Program
- Targeted Support and Improvement

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	16
Academic Performance.....	17
Academic Engagement	25
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	34
Goal 3.....	36
Goal 4.....	38
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source	41
Expenditures by Goal.....	41
School Site Council Membership	43
Recommendations and Assurances	44
Instructions.....	45
Appendix A: Plan Requirements	52
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	55

Plan Description

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

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

- Schoolwide Program

- Targeted Support and Improvement

For the 2026–2027 school year, our primary focus will be on strengthening Collective Teacher Efficacy (effect size 1.57). To support this goal, we will prioritize continued instruction and growth in the following areas: social-emotional learning, foundational literacy alignment (with an emphasis on phonics), mathematics, quality interactions, writing, and AVID strategies.

We will also continue implementing Learning Sprints as a key approach to improving overall teacher efficacy. This work will take place in grade-level Professional Learning Communities (PLCs) and monthly Leadership PLC (LPLC) meetings.

In addition, we will maintain a strong focus on monitoring student progress through our CO, ensuring timely, targeted interventions to meet students' needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal and input that was received by staff through LPLC and staff meeting and parents through Site Council and ELAC. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

- English Language Arts: Hispanic

- Math: English Learners, Hispanic, Socioeconomically Disadvantaged

- English Learner Progress: English Learners

- Chronic Absenteeism: White

Planned improvements address the needs of these student groups.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Napa Valley Language Academy. 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	0.17%	0.18%	%	1	1	
Asian	0.35%	0.18%	0.17%	2	1	1
Hispanic/Latino	84.97%	83.93%	82.96%	486	470	482
Pacific Islander	%	0.18%	0.17%		1	1
White	13.81%	15.00%	15.66%	79	84	91
Multiple/No Response	0.52%	0.54%	1.03%	3	3	6
Total Enrollment				572	560	581

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	39
Kindergarten	91		96
Grade 1	94		95
Grade 2	101		83
Grade3	86		92
Grade 4	86		94
Grade 5	90		82
Total Enrollment	572		581

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	263	254	242	48.0%	46.0%	41.7%
Fluent English Proficient (FEP)	77	64	68	10.0%	13.5%	11.7%
Reclassified Fluent English Proficient (RFEP)	23	18		6.65%	11.43%	

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	85	85	96	85	84	96	85	84	96	100.0	98.8	100
Grade 4	90	86	82	90	86	82	90	86	82	100.0	100	100
Grade 5	98	88	84	97	87	84	97	87	84	99.0	98.9	100
All Grades	273	259	262	272	257	262	272	257	262	99.6	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2383.	2387.	2384.	11.76	15.48	10.42	18.82	16.67	15.63	25.88	19.05	29.17	43.53	48.81	44.79
Grade 4	2466.	2448.	2464.	22.22	19.77	26.83	25.56	16.28	14.63	24.44	29.07	24.39	27.78	34.88	34.15
Grade 5	2487.	2510.	2506.	16.49	14.94	14.29	28.87	43.68	38.10	21.65	26.44	27.38	32.99	14.94	20.24
All Grades	N/A	N/A	N/A	16.91	16.73	16.79	24.63	25.68	22.52	23.90	24.90	27.10	34.56	32.68	33.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.59	9.52	5.21	51.76	61.90	71.88	37.65	28.57	22.92
Grade 4	13.33	16.28	21.95	70.00	63.95	60.98	16.67	19.77	17.07
Grade 5	13.40	11.49	13.10	61.86	70.11	70.24	24.74	18.39	16.67
All Grades	12.50	12.45	12.98	61.40	65.37	67.94	26.10	22.18	19.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.06	9.52	12.50	50.59	42.86	50.00	42.35	47.62	37.50
Grade 4	13.33	10.47	13.41	64.44	54.65	56.10	22.22	34.88	30.49
Grade 5	18.56	10.34	16.67	56.70	77.01	70.24	24.74	12.64	13.10
All Grades	13.24	10.12	14.12	57.35	58.37	58.40	29.41	31.52	27.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.24	7.14	7.29	77.65	73.81	71.88	14.12	19.05	20.83
Grade 4	11.11	6.98	10.98	76.67	81.40	70.73	12.22	11.63	18.29
Grade 5	9.28	12.64	9.52	73.20	78.16	85.71	17.53	9.20	4.76
All Grades	9.56	8.95	9.16	75.74	77.82	75.95	14.71	13.23	14.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.24	16.67	10.42	64.71	51.19	63.54	27.06	32.14	26.04
Grade 4	15.56	9.30	15.85	68.89	77.91	67.07	15.56	12.79	17.07
Grade 5	12.37	20.69	17.86	70.10	65.52	69.05	17.53	13.79	13.10
All Grades	12.13	15.56	14.50	68.01	64.98	66.41	19.85	19.46	19.08

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	85	85	96	85	84	96	85	84	96	100.0	98.8	100
Grade 4	90	86	82	90	86	82	90	86	82	100.0	100	100
Grade 5	98	88	84	97	86	84	97	86	84	99.0	97.7	100
All Grades	273	259	262	272	256	262	272	256	262	99.6	98.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2389.	2402.	2409.	8.24	13.10	8.33	23.53	19.05	25.00	20.00	25.00	32.29	48.24	42.86	34.38
Grade 4	2465.	2458.	2452.	10.00	9.30	13.41	32.22	32.56	23.17	33.33	32.56	32.93	24.44	25.58	30.49
Grade 5	2473.	2502.	2500.	11.34	18.60	19.05	15.46	20.93	21.43	25.77	31.40	32.14	47.42	29.07	27.38
Grade 11															
All Grades	N/A	N/A	N/A	9.93	13.67	13.36	23.53	24.22	23.28	26.47	29.69	32.44	40.07	32.42	30.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.94	10.71	13.54	42.35	47.62	60.42	44.71	41.67	26.04
Grade 4	16.67	12.79	19.51	57.78	56.98	42.68	25.56	30.23	37.80
Grade 5	13.40	16.28	19.05	40.21	59.30	55.95	46.39	24.42	25.00
Grade 11									
All Grades	14.34	13.28	17.18	46.69	54.69	53.44	38.97	32.03	29.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.76	15.48	18.75	43.53	47.62	50.00	44.71	36.90	31.25
Grade 4	10.00	16.28	13.41	61.11	59.30	57.32	28.89	24.42	29.27
Grade 5	10.31	10.47	16.67	48.45	62.79	61.90	41.24	26.74	21.43
All Grades	10.66	14.06	16.41	51.10	56.64	56.11	38.24	29.30	27.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.41	14.29	5.21	57.65	57.14	70.83	32.94	28.57	23.96
Grade 4	13.33	13.95	10.98	62.22	63.95	59.76	24.44	22.09	29.27
Grade 5	10.31	15.12	13.10	54.64	63.95	60.71	35.05	20.93	26.19
All Grades	11.03	14.45	9.54	58.09	61.72	64.12	30.88	23.83	26.34

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1400.1	1408.3	1382.1	1417.3	1432.8	1403.3	1360.1	1351.1	1332.5	43	53	43
1	1433.0	1409.9	1418.8	1468.0	1442.9	1446.6	1397.4	1376.4	1390.5	52	43	37
2	1468.2	1466.6	1446.1	1490.0	1485.6	1468.4	1446.0	1447.1	1423.3	48	49	41
3	1495.1	1500.9	1498.2	1505.2	1517.6	1496.6	1484.6	1483.7	1499.3	44	45	40
4	1517.4	1528.6	1525.4	1523.0	1536.3	1527.4	1511.4	1520.4	1522.8	24	36	39
5	1537.4	1557.2	1551.0	1543.5	1565.9	1555.3	1530.9	1547.9	1546.2	22	17	29
All Grades										233	243	229

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.65	11.32	6.98	30.23	32.08	23.26	37.21	32.08	30.23	27.91	24.53	39.53	43	53	43
1	5.77	2.33	0.00	30.77	9.30	18.92	32.69	44.19	37.84	30.77	44.19	43.24	52	43	37
2	2.08	10.20	2.44	54.17	46.94	26.83	29.17	20.41	41.46	14.58	22.45	29.27	48	49	41
3	15.91	8.89	17.50	45.45	51.11	42.50	29.55	31.11	35.00	9.09	8.89	5.00	44	45	40
4	25.00	19.44	20.51	50.00	69.44	58.97	16.67	8.33	12.82	8.33	2.78	7.69	24	36	39
5	27.27	29.41	44.83	36.36	64.71	34.48	36.36	5.88	20.69	0.00	0.00	0.00	22	17	29
All Grades	10.73	11.52	13.97	40.77	42.39	34.06	30.90	26.34	30.13	17.60	19.75	21.83	233	243	229

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.63	28.30	25.58	32.56	24.53	27.91	27.91	22.64	11.63	27.91	24.53	34.88	43	53	43
1	42.31	23.26	29.73	26.92	30.23	29.73	7.69	23.26	21.62	23.08	23.26	18.92	52	43	37
2	31.25	38.78	21.95	45.83	30.61	31.71	16.67	22.45	36.59	6.25	8.16	9.76	48	49	41
3	47.73	51.11	32.50	36.36	37.78	50.00	11.36	6.67	7.50	4.55	4.44	10.00	44	45	40
4	62.50	61.11	56.41	20.83	33.33	35.90	12.50	2.78	7.69	4.17	2.78	0.00	24	36	39
5	54.55	64.71	65.52	36.36	35.29	27.59	9.09	0.00	6.90	0.00	0.00	0.00	22	17	29
All Grades	38.63	41.15	37.12	33.91	31.28	34.06	14.59	15.23	15.72	12.88	12.35	13.10	233	243	229

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		3.77	0.00		5.66	2.33		52.83	55.81		37.74	41.86		53	43
1		2.33	0.00		0.00	5.41		6.98	16.22		90.70	78.38		43	37
2		2.04	0.00		30.61	19.51		36.73	29.27		30.61	51.22		49	41
3		2.22	7.50		20.00	40.00		57.78	35.00		20.00	17.50		45	40
4		0.00	5.13		44.44	48.72		50.00	28.21		5.56	17.95		36	39
5		11.76	13.79		23.53	34.48		58.82	44.83		5.88	6.90		17	29
All Grades	2.15	2.88	3.93	17.17	19.34	24.45	48.07	42.39	34.93	32.62	35.39	36.68	233	243	229

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.98	18.87	16.28	74.42	62.26	60.47	18.60	18.87	23.26	43	53	43
1	40.38	30.23	40.54	50.00	55.81	37.84	9.62	13.95	21.62	52	43	37
2	18.75	22.45	17.07	79.17	63.27	68.29	2.08	14.29	14.63	48	49	41
3	11.36	22.22	20.00	79.55	73.33	62.50	9.09	4.44	17.50	44	45	40
4	20.83	58.33	38.46	58.33	36.11	61.54	20.83	5.56	0.00	24	36	39
5	31.82	35.29	15.38	54.55	64.71	80.77	13.64	0.00	3.85	22	17	26
All Grades	21.46	29.22	24.78	67.38	59.67	61.06	11.16	11.11	14.16	233	243	226

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.26	41.51	20.93	44.19	33.96	39.53	32.56	24.53	39.53	43	53	43
1	48.08	23.26	13.51	26.92	41.86	67.57	25.00	34.88	18.92	52	43	37
2	68.75	55.10	26.83	20.83	30.61	53.66	10.42	14.29	19.51	48	49	41
3	65.91	68.89	57.50	29.55	24.44	30.00	4.55	6.67	12.50	44	45	40
4	87.50	72.22	61.54	12.50	25.00	35.90	0.00	2.78	2.56	24	36	39
5	86.36	88.24	88.46	13.64	11.76	11.54	0.00	0.00	0.00	22	17	26
All Grades	58.80	53.91	42.04	26.61	30.04	41.15	14.59	16.05	16.81	233	243	226

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	1.89	0.00	88.37	73.58	60.47	11.63	24.53	39.53	43	53	43
1	3.85	2.33	2.70	32.69	16.28	13.51	63.46	81.40	83.78	52	43	37
2	6.25	2.04	0.00	68.75	69.39	51.22	25.00	28.57	48.78	48	49	41
3	4.55	2.22	15.00	47.73	53.33	55.00	47.73	44.44	30.00	44	45	40
4	0.00	0.00	7.69	62.50	83.33	66.67	37.50	16.67	25.64	24	36	39
5	4.55	11.76	23.08	68.18	82.35	57.69	27.27	5.88	19.23	22	17	26
All Grades	3.43	2.47	7.08	59.66	60.91	50.88	36.91	36.63	42.04	233	243	226

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.65	5.66	2.33	51.16	35.85	25.58	44.19	58.49	72.09	43	53	43
1	1.92	2.33	0.00	48.08	18.60	45.95	50.00	79.07	54.05	52	43	37
2	4.17	6.12	4.88	58.33	59.18	39.02	37.50	34.69	56.10	48	49	41
3	9.09	2.22	7.50	81.82	82.22	92.50	9.09	15.56	0.00	44	45	40
4	29.17	25.00	20.51	54.17	72.22	69.23	16.67	2.78	10.26	24	36	39
5	22.73	35.29	15.38	72.73	52.94	84.62	4.55	11.76	0.00	22	17	26
All Grades	9.01	9.47	7.96	60.09	52.67	57.52	30.90	37.86	34.51	233	243	226

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
560	69.5%	45.4%	0.0%
Total Number of Students enrolled in Napa Valley Language Academy.	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	254	45.4%
Foster Youth	0	0.0%
Homeless	10	1.8%
Socioeconomically Disadvantaged	389	69.5%
Students with Disabilities	50	8.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	470	83.9%
Two or More Races	3	0.5%
Pacific Islander	1	0.2%
White	84	15%

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.”



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

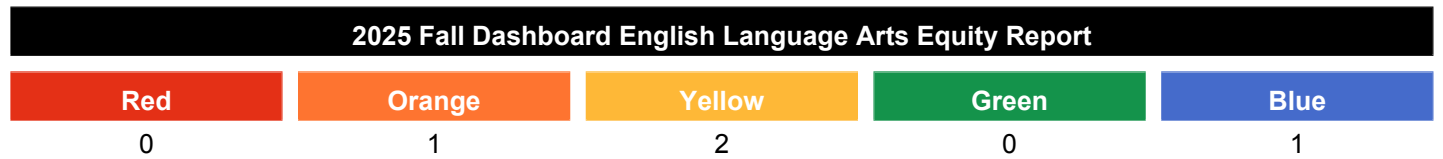
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 19.1 points below standard Maintained 1.5 points 260 Students	English Learners  Yellow 49.8 points below standard Increased 10.6 points 138 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 36.2 points below standard Increased 4 points 185 Students

Students with Disabilities  No Performance Color 52.6 points below standard Increased 27.1 points 26 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 31.1 points below standard Maintained 2.4 points 229 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Blue 74.9 points above standard Increased 7.2 points 30 Students

School and Student Performance Data

Academic Performance Mathematics

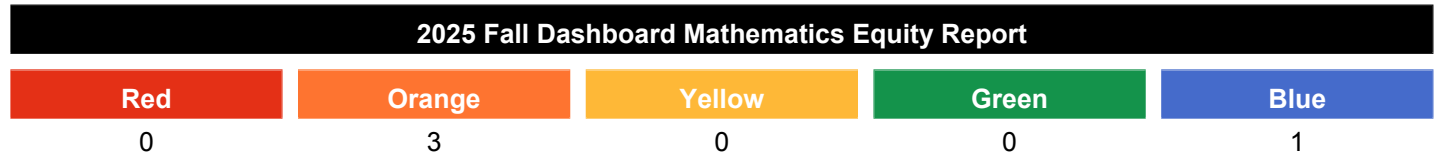
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 28.8 points below standard Maintained -0.4 points 260 Students	English Learners  Orange 60.6 points below standard Maintained -2.5 points 138 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 47 points below standard Maintained -2.2 points 185 Students

Students with Disabilities  No Performance Color 77.8 points below standard Increased 7.2 points 26 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 38.2 points below standard Maintained -2 points 229 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Blue 46.8 points above standard Increased 23.1 points 30 Students

School and Student Performance Data

Academic Performance Science

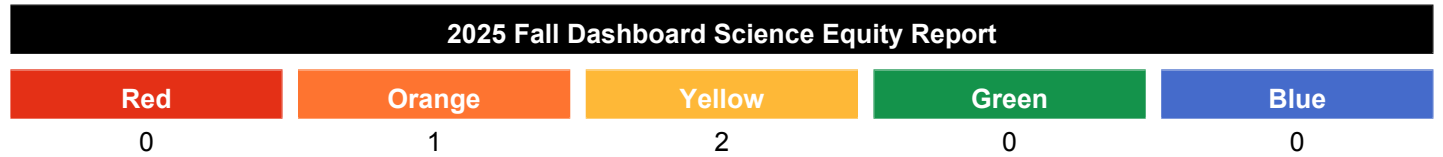
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 52 science points Maintained 1 points 84 Students	English Learners  Orange 40.2 science points Declined 3.7 points 45 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 45.5 science points Maintained -1.6 points 58 Students

Students with Disabilities  No Performance Color 38.9 science points 13 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 48.5 science points Maintained 1.5 points 70 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 72.2 science points Increased 2.7 points 13 Students

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
45.7 making progress.	making progress.
Number Students: 184 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.3%	32.1%	0%	45.7%

School and Student Performance Data

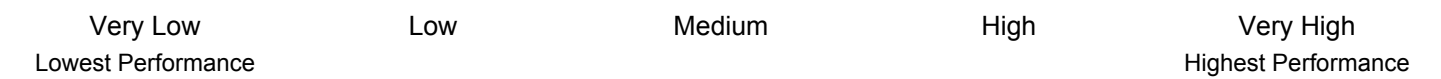
Academic Performance College/Career Report

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.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

13% Chronically Absent

Declined 1.4

568 Students

English Learners



Yellow

12.5% Chronically Absent

Declined 1.9

256 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0% Chronically Absent

Declined 35.3

12 Students

Socioeconomically Disadvantaged



Yellow

15.9% Chronically Absent

Declined 2.1

397 Students

Students with Disabilities  Yellow 17.3% Chronically Absent Declined 1.8 75 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 14.1% Chronically Absent Declined 1.7 476 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 7% Chronically Absent Increased 2 86 Students

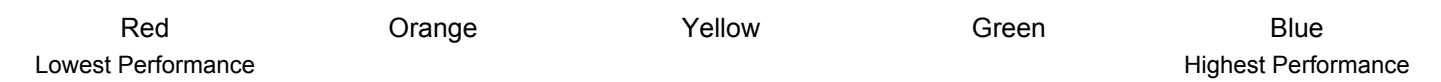
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate Suspension Rate

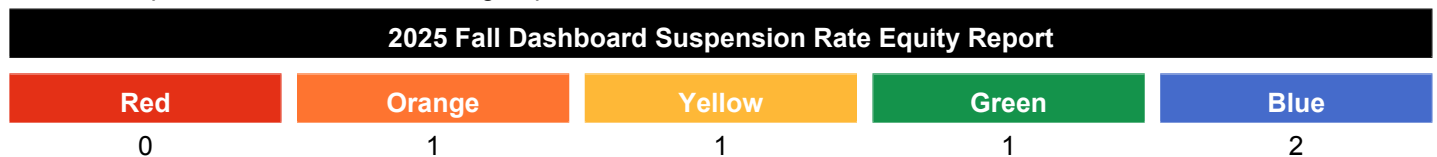
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 0.9% suspended at least one day Maintained 0.2% 575 Students	English Learners Yellow 0.8% suspended at least one day Increased 0.4% 258 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 8.3% suspended at least one day Increased 2.5% 12 Students	Socioeconomically Disadvantaged Blue 0.5% suspended at least one day Maintained 0% 403 Students

Students with Disabilities  Orange 2.6% suspended at least one day Increased 1.1% 77 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Green 0.8% suspended at least one day Maintained 0.2% 482 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 87 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ALL students will increase achievement in ELA & Math as measured by Star Renaissance, CAASPP performance, mClass Lectura, and ELPAC.
Hispanic group will increase achievement in ELA and MLLs, and SCS will maintain or increase achievement.

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 (Orange or Red): All, English Learners, Socioeconomically Disadvantaged, and Hispanic
 The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: (Orange) All and Hispanic

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Assessment Spanish for 2-5th (District Benchmark)	78% on or above proficiency for STAR Spanish in 2026.	Students make 10% growth in May 2027.
STAR Assessment-Reading for 3-5th (State Benchmark)	39% on or above proficiency in STAR Reading in 2026.	Students make 10% growth in May 2027.
STAR Assessment- Math 4-5th grade (State Benchmark)	34% on or above proficiency in STAR Math in 2026.	Students make 10% growth in May 2027.
mClass LECTURA for K-2 (Spanish)	65% on or above proficiency in mClass Lectura in 2026.	Students make 10% growth in May 2027.

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	1. Tier 1 Instruction: Math and Language Arts, revisit priority standards, fidelity to the 5 key components for Number Corner 2. Revisit the 3 goals of the Dual Immersion program 3. PLC work around priority standards for Language Arts, and Math (Include 3 learning sprints ELA/Math) 5. Leadership PLC meets twice a month (1 meeting paid for by Site funds) to continue to monitor data	All Students	0000 – No Reporting Requirements 1000-1999: Certificated Personnel Salaries 10,866 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and school-wide SMART goals and check in on PLC work across the grade levels. There might be a need to add more meetings 7. Instructional Supplies to support instructional goals 8. SSTOSA & IA provides small groups for Tier 3 9. Provide teacher release time 3X per year for targeted instructional planning. 10. PD for staff meetings: AVID, HITT, GLAD, LETRS, EduCLIMER 11. Purchase supplies to support instruction 12. Release of classroom teachers with a provided substitute to attend 504/SART meetings		1000-1999: Certificated Personnel Salaries
1.2	To ensure our classroom and resource strategies are perfectly synced, teachers will be present for the full duration of IEP meetings. Substitutes will be provided to cover the class while teacher attends the meeting.	All students, SpEd	0000 – No Reporting Requirements 0001-0999: Unrestricted: Locally Defined 5,400 0003 - Supplemental 1000-1999: Certificated Personnel Salaries
1.3	Provide additional IA hours. IAs will support additional academic support based on student needs as identified through STAR, ELPAC, and mClass Lectura	All students	
1.4	Purchase additional bilingual library books for students to use at home and at school to support literacy focus targeted for students performing below standard.	All students	
1.5	Facilitate the effective implementation and continuous improvement of the Multi-Tier Systems of Support (MTSS) by supporting strategic planning, PD, and collaborative efforts. This initiative aims to equip educators with the necessary tools and knowledge through conferences, workshops, and collaborative projects to effectively intervene at various tiers of student need (ie, registration fees, conferences, travel, certificated/classified salary).	All students	
1.6	Implement XL and continue to offer training for teachers	All students	
1.7	Implement systematic, explicit instruction in phonemic awareness and phonics across the early graders using LETRS techniques, Benchmark Taller, and Heggerty to teach sound-letter correspondence, decoding, and word recognition skills. This includes intervention for upper grades students transitioning to English reading and writing.	All students	
1.8	Ensure all classrooms are equipped with up to date technology tools to enhance the learning environment. This includes the procurement and maintenance of student headphones, cables,	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	adapters, and amplification systems to support digital learning and multi-media presentations.		
1.9	Regularly use formative assessments aligned to learning sprints to monitor progress and adapt instruction to meet students needs.	All students	
1.10	Implement small group instruction tailored to student skill levels, leveraging formative assessments to guide groupings and instructional focus.	All students	
1.11	Implement designated and integrated ELD within the classroom setting to improve English language proficiency among English Learners. Utilize the Imagine Literacy and Language Learning program to structure ELD activities, ensuring the program is effectively integrated into daily instruction and progress is continuously monitored.	Targeted support and improvement: English learners performing at ELPAC overall levels 1,2 or 3 will received target intervention support services.	
1.12	Equip students with technology resources that enable effective differentiated instruction and support robust online learning opportunities. This initiative aims to personalize learning experiences, cater to diverse needs, and ensure that all students have access to quality educational content through technology. (ie; IXL, Imagine Language and Learning, Renzulli Learning)	ALL students	
1.13	PD calendar align with LCAP and SPSA goals to provide professional development for staff: AVID best practices provided by interventionist, ELD/GLAD, LETRS, EduCLIMER, HITT strategies	ALL students	
1.14	Instructional assistant to support K-5 interventions based on STAR, ELPAC, and mClass Lectura		

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.

Spanish STAR Reading scores improved as we expanded targeted Spanish-language support in the lower grades, providing interventions before and during school based on ongoing data analysis to meet students' needs. Implementation fo schoolwide structured intervention block schedule.

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

The loss of our only IA providing interventions for grades 1–5 impacted our ability to implement targeted support for students in need.

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.

Change to Goal 1: Student Support TOSA will work with teachers to look at data and monitor targeted student and coordinate IAs to ensure targeted interventions are in place for all grade levels in both languages (Strategy/Activity 1.3, 1.10, 1.14).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need

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

English learner progress data reveals the following areas of need: Reading and Writing per ELPAC
English Learner Progress in Orange: 45.7% making progress
22.3% of MLLs decreased one ELPI level
32.1% maintained ELPI Level

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	Currently 12% of Multi-lingual Learners scored Proficient on ELPAC	10% growth on 2025-2026 ELPAC reclassification in 2027
CA Dashboard Data: EL Progress indicator -2025 Reclassification Rates	45.7% of MLLs making progress on ELPAC	10% growth on 2026-2027 r
Prop 28 Funding	Currently all students K-5 receiving Art	Student social-emotional welfare will be supported through the arts

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	Provide professional learning on ELD/ELA Framework and integrated ELD for language arts and math.	All Students	
2.2	ELD professional development and monitor implementation through walkthroughs and cross-grade level planning	Al students	
2.3	Intervention Teacher will work with COST team	All students	
2.4	ELPAC Boot Camp is provided for students who are closed to proficiency	MLL students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	ELD strategies to include: sentence frames, GLAD strategies, visuals	All students	
2.6	ELPAC Parent Training	MLL students	
2.7	Schoolwide writing prompts: Focus on all genres, calibrate scoring with the staff, run school wide data cycles on writing	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.

ELD Professional Development for teachers, ELPAC bootcamp for students, ELPAC parent meeting, and close monitoring for reclassification.

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

ELD professional development for teachers, ELPAC bootcamps for students, ELPAC parent meetings, and close monitoring of reclassification were implemented as planned. Minor adjustments in scheduling and delivery were made to maximize participation and effectiveness, but these did not result in significant changes to overall costs or the scope of implementation.

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: ELAC parents will be invited on learning walks during Integrated and Designated ELD. In addition, targeted professional learning will be provided teachers targeting Designated ELD and ELA (Strategy/Activity 2.2, 2.6).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Council and ELAC meeting agendas/minutes	Held 6 ELAC meetings in 2025-2026	Hold at least 5 meetings of each Site Council and ELAC during the 2026-2027 school year
Weekly Staff communication	Weekly communication send out Thursdays afternoon with information for the following week	All teachers will be aware of following weeks must need to know
Dolphin Dash-weekly parent communication	Using Parent Square to monitor parent access of Parent Square messages	Parents will be aware of following weeks must need to know

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	Provide childcare to parent meetings to increase attendance Provide options for virtual and in-person parent meetings Consistent and weekly communication with parents regarding upcoming events Continue Weekly Dolphin Dash communication to parents via Parent Square Weekly communication with staff about upcoming events and need to know Adjunct Duties to support Leadership, BEST/PBIS/, AVID, and DLI focus	Multilingual Learners	2,469 3010 – Title 1 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	SEL- resources and materials for teachers and students to promote well-being for all Materials and stipend for teachers presenting to parents during after-school hours Parent Liaison supports all parents in completing Data Confirmation to continue having 100% completion rate		
3.2	Title I funding will partially fund a TOSA Intervention Specialist to provide targeted, data-driven intervention support for all students and accelerate academic growth.	ALL students	35,339 3010 – Title 1 1000-1999: Certificated Personnel Salaries
3.3	Title I funding will partially support a Bilingual Instructional Assistant to provide targeted academic and language intervention services for multilingual learners, accelerating achievement and promoting equitable access to grade-level instruction.	MLLs	23,089 3010 – Title 1 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Attendance clerk closely monitored attendance reports and was in constant communication with families who needed support, Parent Liaison worked closely with families who were struggling with attendance

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

The attendance clerk consistently monitored attendance data and maintained regular communication with families in need of support, while the Parent Liaison worked closely with families experiencing attendance challenges, as planned. One difference in implementation was that the social worker was only on site two days per week, which limited opportunities for close collaboration with the attendance clerk. This adjustment did not significantly impact overall expenditures but did affect the level of coordination among support staff.

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

Changes to Goal 3: In order to implement the strategies in 3.1, the site will prioritize collaboration between the attendance clerk, Parent Liaison, and social worker by establishing structured communication routines and exploring options to maximize the social worker's limited on-site time. Additional emphasis will be placed on early identification of at-risk students and more consistent follow-up with families. (Strategy/Activity 3.1).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism. Suspension rate will decrease for students with disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need

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

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: White

The following student group has been identified as needing additional support in suspension for students with disabilities increased by 1% on the CA State dashboard: Students with Disabilities

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
Bi-Monthly Tracker with the COST Team	Provide Tier 1 instruction (GVC), instruction and common assessments (PLC)	Students on tracker receive the support their need per COST team decisions
Continuation of ToolBox Project K-6 and Second Step	100% of teachers using Tool Kit in their classrooms	100% K-5 Implementation of ToolBox Project
Chronic Absenteeism-Monthly Reports	White subgroup: 7% chronically absent	Our chronically absenteeism rate will decrease by 3% by the end of 26-27 school year

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	*Continue use of the Toolbox Project as a social-emotional tool for all students *Continue to provide Second Steps/Steps *Continue character development and celebrate at the monthly student of the month assemblies *Community circles *Schedule bi-monthly MTSS/EduCLIMER meetings: academic & social-emotional *Monitor SDQ data in EduCLIMER *School social worker to address social-emotional needs of students	ALL students	0000 – No Reporting Requirements 0001-0999: Unrestricted: Locally Defined

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*SEL- resources and materials for teachers and students to promote well-being for all *Student Council students will assist the principal with weekly announcements regarding social-emotional *Increase MTSS training opportunities for the principal and staff *Provide small group support/mentoring for students in need of Tier 3 intervention		
4.2	In order to provide engaging and enriching educational opportunities for students, Prop 28 Funding will be used to hire an Art and/or Music Instructor.	All students	69,944 6770 - Prop 28 2000-2999: Classified Personnel Salaries
4.3	Provide necessary supplies and staffing for dance, visual arts, concerts, digital arts, and media arts, ensuring students have enriching opportunities to grow creatively and holistically.	All students	16,670 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.

We strengthened MTSS implementation by increasing training with district personnel to build team effectiveness. During staff meetings, teachers were provided dedicated time to complete Aeries pre-referral updates with support from the MTSS coordinator. In addition, professional development was offered to improve the quality and efficiency of the referral process.

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

MTSS training with district personnel, dedicated time during staff meetings for Aeries pre-referral updates with MTSS coordinator support, and professional development to strengthen the referral process were implemented as planned. One adjustment was the need to utilize substitute teachers to allow staff to attend meetings with parents and district personnel for students in crisis. While this resulted in minor additional costs, it did not significantly impact the overall budget or implementation of the planned strategies.

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

Changes to Goal 4: The site will implement the new EduCLIMER system, prioritizing comprehensive professional development, training, coaching opportunities and ongoing support to ensure effective use with COST team and all staff.

These changes are reflected in the SPSA under the sections addressing MTSS implementation, staff professional development, intervention/referral systems, and planned adoption of the EduCLIMER platform. (Strategy/Activity 4.1).

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,777.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$16,266.00
3010 – Title 1	\$60,897.00
6770 - Prop 28	\$86,614.00

Subtotal of state or local funds included for this school: \$163,777.00

Total of federal, state, and/or local funds for this school: \$163,777.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	16,266.00
3010 – Title 1	60,897.00
6770 - Prop 28	86,614.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,605.00
2000-2999: Classified Personnel Salaries	93,033.00
4000-4999: Books And Supplies	19,139.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	16,266.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	35,339.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	23,089.00
4000-4999: Books And Supplies	3010 – Title 1	2,469.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	69,944.00
4000-4999: Books And Supplies	6770 - Prop 28	16,670.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,266.00
Goal 3	60,897.00
Goal 4	86,614.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Arizbeth Corro	Principal
Raquel Gatto	Parent or Community Member
Craig Haffner	Parent or Community Member
Natalie Haffner	Parent or Community Member
Mary Corzine	Classroom Teacher
Teresita Ayala	Classroom Teacher
Karla Silva	Classroom Teacher
Gloria Maravilla	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:



Principal, Arizbeth Corro on 5/19/2026



SSC Chairperson, Craig Haffner on 5/29/2026

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/>

Updated by the California Department of Education, October 2023