



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vintage High School	28662662830016	May 14, 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 Vintage High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, The Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency in the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard. Additionally, the SPSA reflects the full WASC self-study that was conducted during the 2021-2022 school year and the WASC Action Plan which received a full 6-year accreditation.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was co-developed by the principal and site leadership team during WASC and is updated annually with any new needs, actions, data, etc. Various aspects of the plan are reviewed by staff and/or the site leadership team. Additionally, the draft SPSA is shared with the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) for input and approval. Updates on actions and progress toward goals are reviewed at SSC meetings and with staff.

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.

Vintage High School exited ATSI after the 2023-24 school year per our Dashboard data.

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.

Vintage High School had overall performance was in the "Orange" performance category for 2024-25 for Math (orange). There was a decline of 8.3 points.

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.

In Graduation, EL and Students with Disabilities were "orange" while the overall indicator was blue. For College & Career EL was "red" while overall the indicator was "green." In Science Students with Disabilities were "red" while the overall indicator was "green."

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 Vintage High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.47%	0.37%	0.32%	8	6	5
African American	0.93%	0.62%	0.64%	16	10	10
Asian	1.29%	0.80%	0.77%	22	13	12
Filipino	0.76%	0.74%	0.71%	13	12	11
Hispanic/Latino	54.26%	55.43%	54.27%	929	899	846
Pacific Islander	0.06%	0.06%	0.19%	1	1	3
White	39.49%	38.90%	39.77%	676	631	620
Multiple/No Response	2.69%	3.08%	3.34%	46	50	52
Total Enrollment				1712	1622	1559

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	429		378
Grade 10	405		382
Grade 11	426		416
Grade 12	452		383
Total Enrollment	1,712		1,559

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	214	206	182		12.5%	11.7%
Fluent English Proficient (FEP)	510	475	462		29.8%	29.6%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	457	393	379	435	379	361	435	378	361	95.2	96.4	95.3
All Grades	457	393	379	435	379	361	435	378	361	95.2	96.4	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2567.	2581.	2583.	19.77	21.96	22.44	29.43	32.54	32.41	20.69	23.02	22.99	30.11	22.49	22.16
All Grades	N/A	N/A	N/A	19.77	21.96	22.44	29.43	32.54	32.41	20.69	23.02	22.99	30.11	22.49	22.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.84	20.42	24.65	54.48	57.03	55.40	23.68	22.55	19.94
All Grades	21.84	20.42	24.65	54.48	57.03	55.40	23.68	22.55	19.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.61	26.60	24.38	44.83	49.20	49.03	33.56	24.20	26.59
All Grades	21.61	26.60	24.38	44.83	49.20	49.03	33.56	24.20	26.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	9.89	11.14	14.40	73.79	75.33	69.25	16.32	13.53	16.34
All Grades	9.89	11.14	14.40	73.79	75.33	69.25	16.32	13.53	16.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	19.77	22.02	21.33	59.77	64.19	61.50	20.46	13.79	17.17
All Grades	19.77	22.02	21.33	59.77	64.19	61.50	20.46	13.79	17.17

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	458	391	379	442	381	365	441	381	365	96.5	97.4	96.3
All Grades	458	391	379	442	381	365	441	381	365	96.5	97.4	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2515.	2536.	2531.	6.80	8.14	8.49	11.11	13.91	12.88	23.36	24.67	22.74	58.73	53.28	55.89
All Grades	N/A	N/A	N/A	6.80	8.14	8.49	11.11	13.91	12.88	23.36	24.67	22.74	58.73	53.28	55.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.62	10.24	10.68	31.97	37.27	32.60	59.41	52.49	56.71
All Grades	8.62	10.24	10.68	31.97	37.27	32.60	59.41	52.49	56.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.71	9.45	8.49	55.78	60.10	55.34	36.51	30.45	36.16
All Grades	7.71	9.45	8.49	55.78	60.10	55.34	36.51	30.45	36.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.84	9.71	8.77	55.33	60.63	60.55	35.83	29.66	30.68
All Grades	8.84	9.71	8.77	55.33	60.63	60.55	35.83	29.66	30.68

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1531.1	1513.6	1542.3	1529.3	1511.0	1544.3	1532.4	1515.9	1539.7	48	48	49
10	1536.0	1530.2	1528.5	1538.3	1527.3	1522.1	1533.1	1532.6	1534.3	43	53	49
11	1549.1	1504.5	1520.7	1537.1	1489.4	1505.3	1560.5	1519.2	1535.7	48	41	50
12	1543.6	1559.7	1519.0	1544.0	1563.6	1503.2	1542.7	1555.3	1534.3	33	43	33
All Grades										172	185	181

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.33	8.33	14.58	31.25	25.00	41.67	37.50	35.42	29.17	22.92	31.25	14.58	48	48	48
10	9.30	13.21	14.29	41.86	30.19	38.78	27.91	30.19	16.33	20.93	26.42	30.61	43	53	49
11	10.42	4.88	10.00	35.42	26.83	30.00	33.33	26.83	26.00	20.83	41.46	34.00	48	41	50
12	16.13	21.43	6.06	32.26	19.05	36.36	29.03	38.10	15.15	22.58	21.43	42.42	31	42	33
All Grades	10.59	11.96	11.67	35.29	25.54	36.67	32.35	32.61	22.22	21.76	29.89	29.44	170	184	180

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	25.00	18.75	27.08	41.67	41.67	39.58	16.67	16.67	22.92	16.67	22.92	10.42	48	48	48
10	27.91	33.96	26.53	39.53	28.30	32.65	16.28	15.09	16.33	16.28	22.64	24.49	43	53	49
11	25.00	19.51	26.00	39.58	36.59	28.00	18.75	4.88	16.00	16.67	39.02	30.00	48	41	50
12	35.48	33.33	27.27	32.26	35.71	24.24	12.90	11.90	12.12	19.35	19.05	36.36	31	42	33
All Grades	27.65	26.63	26.67	38.82	35.33	31.67	16.47	12.50	17.22	17.06	25.54	24.44	170	184	180

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.17	2.08	2.08	12.50	8.33	14.58	43.75	39.58	47.92	39.58	50.00	35.42	48	48	48
10	0.00	3.77	6.12	11.63	18.87	16.33	51.16	28.30	40.82	37.21	49.06	36.73	43	53	49
11	6.25	2.44	4.00	16.67	4.88	14.00	50.00	39.02	36.00	27.08	53.66	46.00	48	41	50
12	0.00	14.29	3.03	19.35	7.14	15.15	45.16	33.33	33.33	35.48	45.24	48.48	31	42	33
All Grades	2.94	5.43	3.89	14.71	10.33	15.00	47.65	34.78	40.00	34.71	49.46	41.11	170	184	180

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.25	0.00	10.42	62.50	60.42	62.50	31.25	39.58	27.08	48	48	48
10	9.30	1.89	8.16	65.12	66.04	51.02	25.58	32.08	40.82	43	53	49
11	4.17	2.44	4.00	60.42	34.15	46.00	35.42	63.41	50.00	48	41	50
12	9.68	9.52	3.03	61.29	47.62	45.45	29.03	42.86	51.52	31	42	33
All Grades	7.06	3.26	6.67	62.35	53.26	51.67	30.59	43.48	41.67	170	184	180

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	77.08	68.75	75.00	8.33	6.25	14.58	14.58	25.00	10.42	48	48	48
10	74.42	73.58	61.22	11.63	3.77	14.29	13.95	22.64	24.49	43	53	49
11	68.09	60.98	61.22	12.77	2.44	12.24	19.15	36.59	26.53	47	41	49
12	70.97	73.81	57.58	9.68	7.14	6.06	19.35	19.05	36.36	31	42	33
All Grades	72.78	69.57	64.25	10.65	4.89	12.29	16.57	25.54	23.46	169	184	179

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	12.50	2.08	8.33	37.50	33.33	52.08	50.00	64.58	39.58	48	48	48
10	4.65	9.43	8.16	55.81	33.96	46.94	39.53	56.60	44.90	43	53	49
11	6.25	2.44	6.00	41.67	29.27	38.00	52.08	68.29	56.00	48	41	50
12	3.23	14.29	6.06	29.03	28.57	48.48	67.74	57.14	45.45	31	42	33
All Grades	7.06	7.07	7.22	41.76	31.52	46.11	51.18	61.41	46.67	170	184	180

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	79.17	62.50	87.50	20.83	37.50	12.50	48	48	48
10	0.00	0.00	2.04	83.72	69.81	71.43	16.28	30.19	26.53	43	53	49
11	22.92	2.44	8.00	52.08	58.54	60.00	25.00	39.02	32.00	48	41	50
12	6.45	4.76	6.06	67.74	66.67	51.52	25.81	28.57	42.42	31	42	33
All Grades	7.65	1.63	3.89	70.59	64.67	68.89	21.76	33.70	27.22	170	184	180

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
1622	58.6%	12.7%	0.2%
Total Number of Students enrolled in Vintage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	12.7%
Foster Youth	3	0.2%
Homeless	36	2.2%
Socioeconomically Disadvantaged	951	58.6%
Students with Disabilities	167	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.6%
American Indian	6	0.4%
Asian	13	0.8%
Filipino	12	0.7%
Hispanic	899	55.4%
Two or More Races	50	3.1%
Pacific Islander	1	0.1%
White	631	38.9%

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  Yellow	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Yellow		
College/Career  Green		

School and Student Performance Data

Academic Performance English Language Arts

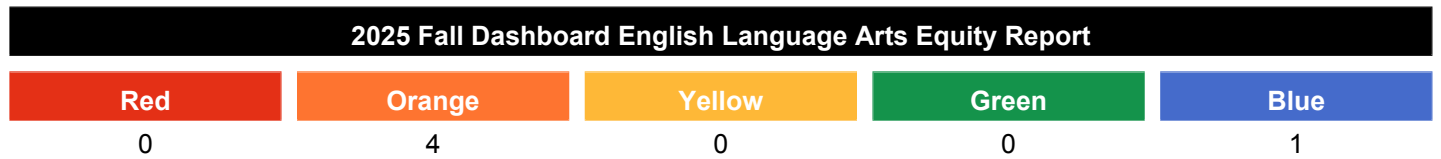
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 0.8 points above standard Maintained -0.2 points 359 Students	English Learners  Orange 95.4 points below standard Increased 28.7 points 74 Students	Long-Term English Learners  No Performance Color 102.7 points below standard Increased 26 points 30 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 37.6 points below standard Declined 3 points 200 Students

Students with Disabilities  Orange 109.9 points below standard Increased 28 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 34.4 points below standard Declined 14.5 points 192 Students
Two or More Races  No Performance Color 55.5 points below standard 17 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 44.9 points above standard Increased 21.7 points 143 Students

School and Student Performance Data

Academic Performance Mathematics

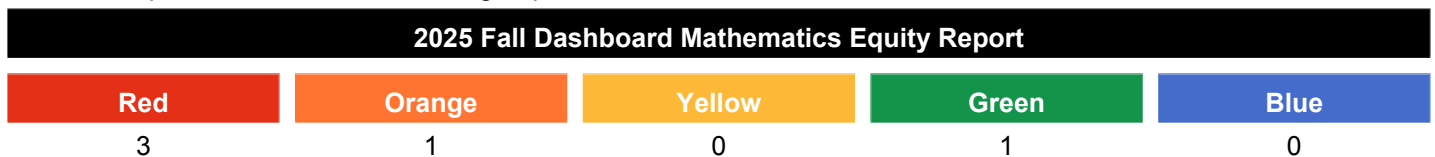
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 96.9 points below standard Declined 8.3 points 361 Students	English Learners  Red 179.6 points below standard Declined 3.2 points 75 Students	Long-Term English Learners  No Performance Color 207.9 points below standard Declined 32.2 points 30 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Red 129.3 points below standard Maintained -1.3 points 201 Students

Students with Disabilities  Orange 188.5 points below standard Increased 42.2 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Red 128.5 points below standard Declined 15.7 points 195 Students
Two or More Races  No Performance Color 119.6 points below standard 17 Students	Pacific Islander  No Performance Color 0 Students	White  Green 55.5 points below standard Increased 6.2 points 140 Students

School and Student Performance Data

Academic Performance Science

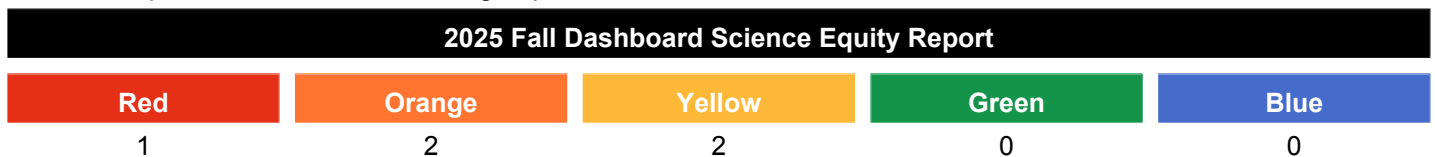
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 46.5 science points Increased 2.1 points 369 Students	English Learners  Orange 33.2 science points Increased 3.3 points 41 Students	Long-Term English Learners  No Performance Color 32 science points Increased 2.4 points 18 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 42.1 science points Maintained 1.7 points 216 Students

Students with Disabilities  Red 32.1 science points Declined 2.4 points 41 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 44.3 science points Increased 5.7 points 209 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 49 science points Maintained -1.1 points 139 Students

School and Student Performance Data

Academic Performance English Learner Progress

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

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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
 Yellow	 Yellow
38.4 making progress.	39.6 making progress.
Number Students: 159 Students	Number Students: 111 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%	39.6%	0%	38.4%

School and Student Performance Data

Academic Performance College/Career Report

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

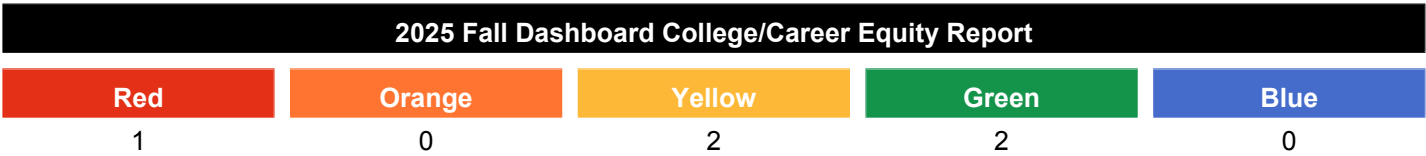
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green Prepared 56.7% Increased 4.3% 386 Students	English Learners  Red Prepared 9.1% Maintained -1.8% 44 Students	Long-Term English Learners  No Performance Color Prepared 16% Increased 7.5% 25 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Prepared 17.4% Declined 19% 23 Students	Socioeconomically Disadvantaged  Green Prepared 46.8% Increased 5% 252 Students

Students with Disabilities  Yellow Prepared 10.2% Increased 2.3% 49 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green Prepared 50.2% Increased 10.6% 219 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow Prepared 65.3% Declined 2.1% 144 Students

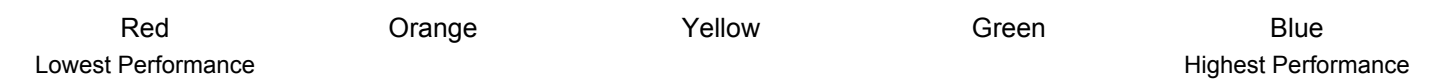
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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	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 Graduation Rate

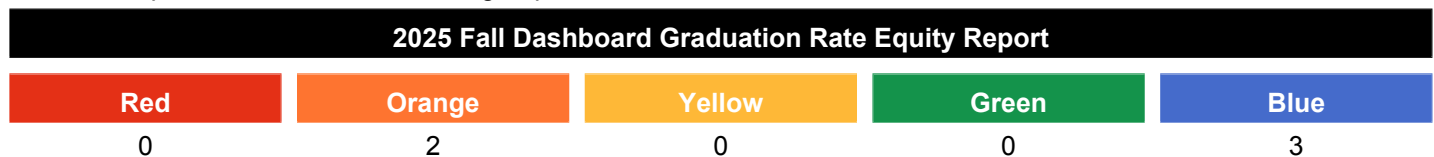
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 96.9% graduated Maintained 0.6% 389 Students	English Learners Orange 87% graduated Declined 8.5% 46 Students	Long-Term English Learners No Performance Color 100% graduated Increased 4.2% 26 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 83.3% graduated Declined 12.1% 24 Students	Socioeconomically Disadvantaged Blue 96.1% graduated Maintained -0.6% 255 Students

Students with Disabilities  Orange 88% graduated Declined 2.9% 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Blue 96.4% graduated Maintained 0.6% 222 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 97.9% graduated Increased 1.6% 144 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

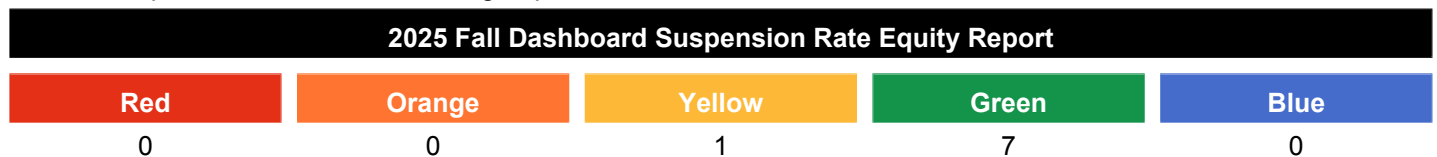
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 3% suspended at least one day Declined 2.5% 1663 Students	English Learners Green 5.5% suspended at least one day Declined 3.3% 220 Students	Long-Term English Learners Green 5% suspended at least one day Declined 2.6% 140 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless Green 5% suspended at least one day Declined 2.1% 60 Students	Socioeconomically Disadvantaged Green 4.1% suspended at least one day Declined 2.6% 1013 Students

Students with Disabilities  Green 4.3% suspended at least one day Declined 5.1% 185 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Hispanic  Green 3.8% suspended at least one day Declined 3.3% 928 Students
Two or More Races  Yellow 2% suspended at least one day Maintained 0.1% 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 1.9% suspended at least one day Declined 2% 641 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Will Graduate College- and 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: English Learners (EL), Hispanic and Socioeconomic Disadvantaged. were all in "red," which is one color band below "orange" for overall.

The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Students With Disabilities, Socioeconomic Disadvantaged, Hispanic and EL were all in "orange" one band below "yellow" for overall.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: CAASPP Math & ELA and College & Career Readiness Indicator	CAASPP ELA 2023 Yellow for All Students - 13.8 points below standard CAASPP ELA 2024 - Green - 1 point above standard CAASPP ELA 2025 - Yellow - Maintained -.0.2 points CAASPP Math 2023 - Yellow for All Students - 109.6 points below standard CAASPP Math 2024 - Yellow - 88.7 below standard CAASPP Math 2025 - Orange - declined 8.3 points College/Career Indicator 2023 Medium - 44.9% prepared College/Career Indicator 2024 - Green 47.8% prepared College/Career Indicator 2025 - Green 56.7% increased 5.5%	In Math, ELA and Science our goal is to continue to increase by a % from our previous performance. In each of the subgroups, our expected outcome is to see 10% improvement in ELA and math, and 5% improvement in CCI.
Star Data	Star ELA Data: 56.7% Met or Exceeded Winter 54.32% Met or Exceeded Fall STAR Math Data: 28% Met or Exceeded Winter	Increase in Star Reading and Math is to continue to increase by a % from our previous performance

	26.75% Met or Exceeded Fall	
Graduation Rate	Graduation Rate 2022: 96.9% Graduation Rate 2023: 95.3% Graduation Rate 2024: 96.3% Graduation Rate 2025: 96.9%	Our goal is to maintain or improve the graduation rate.
a-g eligibility	a-g eligibility in 2022/23: 45.3% a-g eligibility in 2023/24: 46.3% a-g eligibility in 2024/25: 48.9%	Our goal for a-g eligibility is to increase by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Development of a master schedule that is student-driven and supports college and career readiness. This includes the development of courses that are career aligned and support real world learning. VHS is looking to launch CTE Viticulture in 2026-27 and will also continue to offer Honors Spanish 4 to CCAP NVC Spanish 120 & 240 (offered initially 2025-26). -- Potential Aeries conference attendance - see 4.1 conferences	All Students	0000 – No Reporting Requirements None Specified 0000 – No Reporting Requirements None Specified 0000 – No Reporting Requirements None Specified
1.2	We will implement interventions via PLCs and MTSS team & COTS for all students through ELOP before/after school or during strategic TLT. For identified students, we will use Securly Flex during Targeted Learning Time (TLT) to provide tier 1 interventions. The new TOSA support position can help support this work, identify students, facilitate the set up of TLT groups and monitor progress: -who need remediation in 9th grade Math or English -who are close to meeting A-G, such as remediation of D's -whose data suggests will struggle with high school academic success due to their grades in middle school (F's in English 8, Math 8, or both). -who through data analysis are identified as Focus Students who need support from teachers to pass with a C or higher -who are flagged through data analysis in our MTSS process as requiring additional academic support. (MTSS and Roster Data)	All Students Tier 1 - 2	
1.3	PLC work will continue in ELA & math focussing on the elements of the 15 Day Unit Planning Process as well as elements from On-Track (exit tickets, reteaching and retakes). Learning Walks will continue to be supported where teachers can observe colleagues' instructional practices with sub release time. Subs for prep period for teachers on Learning Walks - 10 hours \$2000	All students	2000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			0000 – No Reporting Requirements None Specified
1.4	3 days/year for teacher professional development in content areas \$41,750.00		41,750 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 12,847 0003 - Supplemental 3000-3999: Employee Benefits
1.5	AVID Program Support (an average of 2 sections per grade-level) -AVID professional learning (institute if needed) -AVID planning time for teachers AVID Summer Institute - new teachers covered by district	All Students in the AVID program including Hispanic/Latino and SED	0000 – No Reporting Requirements None Specified 0000 – No Reporting Requirements None Specified
1.6	Education of all stakeholders in the California Dashboard definition and metrics to determine college and career readiness. Education includes teacher, parent, and student education as well as special groups such as the site's AVID team, EL team, Career Tech Ed instructors and Special Education Teachers/Case Carriers. Continued review and analysis of data including CA Dashboard data, roster data (MLL, SpEd, 504, AVID, etc. to select Focus Students), CHKS data, and local data (cell phones, tardies, suspensions, etc.) Review of IEP and 504 requirements and best practices in faculty meetings. 6 hours for teacher planning to develop presentation Quarterly meetings for the ELD team to meet around ELD student high school successes, college and career readiness, and needed supports (\$3,000 EL Teacher after school hourly pay, or subs or Schoolwide Focus Area Groups)	All Students with focus on MLL, Hispanic/Latino and SED	0000 – No Reporting Requirements None Specified 3,000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development 0000 – No Reporting Requirements None Specified
1.7	Explicit preparation for ELPAC and/or CAASPP in math, English, social science, and science classes at strategic times throughout the school year that includes not only test-taking strategies and content skills but also awareness of the importance of the test for students and the school site. (MLL .20 lead and staff)	All 11th graders 9-12 ELPAC	2000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.8	Teacher meetings to align school goals and planning time to work to support school goals - \$4,000		4000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

VHS still has a high graduation rate of 96.9. We also had 49.79% meet the a-g requirements and have the highest CTE completion rate in NVUSD. Star Math and ELA have made progress in the Fall and Winter assessments in the 2025-26 school year. CAASPP ELA maintained although we dropped a color indicator from green to yellow. In Math we had a slight decrease of 8.3 points and dropped from yellow to orange. Our AP data this fall showed progress and we continue to be recognized on the College Board Honor Roll - Bronze in 2025, Silver in 2024 and Bronze in 2023 also earning the AP Access award in 2024 (not issued in 2025) - the demographics of our AP program mirror those of our overall school population.

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

We added before and after school support and remediation for students struggling in Math (ELOP funds) as well as targeted TLT support for Math 1. We will continue to implement these next year.

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

Not Applicable

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 Will Experience Responsive & Engaging Learning

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 data reveals the following areas of need: Math, ELA (both one color indicator below the overall indicator color)

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	Reclassification rates from past year 2021-22: 1.1% 2022-23: 6.4% 2023-24: 15% 2024-25: 14% 2025-26: 16%	Increase in reclassification rate by 5% to move out of the very low performing level for EL Progress
Seal of Biliteracy Data	18.9% of graduates earned a Seal of Biliteracy in 2022 31.07% earned a Seal of Biliteracy in 2024 30.5% (114 of 374 graduates earned a Seal of Biliteracy in 2025	Maintain or increase by 5%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Attention to professional learning, accountability, and PLC work to understand and implement. PLC work will include attention to priority standards, proficiency scales, pacing guides and common assessments. Learning walks in these content areas will be a next step to support PLC work. - see 1.3	All Students	0000 – No Reporting Requirements None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Continue to develop and implement CRSH (Culturally Responsive, Sustaining and Humanizing) systems and practices to strengthen students, staff and families' sense of belonging to the VHS community. --Implement CRSH professional learning in staff and leadership meetings. Focus on student engagement, connectedness, belonging and caring adult relationships (CHKS data). Implementation of the Ethnic Studies Course as well as maintaining or increasing enrollment in AP Spanish Language and AP Spanish Literature (not offered in 2022-23 due to teacher retirement and a drop in overall AP offerings due to COVID). Enrollment in AP Spanish Language and AP Spanish Lit are both expanding for the 2026-27 school year. Organization of the annual Plaza Vintage celebration that examines and celebrates heritage, background and cultural differences and diversity to help with sense of self, belonging and connections and efforts to do more of this work throughout the year. Expansion of this celebration that was a week to move beyond a single time in the calendar to monthly events/activities and opportunities for connection, recognition, student voice and leadership and Culturally, Responsive, Sustaining and Humanizing material and learning opportunities	All Students	0000 – No Reporting Requirements None Specified 0000 – No Reporting Requirements None Specified
2.3	Implement evaluations via new evaluation platform with fidelity and consistency among administrators so that staff being evaluated receive meaningful and actionable feedback that results in more effective implementation and achievement of evaluation goals. --Site administrators will agree on and use the same goal as a focus during the evaluation cycle for all teachers being evaluated. --These goals will be aligned among the four administrators and also be supportive of the two focus areas for the site this school year. --Calibration among administrators in the evaluation process. --For 2026-27 administrators will provide a sample student survey that has a focus on school connectedness and caring adult relationships (CHKS) as well as (Domain 1 - Design a learning environment where all students know that they are welcome and included, and where students feel physically, emotionally, and intellectually safe and Provide explicit support for MLLs and students with special needs while supporting all students develop motivation and resilience in pursuit of challenging tasks)	All Students	
2.4	Multilingual Learner Reclassification Focus-- (MLL Lead .20) --Focus on support for reclassification	Multilingual Learner Students	0000 – No Reporting Requirements

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	--Develop curriculum and practices for ELD 3 Lab to support ELPAC success --Develop plan for newcomers who arrive mid-year --Focus on support for ELPAC Testing --Focus on support and communication for reclassification and reclassified students Quarterly meetings for EL teachers to monitor progress and plan. - see 1.6 Staff awareness at staff meetings to follow MLL district plan as well as WASC action plan priorities around EL students.		None Specified 0000 – No Reporting Requirements None Specified
2.5	Academic Language as a focus areas for our MLL work and for content areas in their planning and PLC processes.	All Students MLL 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.

There is more fidelity to a PLC process again after several years of professional development on the topic. In the Fall PD day, VHS and RMS came together for training on the 15 Day Unit Planning PLC Process. Some departments are implementing new procedures during their Common Collaborative time successfully. CRSH - Plaza Vintage was a success this year with expansion beyond the week in May to monthly activities and opportunities for student leadership, student voice and opportunities to strengthen school culture with activities that promote connection. TalentEd evaluations - administrators evaluate on the common goal. We made our goal for reclassification for this year and growth on the Dashboard for EL progress. Academic Language and other tools for MLL support was offered in the MLL Schoolwide Focus Area Group and in faculty meeting prior to ELPAC this year and was well-received. There was positive feedback for these trainings and the info shared at Faculty meetings.

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

VHS began it's work with On-Track this year with Math 1 teachers and English 9 teachers. There was a focus on exit tickets, reteaching and retakes and next year this will "spread" or "grow" into Math 2 and English 10.

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.

Not Applicable

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 for support and engagement for the families of MLL students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at schoolwide events--Parent Orientations, Back to School Night, Curriculum Faire, Sports Nights, etc.	Parent Orientations Since Fall 2022 have been full; Back to School Night Fall 2025- full quad and reported high attendance in classrooms; standing room only at Curriculum Faire 2023, 2024 and 2025 in Little Theater and Cafeteria and 2025.	Attendance at events held in 2025-26 reflecting 50% or more of the parent community that is invited - maintaining or increasing since 2022-23
Parent Attendance, participation, and support at PFCC and Voces de Los Padres (ELAC) meetings	N/A--attendance at both of these groups had at least 6 parents attending on average, sometimes more.	Participation and support in and from PFCC and Voces in 2025-26 reflective of 10% of the invited, respective parent populations
Parent & Community consumption of communications sent out	Instagram following spring of 2023 ~ 1700 / 1948 spring 2024 = goal met for 2023-24 spring 2025 = 2161 = just shy of goal spring 2026 = 4140 followers - met goal ParentSquare averages for 2021-22; 69% receive email; 92% receive text and 36% receive text May 2023: 74% receive email; 94% receive text; 32% receive app / May 2024 78%receive email;94% receive text; 38% receive app	Increase social media following; increase ParentSquare rates receiving email, text and app

	May 2025: 83% email; 94% text; 58% app - all increased April 2026: 86% receive emails; 95% receive texts; 65% have the app - all increased	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	We will provide more strategic invitations to parents and students with informational aspects, as well as more strategic draws for parents to school-wide events including offering of FAFSA workshops for seniors and senior families in 2026-27. Strategic posting on ParentSquare (consolidate as much as possible into newsletter) Use of social media effectively to showcase school activities and culture as well as promote and remind about events Weekly staff, student, and parent newsletter and daily parent-centered social media posts to keep parents informed and engaged Video, Multimedia, printshop printed materials and related site needs to support ELPAC and CAASPP awareness --Specifically, use of our Digital/Multimedia class, Vintage High School will continue to use our video bulletin announcements that are watched by the students. Site branding, marketing, and communication need as they arise. Website maintenance (VHS Counselor who is trained). Wellness section of the Sunday student and parent newsletter that highlights school and community resources as well as academic supports and interventions.	All Students with focus on MLL and SED	0000 – No Reporting Requirements None Specified
3.2	Established PFCC and Voces (ELAC) officers, goals for the year, and an intentional push to increase membership - Administrator attends these meetings --Strategic invitation to all parents, but specifically 9th grade parents to the PFCC and Voces de Los Padres groups through various modes of communication and other events --Intentional reporting out and discussion around site goals and site needs with parent groups (PFCC and Voces/ELAC) Principal, or designee, attends Athletic Boosters, PFCC meetings, and Music Booster meetings for parent outreach and communication	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Spanish translation and support by our parent liaison or bilingual staff of all weekly newsletters and key communications and translation at events such as Orientation, BTSN and College Signing Day - \$500 certificated or classified hourly (Board Priority #5) Translation by our parent liaison or bilingual staff member at all grade-level or school-wide presentations to families. Specific outreach to connect parents who are not responding to surveys and other outreach. Support with Data Confirmation	Students who have Spanish Speaking families or have parent/guardians who prefer Spanish for communication	500 0003 - Supplemental 2000-2999: Classified Personnel Salaries
3.4	Support of Community Liaison and grade level counselors during TLT		500 0003 - Supplemental 2000-2999: Classified Personnel Salaries
3.5	Graduation communications and programming including programs \$1,000.00		1000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures

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.

VHS schoolwide events are well attended. The parent and community outreach goal was met as articulated in the data. We will focus on providing targeted outreach based on needs (such as FAFSA) and student subgroups (ELs). Increased CHKS school connectedness for two years and growth in the area of "caring adult relationship" as well.

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

Not Applicable

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.

Not Applicable

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Will Thrive Socially, Emotionally and Academically

Identified Need

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

The following student groups have been identified as needing additional support with graduating and meeting a-g requirements based on the California State dashboard College & Career Readiness Indicator: English 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
MTSS Indicators: Credits, grades, SDQ, Suspensions/discipline, attendance/tardies, TLT use /attendance --Suspension Data--class or full day (see below) --Attendance/Chronic Absentee Rates --California Healthy Kids Survey --Securly Flex	-Initial data in MTSS Spreadsheet Educlimber implementation CHKS Data: School Connectedness 9th: 53%, 54%, 59%, 64%, 65% 11th: 48%, 55%, 56%, 60%, 61% Caring Adult Relationship 9th: 52%, 55%, 62%, 59%, 66% 11th: 61%, 68%, 69%, 66%, 72% Chronic Absenteeism: 2023-24: 15.9% 2024-25: 13.7% 2025-26: spring close to goal of 10% Flex Attendance (% of students here at school and attending their assigned TLT) 2023-24: 87.875 overall attendance 2024-25: 86.9125 overall attendance 2025-26: 90.5 overall attendance (May 1)	--Improvement in Healthy Kids Survey Data - increase in students who feel connected to school and more than 5% who feel there is a caring adult --Improvement in chronic absenteeism - goal of 10% --Sustained or decreased Suspension data --Increase TLT attendance by 5% demonstrating alignment around student academic need and TLT usage --SDQ is used as post data to show growth.
Suspension Rate	Suspension Data: -2022-23: 4.6% suspended 1 day -2023-24: 5.5% suspended 1 day -2024-25: 3% suspended 1 day	Continued reduction in the number of suspensions
Sustained or increased enrollment and engagement in VPA	Baseline Data	Increase enrollment and engagement in VPA courses

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	Tier 1 professional development, targeted work and actions - \$2,000.00 --Literacy across the subject areas and focus on Academic Language (WASC Action Plan Goal) -- continuing staff learning and focus on CRSH - monthly schoolwide TLT focused on SEL, or other topic such as attendance or PBIS schoolwide expectation, or college info/awareness - Focus students - staff make connections with 3-5 key students - Securly Flex - Increase TLT attendance by 5% demonstrating alignment around student academic need and TLT usage --VHS revised our cell phone policy and practice 2024-25- this has lead to reduced behavior problems and improved instructional and learning environments --VHS is implementing schoolwide Securly Pass	All Students	0000 – No Reporting Requirements None Specified 8500 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	system which coupled with our cell phone policy will support student engagement, focus and campus safety. Conference Attendance Costs - \$8,500 -- UC &/or CSU Conference attendance in person and/or virtual --Learning & The Brain Conference --College Board Preparate Conference		
4.2	Tier 2 Interventions (MTSS) Academic --TLT and Securly Flex to work on tier 1 interventions as well as possible tier 2 interventions specifically academic supports--Math 1, Math 2, ELA 9 and ELA 10 support (Board Priority #3) (WASC Action Plan Focus) --Strategic TLT groups for Math 1 & English 9 - refer students - \$5,500 for retired teachers --Credit Recovery and D Remediation --Data 101 Spreadsheet work with Faculty (includes social emotional red flag/SDQ, homeless, foster, EL, and SpEd students) and Focus Students (a first list will be generated by MTSS) --before/after school Math support (ELOP funds) -- Continue to refine universal counseling program using CCGI college readiness program (calendar of classroom presentations) --Continue to provide staff development in the area of support for MLL students Attendance, Social/Emotional (MTSS) --Group and 1:1 offerings during TLT by Admin, Counseling, Social Workers and Other/External Partners --Admin check in's --Other interventions such as check-in/check-out, goal-setting, etc. for Focus Students --Peer Support Program interventions and program oversight --Wellness Center programming --Strengthen schoolwide SEL lessons organized around five Core SEL Competencies, use researched based program as basis for all SEL lesson Behavioral (MTSS) --Admin check in's and parent/wraparound meetings --Other interventions such as check-in/check-out, etc. --Referrals to partners like Aldea for drug/alcohol --Vaping group lead by school social worker --Restorative Conversations --Continue to strengthen the positive ticketing program (Crushed It cards) to reinforce desired behaviors	All students identified as needing Tier 2 services due to behavioral, attendance or academically focused data	0000 – No Reporting Requirements None Specified 0000 – No Reporting Requirements None Specified
4.3	School-wide CRSH (Community Responsive Sustaining & Humanizing) professional learning	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	focused on strengthening CRSH in all classrooms . (WASC Action Plan Focus). Look for conference and training opportunities that align with this. -Professional Development. Consider sending another group to the Learning and the Brain conference in Feb. 2027 and/or College Board Prepare in LA 2027 -CRSH Leadership, Learning & Student Voice - Continue work with Challenge Success to support Student Voice and Student Activities/Leadership (Crusher Council)		0000 – No Reporting Requirements None Specified 0000 – No Reporting Requirements None Specified
4.4	Athletic Equipment Repairs \$13,260 & Transportation \$124,998 Athletic Supervision - teacher hourly \$2,400.00	All student athletes	13,260 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures 124,998 0003 - Supplemental 5700-5799: Transfers Of Direct Costs 2400 0003 - Supplemental 1000-1999: Certificated Personnel Salaries
4.5	Provide revised visual and performing arts courses that pique student interest and support enrollment Provide instructional materials and supplies to improve the VPA experience if possible. Utilize VHS Prop 28 Funds to support 1.6 FTE for VPA in Printing & Graphics and Digital Media.	All Students	229,090 6770 - Prop 28 1000-1999: Certificated Personnel Salaries 2.0 FTE for VPA 9054 6770 - Prop 28 4000-4999: Books And Supplies 0000 – No Reporting Requirements None Specified
4.6			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.

VHS a-g rate and graduation rate remain high, and should increase from last year as they have every year. Our suspension rate dropped this year and is consistent for all subgroups. Our graduation rate continues to increase (last three years) VPA has seen a drop in enrollment due to declining enrollment. Band, Choir and Drama have all reduced by one section within the last two years and may see more decline. However, the CTE VPA classes are still holding enrollment at capacity. There is a need to look at changing course offerings to meet the interest of students and/or share teachers with neighboring and feeder sites. Our Chronic Absenteeism was down this year (positive change) and our CHKS data showed improvement in school connectedness and Caring Adult Relationship. Our implementation of Securly Pass schoolwide coupled with our cell phone policy support student engagement and campus safety.

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

Not Applicable

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.

Not Applicable

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	\$454,899.00
Total Federal Funds Provided to the School from the LEA for CSI	\$00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$216,755.00
6770 - Prop 28	\$238,144.00

Subtotal of state or local funds included for this school: \$454,899.00

Total of federal, state, and/or local funds for this school: \$454,899.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	216,755.00
6770 - Prop 28	238,144.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	284,240.00
2000-2999: Classified Personnel Salaries	1,000.00
3000-3999: Employee Benefits	12,847.00
4000-4999: Books And Supplies	9,054.00
5000-5999: Services And Other Operating Expenditures	22,760.00
5700-5799: Transfers Of Direct Costs	124,998.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	55,150.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	1,000.00
3000-3999: Employee Benefits	0003 - Supplemental	12,847.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	22,760.00
5700-5799: Transfers Of Direct Costs	0003 - Supplemental	124,998.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	229,090.00
4000-4999: Books And Supplies	6770 - Prop 28	9,054.00

Expenditures by Goal

Goal Number
Goal 1
Goal 3
Goal 4

Total Expenditures
65,597.00
2,000.00
387,302.00

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

Name of Members	Role
Jessica Hutchinson	Principal
Lotte Cosca	Classroom Teacher
Elizabeth Silva	Classroom Teacher
Linda Joshua	Parent or Community Member
Holly Schallon	Parent or Community Member
Hudson Fishleder	Secondary Student
Melissa Gonzalez	Other School Staff
Claudia Aranda	Other School Staff Parent or Community Member
Dayana Hernandez	Secondary Student
Jen Kohl	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.

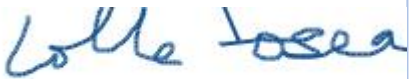
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2026.

Attested:



Principal, Jessica Hutchinson on May 14, 2026



SSC Chairperson, Lotte Cosca on May 14, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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