



# VALLEY OAK HIGH SCHOOL

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Oak High School	28662662830149	May 15, 2026	June 25, 2026

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

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

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

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

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

## Schoolwide Program

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

## Educational Partner Involvement

How, when, and with whom did Valley Oak 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, PLC leads and shared with teaching staff as part of yearly review. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting. The site plan is also available to families upon request.

## 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.

Valley Oak High School qualifies for Equity Multiplier.

## 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.

The state indicators with an overall performance in the red or orange are: Red: Math, College & Career Readiness, English Language Arts, Math, and Suspension Rate. To address these challenges, VOHS has put in place a team of TOSA Intervention teachers to review and analyze data and develop a targeted intervention plan. Currently, the TOSA team has identify individual students and are providing direct interventions. The weekly Rtl time focuses on making up assignments and some additional direct teaching.

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

Not applicable

## **Other Needs**

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

The other needs identified by the Star Testing in Math and ELA identify students learning gaps in both reading and mathematics. In addition, the California Healthy Kids Survey results continue to indicate the high level of anxiety and depression students are facing. The TOSA Intervention Committee will continue to review data and identify Tier 2 interventions as appropriate.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Oak 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
<b>African American</b>	0.59%	0.65%	2.24%	1	1	3
<b>Asian</b>	1.18%	1.29%	%	2	2	
<b>Filipino</b>	1.18%	%	0.75%	2		1
<b>Hispanic/Latino</b>	75.29%	75.48%	79.85%	128	117	107
<b>Pacific Islander</b>	%	0.65%	%		1	
<b>White</b>	19.41%	18.71%	10.45%	33	29	14
<b>Multiple/No Response</b>	2.35%	3.23%	6.72%	4	5	9
<b>Total Enrollment</b>				170	155	134

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
<b>Grade 11</b>	39		47
<b>Grade 12</b>	131		87
<b>Total Enrollment</b>	170		134

# 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	47	50	43		27.6%	32.1%
Fluent English Proficient (FEP)	48	42	39		28.2%	29.1%

# 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	107	91	83	103	87	80	103	87	80	96.3	95.6	96.4
All Grades	107	91	83	103	87	80	103	87	80	96.3	95.6	96.4

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	2435.	2443.	2467.	0.97	1.15	0.00	4.85	6.90	12.50	15.53	13.79	27.50	78.64	78.16	60.00
All Grades	N/A	N/A	N/A	0.97	1.15	0.00	4.85	6.90	12.50	15.53	13.79	27.50	78.64	78.16	60.00

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	2.91	2.30	7.50	44.66	44.83	43.75	52.43	52.87	48.75
All Grades	2.91	2.30	7.50	44.66	44.83	43.75	52.43	52.87	48.75

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	0.00	2.30	1.25	18.45	18.39	27.50	81.55	79.31	71.25
All Grades	0.00	2.30	1.25	18.45	18.39	27.50	81.55	79.31	71.25

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 11</b>	2.91	3.45	3.75	62.14	71.26	73.75	34.95	25.29	22.50
<b>All Grades</b>	2.91	3.45	3.75	62.14	71.26	73.75	34.95	25.29	22.50

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 11</b>	1.94	1.15	2.50	60.19	58.62	58.75	37.86	40.23	38.75
<b>All Grades</b>	1.94	1.15	2.50	60.19	58.62	58.75	37.86	40.23	38.75

# 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
<b>Grade 11</b>	108	97	83	103	92	80	103	92	80	95.4	94.8	96.4
<b>All Grades</b>	108	97	83	103	92	80	103	92	80	95.4	94.8	96.4

\* 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
<b>Grade 11</b>	2407.	2405.	2405.	0.00	0.00	0.00	1.94	0.00	0.00	3.88	6.52	5.00	94.17	93.48	95.00
<b>All Grades</b>	N/A	N/A	N/A	0.00	0.00	0.00	1.94	0.00	0.00	3.88	6.52	5.00	94.17	93.48	95.00

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
<b>Grade 11</b>	0.00	0.00	0.00	9.71	10.87	5.00	90.29	89.13	95.00
<b>All Grades</b>	0.00	0.00	0.00	9.71	10.87	5.00	90.29	89.13	95.00

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
<b>Grade 11</b>	0.00	1.09	0.00	39.81	33.70	32.50	60.19	65.22	67.50
<b>All Grades</b>	0.00	1.09	0.00	39.81	33.70	32.50	60.19	65.22	67.50

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 11</b>	0.00	0.00	0.00	44.66	42.39	31.25	55.34	57.61	68.75
<b>All Grades</b>	0.00	0.00	0.00	44.66	42.39	31.25	55.34	57.61	68.75

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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
10	*		*	*		*	*		*	*		7
11	1542.9	1545.0	1545.2	1546.3	1553.4	1548.4	1539.0	1536.0	1541.4	23	27	23
12	1529.9	1526.1	1548.7	1509.7	1521.8	1547.5	1549.6	1529.8	1549.5	20	26	25
All Grades										45	53	55

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
10	*		*	*		*	*		*	*		*	*		*
11	8.70	7.41	8.70	21.74	25.93	34.78	56.52	59.26	30.43	13.04	7.41	26.09	23	27	23
12	10.00	7.69	4.00	10.00	23.08	36.00	50.00	34.62	44.00	30.00	34.62	16.00	20	26	25
All Grades	8.89	7.55	7.27	15.56	24.53	32.73	55.56	47.17	40.00	20.00	20.75	20.00	45	53	55

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
10	*		*	*		*	*		*	*		*	*		*
11	13.04	7.41	30.43	60.87	74.07	39.13	21.74	14.81	21.74	4.35	3.70	8.70	23	27	23
12	10.00	23.08	16.00	35.00	30.77	56.00	25.00	23.08	24.00	30.00	23.08	4.00	20	26	25
All Grades	11.11	15.09	23.64	46.67	52.83	47.27	26.67	18.87	21.82	15.56	13.21	7.27	45	53	55

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
10	*		*	*		*	*		*	*		*	*		*
11	0.00	0.00	0.00	8.70	7.41	13.04	47.83	40.74	43.48	43.48	51.85	43.48	23	27	23
12	5.00	0.00	0.00	15.00	3.85	20.00	40.00	46.15	44.00	40.00	50.00	36.00	20	26	25
All Grades	2.22	0.00	0.00	11.11	5.66	16.36	44.44	43.40	43.64	42.22	50.94	40.00	45	53	55

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
10	*		*	*		*	*		*	*		*
11	4.35	3.70	4.35	78.26	59.26	65.22	17.39	37.04	30.43	23	27	23
12	5.00	7.69	4.00	55.00	57.69	64.00	40.00	34.62	32.00	20	26	25
All Grades	4.44	5.66	5.45	68.89	58.49	63.64	26.67	35.85	30.91	45	53	55

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
10	*		*	*		*	*		*	*		*
11	65.22	96.15	73.91	34.78	3.85	17.39	0.00	0.00	8.70	23	26	23
12	75.00	77.27	95.83	25.00	13.64	4.17	0.00	9.09	0.00	16	22	24
All Grades	68.29	87.50	81.48	31.71	8.33	14.81	0.00	4.17	3.70	41	48	54

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
10	*		*	*		*	*		*	*		*
11	4.35	3.70	0.00	26.09	22.22	47.83	69.57	74.07	52.17	23	27	23
12	10.00	0.00	4.00	25.00	30.77	52.00	65.00	69.23	44.00	20	26	25
All Grades	6.67	1.89	3.64	26.67	26.42	45.45	66.67	71.70	50.91	45	53	55

**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
<b>10</b>	*		*	*		*	*		*	*		*
<b>11</b>	0.00	0.00	4.35	82.61	88.89	69.57	17.39	11.11	26.09	23	27	23
<b>12</b>	10.00	0.00	8.33	70.00	80.77	83.33	20.00	19.23	8.33	20	26	24
<b>All Grades</b>	4.44	0.00	5.56	77.78	84.91	77.78	17.78	15.09	16.67	45	53	54

# 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
155	89%	32.3%	0.0%

Total Number of Students enrolled in Valley Oak 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	50	32.3%
Foster Youth	0	0.0%
Homeless	5	3.2%
Socioeconomically Disadvantaged	138	89%
Students with Disabilities	10	6.5%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	1	0.6%
American Indian	0	0.0%
Asian	2	1.3%
Filipino	0	0.0%
Hispanic	117	75.5%
Two or More Races	5	3.2%
Pacific Islander	1	0.6%
White	29	18.7%

# 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.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Graduation Rate



Yellow

#### Conditions & Climate

##### Suspension Rate



Yellow

##### Mathematics



Red

##### English Learner Progress



Green

##### College/Career



Red

# School and Student Performance Data

## Academic Performance English Language Arts

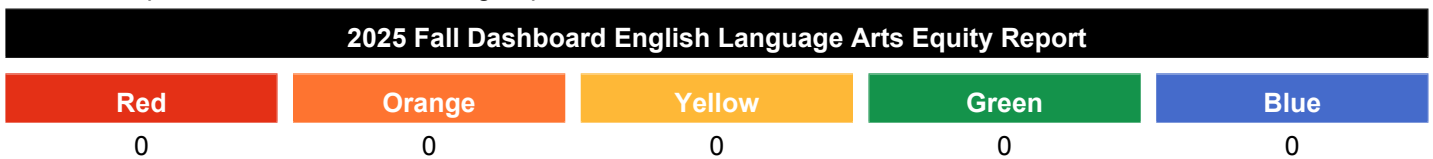
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>117.6 points below standard</p> <p>Increased 15 points</p> <p>42 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>154.9 points below standard</p> <p>17 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>167.1 points below standard</p> <p>11 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>118.6 points below standard</p> <p>Increased 16.3 points</p> <p>41 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 118.1 points below standard Increased 16.8 points 32 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>

# School and Student Performance Data

## Academic Performance Mathematics

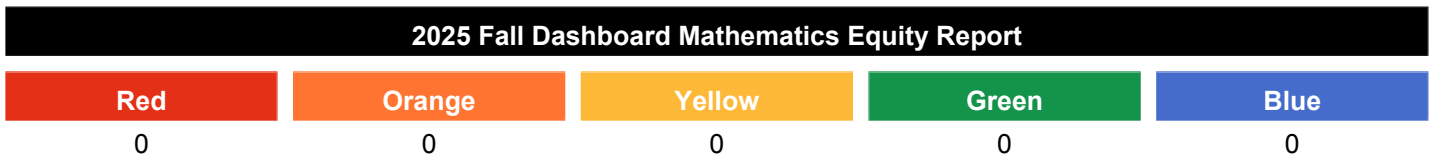
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>220.7 points below standard</p> <p>Maintained -1 points</p> <p>42 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>235.6 points below standard</p> <p>17 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>217 points below standard</p> <p>11 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>221.8 points below standard</p> <p>Maintained 2.6 points</p> <p>41 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 208.1 points below standard Increased 10.7 points 32 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>

# School and Student Performance Data

## Academic Performance Science

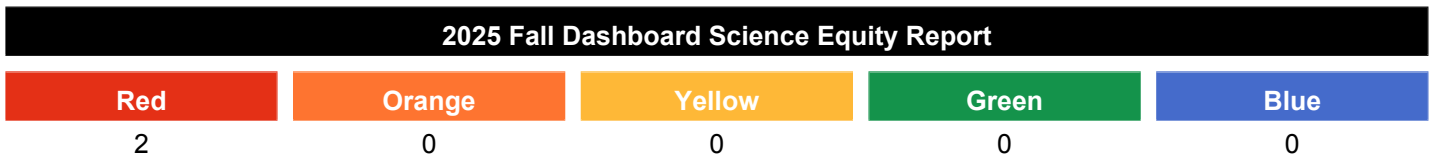
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>21.6 science points</p> <p>Declined 4.5 points</p> <p>55 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>21 science points</p> <p>Maintained -0.8 points</p> <p>21 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>21.5 science points</p> <p>Maintained 1.1 points</p> <p>18 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>20.8 science points</p> <p>Declined 5.2 points</p> <p>48 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>19.9 science points</p> <p>Declined 8 points</p> <p>39 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>27.4 science points</p> <p>Increased 8.3 points</p> <p>14 Students</p>

# School and Student Performance Data



## Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 47.4 making progress. Number Students: 57 Students	<b>Long-Term English Learner Progress</b>  Green 47.3 making progress. Number Students: 55 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
22.8%	21.1%	0%	47.4%

# 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.

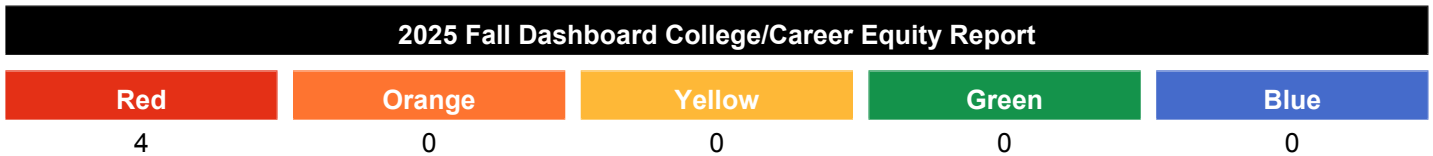
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.





This section provides number of student groups in each level.





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


2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>Prepared 0%</p> <p>Declined 2.3%</p> <p>128 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>Prepared 0%</p> <p>Maintained</p> <p>44 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>Prepared 0%</p> <p>Maintained</p> <p>42 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Prepared 0%</p> <p>Maintained</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>Prepared 0%</p> <p>Maintained -1.7%</p> <p>117 Students</p>


<b>Students with Disabilities</b>
 No Performance Color Prepared 0% Maintained 11 Students


<b>African American</b>
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students


<b>American Indian</b>
 No Performance Color 0 Students


<b>Asian</b>
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

<b>Filipino</b>
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

<b>Hispanic</b>
 Red Prepared 0% Maintained 96 Students

<b>Two or More Races</b>
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

<b>Pacific Islander</b>
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

<b>White</b>
 No Performance Color Prepared 0% Declined 3.8% 25 Students



# School and Student Performance Data

## Academic Engagement Graduation Rate

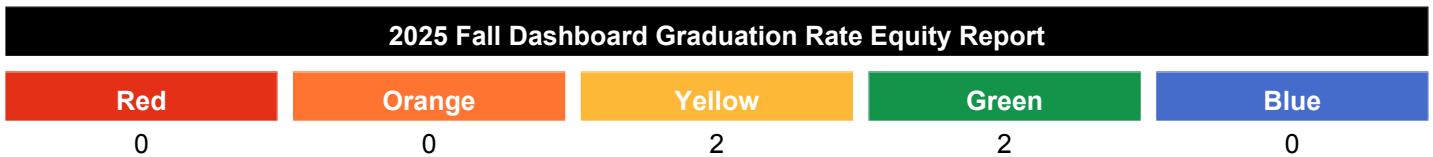
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>79.7% graduated</p> <p>Increased 2.2%</p> <p>133 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>83.3% graduated</p> <p>Increased 21.8%</p> <p>48 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Green</p> <p>82.6% graduated</p> <p>Increased 23.1%</p> <p>46 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>69.2% graduated</p> <p>Increased 1.2%</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>78.7% graduated</p> <p>Increased 3.1%</p> <p>122 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>63.6% graduated</p> <p>Declined 30.5%</p> <p>11 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p> <p> Yellow</p> <p>79.2% graduated</p> <p>Increased 5.2%</p> <p>101 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>76% graduated</p> <p>Declined 8.6%</p> <p>25 Students</p>

# School and Student Performance Data

## Conditions & Climate Suspension Rate

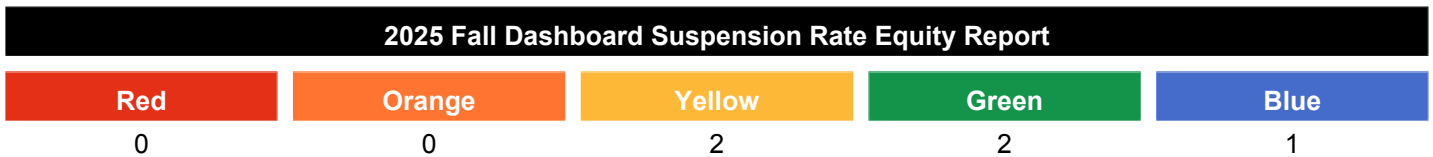
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>6.4% suspended at least one day</p> <p>Declined 2.3%</p> <p>251 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.3% suspended at least one day</p> <p>Declined 15.9%</p> <p>88 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 16.6%</p> <p>85 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>6.7% suspended at least one day</p> <p>Declined 2.8%</p> <p>225 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>5.9% suspended at least one day</p> <p>Declined 1%</p> <p>17 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Yellow</p> <p>7.1% suspended at least one day</p> <p>Declined 2.5%</p> <p>198 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 7.7%</p> <p>36 Students</p>

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

**All student groups will increase achievement in ELA and math as measured by STAR and CAASPP**

The goal is to provide an inclusive and rigorous learning environment by using evidence-based instructional practices that support and provide access to the rigorous curriculum for all learners. In addition, provide hands-on career programs that give students real-world transferable skills.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career Ready

### Identified Need

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

Dashboard indicators continue to reflect some progress in ELA, EL/MLL, Graduation Rate and Suspension Data, math and College and Career Readiness continues to be an area of concern. There is a continued need to focus on increasing the academic performance in ELA and math, including increasing in the the College/career indicator across all subgroups, including MLLs, LTELs, SED and Hispanic.

To support all students to make gains towards proficiency (green dashboard indicator) the following additional interventions will be put in place.

1. Provide additional staff support (instructional aides)
2. Maintain the Response to Intervention (RTI) support on a weekly basis
3. Maintain the after school Acorn Hour for tutorials
4. Continue with schoolwide in danger of failing conversations to offer more targeted supports
5. Focus on targeted priority standards
6. Schoolwide high impact instructional strategies identified by PLC leads and departments
7. Implement AVID organizational strategies

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading	26% of the students score At/Above benchmark	Increase the school-wide performance by 5% in each Star reading benchmark (Intervention, On Watch and Urgent Intervention), including English Learners.
Star Math	1% of students score At/Above benchmark	Increase the school-wide performance by 5% in each of the Star math benchmarks Intervention, On Watch and Urgent Intervention) including English Learners.
CAASPP Math	5% of students score at Nearly Met standard	2% increase in met/nearly met for all subgroups
CAASPP ELA	40% of students score at Met/Nearly Met Standard	2% increase in met/nearly met for all subgroups

College and Career Readiness Indicator	0% of students are considered "prepared" on the CCI	2% of students will be considered "prepared" on the CCI
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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
1.1	<p>WASC Goal #1</p> <p>Goal 1a: Continue implementing common, effective instructional strategies across the curriculum, with a focused effort on meeting the needs of special populations to ensure equitable access to the viable curriculum.</p> <p>Goal 1b: Explore ways to enhance college and career readiness by developing onsite Career Technical Education (CTE) programs that provide students with practical, hands-on experience in various career pathways, equipping them for future success.</p> <p>1. The Leadership Team will review student data to inform decision making. Professional Learning Communities (PLCs) leads will lead the work on site data-informed practices to improve instruction, additional data needed and tools to close academic gaps, including tutoring.</p> <p>2. Data-Informed PLC focused on targeted academic language by implementing schoolwide high-leverage practices such as pair-sharing, presentations, sentences starter template, and scaffolding/chunking of assignments to build academic confidence.</p> <p>3. We will continue to refine and implement synched learning outcomes, using a common language, that supports equity and alignment in practices.</p> <p>4. Staff will attend site and District professional development as part of the Early Release calendar in addition to participating in conference</p> <p>5. Targeted support for special populations (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged) through Common Collaborative and PLC data-informed practices.</p> <p>6. Hire two additional Instructional Aides who will support in classes with highest number of students in key subgroups or having content level difficulty.</p> <p>7. Maintain the .40 Work-Based Learning TOSA to coordinate the Skills for Success Internship program and facilitate high-impact field trips to local industries. Leveraging CSI and Equity Multiplier funding, this position will provide at-promise students with real-world learning experiences and work-ready skill training. These efforts specifically</p>	All Students	<p>45640</p> <p>7399 - Equity Multiplier</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>.40 TOSA Work Based Learning</p> <p>11945</p> <p>7399 - Equity Multiplier</p> <p>3000-3999: Employee Benefits</p> <p>.40 TOSA Work Based Learning</p> <p>65010</p> <p>7399 - Equity Multiplier</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Instructional Aids/Bilingual Aid</p> <p>24362</p> <p>7399 - Equity Multiplier</p> <p>3000-3999: Employee Benefits</p> <p>Instructional Aids/bilingual aid</p> <p>51604</p> <p>7399 - Equity Multiplier</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>.40 intervention TOSA</p> <p>10972</p> <p>7399 - Equity Multiplier</p> <p>3000-3999: Employee Benefits</p> <p>.40 intervention TOSA</p> <p>5500</p> <p>0003 - Supplemental</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>PLC Planning Release</p> <p>1258</p> <p>0003 - Supplemental</p> <p>3000-3999: Employee Benefits</p> <p>PLC Planning Release</p> <p>83563</p> <p>7399 - Equity Multiplier</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>address the Career Readiness Dashboard by bridging foundational academic skills with professional industry exposure and internship placements for all students.</p> <p>8. TOSA Intervention .20 FTE to support MTSS Implementation and Analysis of schoolwide interventions both during and after school</p> <p>9. .20 Intervention VOHS at American Canyon satellite campus</p> <p>10. .60 Instructional Coach to support PLC Leads and implementation of targeted supports and oversee MTSS</p> <p>11. Allocate up to 16 hours of extended duty for staff to design and refine high-interest, modular instructional units tailored specifically for the alternative education setting. This collaborative development time will focus on creating scaffolded, standards-aligned resources that ensure equitable access to the core curriculum while providing differentiated supports to address the significant learning gaps and social-emotional needs of at-risk students.</p> <p>Content Specific Strategies</p> <p>ELA/Social Studies:</p> <p>1. Instructional staff will implement a comprehensive writing framework across disciplines, utilizing structured scaffolds such as model paragraphs, Cornell notes, and strategic annotation. This approach integrates recursive feedback loops—including peer review and rubric-based self-assessment—to strengthen foundational writing and guided reading skills.</p> <p>2. The English Professional Learning Community (PLC) will facilitate the alignment of school-wide writing assessments with CAASPP standards by developing anchor prompts, shared instructional resources, and collaborative calibration protocols to ensure grading consistency.</p> <p>3. The English 238 Senior Seminar course will deliver a comprehensive college and career readiness curriculum. In collaboration with the .40 Internship TOSA, the program will provide 12th-grade students with targeted support in post-secondary transition planning, professional skill-building, and internship opportunities.</p> <p>4. Teacher representatives will engage in District and site-level Communities of Practice to refine instructional strategies and align site planning with evidence-based practices.</p>		<p>1000-1999: Certificated Personnel Salaries .60 TOSA Academic Specialist</p> <p>19123 7399 - Equity Multiplier 3000-3999: Employee Benefits .60 TOSA Academic Specialist</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>5. Purchase and maintain essential instructional supplies, equipment, and digital licenses (e.g., Quill and Writable) to support the implementation of the school’s writing and literacy goals.</p> <p>Math:</p> <p>1. The Math PLC will align priority standards across the sequence to ensure a cohesive pathway for students. This alignment will focus on closing instructional gaps and mitigating math anxiety by providing consistent, prerequisite-based supports that allow for successful entry into higher-level mathematics.</p> <p>3. Math Department Leads will engage in ongoing collaboration with District Math Committees to ensure site-level implementation is vertically aligned with the NVUSD Math Strategic Plan.</p> <p>4. Math educators will continue to refine and implement standardized learning intentions. By utilizing common language and scaffolded success criteria, the department will promote grading equity and instructional alignment across all course sections.</p> <p>5. Administration will procure essential equipment, software licenses (including platforms such as Quizizz), and instructional supplies to support C-STEM courses. These resources will facilitate the integration of robotics and coding to engage students in the real-world application of Algebraic concepts.</p> <p>Science:</p> <p>1. Instructional staff will continue the systematic implementation of the NGSS-aligned curriculum, with a specific focus on utilizing Universal Design for Learning (UDL) strategies. Professional development will emphasize scaffolding complex scientific concepts/events for struggling learners and integrating literacy supports to ensure students with diverse learning needs can access grade-level science content.</p> <p>2. Purchase supplemental laboratory materials and instructional kits to support units. These resources will be used to provide multi-sensory, hands-on learning opportunities that reduce barriers for students with learning gaps and allow for differentiated entry points into scientific inquiry.</p> <p>VPA teachers will utilize professional development and high-quality instructional supplies to deliver interactive art experiences within CTE courses. This focus ensures that students are engaged in rigorous, real-world applications of artistic design and technological integration.</p>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Social Studies: 1. Instructional staff will engage in targeted training and coaching to adapt the newly adopted curriculum for the alternative education environment. This work focuses on modifying instructional pacing and grading structures to meet the unique needs of at-risk youth, ensuring that compressed grading periods remain rigorous while providing flexible pathways for credit recovery and student success.</p> <p>Funding supports all categories in VOHS Goals 1-4</p>		
1.2	<p>In response to student feedback identifying a need for increased instructional clarity, the site will implement a rigorous MTSS framework centered on transparent learning targets and student-led problem-solving. This approach ensures that core instruction and interventions are aligned, scaffolded, and continuously monitored for effectiveness.</p> <p>1. Tier 1: Implement high-leverage instructional practices with a focus on explicit learning targets and success criteria, ensuring all students have a clear understanding of the desired academic outcomes.</p> <p>2. Tier 2: Provide strategic, small-group interventions utilizing high-leverage practices. Progress will be monitored weekly to ensure students are responding to the supplemental support and closing identified skill gaps.</p> <p>3. Tier 3: Deliver intensive, individualized interventions supplemented by additional specialized resources. This tier includes continuous progress monitoring and data-driven adjustments to meet the needs of students with the most significant learning barriers.</p> <p>4. Staff will select and provide diverse instructional resources and scaffolds (e.g., graphic organizers, model texts, and digital tools) to ensure students can independently access and master learning objectives.</p>	all students	<p>1750 7399 - Equity Multiplier 2000-2999: Classified Personnel Salaries Tutor</p> <p>634 7399 - Equity Multiplier 3000-3999: Employee Benefits Tutor</p>
1.3	Teachers will explore CAASPP online resources and use practice exams to better familiarize the students with the test format.	11th Grade Students	
1.4	Summer Maintenance for Organic Garden Science Lab in preparation for Fall semester harvest. Students learn about harvesting and soil management.	All students	<p>2034 7399 - Equity Multiplier 1000-1999: Certificated Personnel Salaries 3 hrs/week - 2026-27</p> <p>454 7399 - Equity Multiplier</p>

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits 3 hrs/week - 2026-27
1.5	.20 FTE to support new graduation requirement: Health and Ethnic Studies		16132 7399 - Equity Multiplier 1000-1999: Certificated Personnel Salaries New grad requirements  3692 7399 - Equity Multiplier 3000-3999: Employee Benefits New grad requirements

## 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.

VOHS continues to leverage small class sizes and a master schedule that prioritizes weekly Response to Intervention (RtI). This structure allows for targeted, individualized support, including reteaching, assessment windows, and assignment completion time.

In response to WASC 6-Year Self Study feedback, the school utilized Equity Multiplier (EM) funds to establish the after-school "Acorn Hour." Supported by interventionists and instructional aids, this program significantly reduced the number of students receiving two or more "F" grades per pentameter and improved student mindsets regarding mathematics. English Learners (EL) achieved "Green" status on the CA Dashboard. 47.4% of ELs made progress (a 5.1% increase), and 51.9% moved up at least one ELPI level. This success is attributed to targeted Tier 1 instruction, academic vocabulary development, and content-connected ELPAC "bootcamps." The overall graduation rate rose to 79.7% (a 2.2% increase), with notable gains for Hispanic (79.2%) and SED (78.7%) subgroups. The 82.8% DASS 1-year rate highlights the effectiveness of credit recovery and flexible 5th-year pathways, particularly for EL and LTEL students.

While the upward trend in graduation rates signals that more students are staying on track via credit recovery and attendance monitoring, a critical performance gap remains between graduation and post-secondary readiness. ELA CAASPP scores showed minimal growth (15-point increase), remaining in the "Orange" level. Math CAASPP scores maintained "Red" status, though Hispanic students showed a promising 10.7-point increase. Despite the rise in diplomas, there is a lack of growth in the College and Career Indicator (CCI). Currently, students are meeting minimum graduation requirements but are not meeting the state's "Prepared" criteria (e.g., CTE pathway completion, A-G readiness, or Dual Enrollment).

To ensure students are not just "finishing" but are truly "prepared" for life after high school, the following areas will be prioritized:

Increased focus will be placed on the 20.3% of students not currently graduating, with specific, case-managed support for Homeless students (53.8% 4-year rate) and Students with Disabilities (63.6% DASS rate).

We will work to increase the utilization of the Acorn Hour and continue the successful model of integrating academic vocabulary across content areas to maintain the momentum seen in our EL and Hispanic subgroups.

VOHS has established a successful foundation of intervention that is driving graduation and EL progress. The next phase of the SPSA will focus on increasing academic rigor in Math and ELA and formalizing career-readiness to ensure our rising graduation rates are matched by an increase in "College and Career Prepared" status on the Dashboard. We will work to increase the utilization of the Acorn Hour and continue the successful model of integrating academic vocabulary across content areas to maintain the momentum seen in our EL and Hispanic subgroups.

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

Strategic efforts were focused on the launch of a stipend-supported Internship Program. In partnership with community grantors, this five-week work-based learning module provided students with both professional experience and financial compensation, enhancing our career-readiness pathways.

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

Changes to Goal 1: Alignment of graduation activities with career-readiness benchmarks as indicated by state metrics. This includes providing targeted guidance for CTE opportunities and post-secondary planning to move students from "completed" to "prepared." (Strategy 1.1)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

State and local data show that all students have significant gaps in ELA and Math.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### Identified Need

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

Systematize in-class and after-school academic interventions, as well as extracurricular activities, to provide equitable support for all students in making consistent progress towards academic mastery.

### 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
Weekly Class Interventions	30% Reduction of D's and F's	10% reduction in D's and F's
After School Academic Interventions	130 Average student contacts by grading period	Increase number of contacts by 150 based on referrals
Deepen and sustain implementation of adopted curriculum in all content areas	All teachers trained in new curriculum	Identification of targeted priority standards in each content area with measures
Work Based Learning	25 Interns	Increase intern opportunities and develop Career Readiness Advisory Lessons

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>WASC goal #2: This strategy focuses on Category B (Curriculum) and Category C (Instruction), ensuring that professional learning leads directly to high-quality, engaging, and student-centered classroom experiences.</p> <p>Activity 1: PLC Leadership &amp; Instructional Design Focus: Resource allocation for high-level instructional planning.</p> <ul style="list-style-type: none"> <li>Provide time and resources for PLC Leads to curate data and prepare collaborative sessions focused on</li> </ul>	All Students	<p>8850 3010 – Title 1 1000-1999: Certificated Personnel Salaries Planning</p> <p>2025 3010 – Title 1 3000-3999: Employee Benefits Planning</p> <p>1949</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>engaging pedagogy (e.g., Project-Based Learning, Socratic Seminars, etc.).</p> <ul style="list-style-type: none"> <li>• PLCs will design and analyze the implementation of the new curriculum, ensuring that materials are not just covered, but delivered through active learning strategies that increase student interest and participation.</li> <li>• Teachers will utilize extended work hours to co-create rigorous, high-interest lesson plans that emphasize student voice, choice, and collaborative problem-solving.</li> <li>• Teachers will receive release time to observe peers and participate in PD focused on active feedback loops, ensuring students are engaged in their own growth and understand their next steps in the learning process.</li> <li>• PLCs will explore and pilot active learning strategies (e.g., hands-on manipulatives, interactive digital platforms, or peer-to-peer teaching) specifically for use during Monday RtI sessions.</li> <li>• Staff will implement schoolwide engaging scaffolds—such as Cornell Notes and Close Reading using interactive methods to ensure students are cognitively invested in their academic growth.</li> <li>• Funding supports Site Goals 1-4</li> </ul>		<p>0003 - Supplemental 4000-4999: Books And Supplies Supplies</p> <p>500 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Travel &amp; Conference</p>
2.2	<ul style="list-style-type: none"> <li>• Teachers will design tasks that use interactive word walls and sentence frames/signals to move students from social language to academic discourse. This includes specific focus on writing strategies (e.g., using transition words, claim-evidence-reasoning) to support the Writing domain.</li> <li>• PLCs will develop "talk-heavy" activities—such as Socratic Seminars, Structured Academic Controversy, or Collaborative Retelling—to build confidence in the Speaking and Listening domains.</li> <li>• All teachers will use "scaffolded engagement" (e.g., Cornell Notes with visual cues and strategic partner talk).</li> </ul>	Multilingual Learners and all students	<p>559 3010 – Title 1 4000-4999: Books And Supplies supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> <li>• Targeted ELD blocks will utilize ELPAC-mirrored tasks to familiarize students with the assessment format while building core proficiency.</li> <li>• Staff will attend NVUSD-offered PD and specialized conferences (e.g., CAFE or WestEd) specifically focused on integrated ELD and engaging pedagogy for MLLs.</li> <li>• Following professional learning, teachers will be provided with release time and PLC lead support to: <ul style="list-style-type: none"> <li>* Unpack ELPAC task types.</li> <li>* Design "EL-strong" lesson plans that incorporate high-interest, culturally relevant texts.</li> <li>* Analyze student work samples to track progress toward reclassification. <ul style="list-style-type: none"> <li>• The MTSS Lead and Site Admin will conduct regular data "sweeps" of ELPAC scores and local benchmarks (e.g., Star Reading/i-Ready) to identify students "on the bubble" for reclassification.</li> </ul> </li> </ul> </li> <li>• Monday Rtl sessions will include specific language-loading groups where students practice the specific linguistic functions (summarizing, justifying, predicting) required to reach Level 4 on the ELPAC.</li> </ul>		
2.3	Establish a streamlined, multi-channel communication framework to ensure consistent and equitable notification of after-school tutoring and intervention opportunities for all students and families.	All Students	

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Building on the 2024–2025 foundational implementation of the newly adopted NVUSD curriculum, our work remains a high-priority 'work in progress' as we transition into the 2026–2027 cycle. Having achieved 100% staff training, our PLCs are now moving beyond initial implementation. Key focus areas include the continued refinement of 7-week units and the strengthening of vertical alignment in Mathematics to ensure seamless transitions and standard mastery within our alternative model. Furthermore, we are exploring our literacy focus by integrating writing across the curriculum, ensuring that academic vocabulary and evidence-based writing strategies are embedded in all content areas. This multi-year evolution ensures that our pacing, priority standards, and assessments are not only aligned with district committees but are uniquely calibrated to drive student success at VOHS.

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

There was no major difference between the intended implementation and the budget expenditures since the focus was on teacher training and preparation.

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

Changes to Goal 2: Our 2026–2027 strategy shifts focus toward Tier 1 instructional excellence and systematic academic interventions. As a high-priority "work in progress," PLCs will move beyond initial curriculum adoption to refine 7-week units through the lens of math vertical alignment and writing across the curriculum. (Strategy 2.1)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**Transform ELAC and parent meetings into a high-engagement space that promotes reclassification and school culture. The task will be accomplished by Student-Led co-Facilitation, Cultural Relevance, Academic Connectivity, Monitoring & Evaluation. Success will be measured by a 20% increase in ELAC attendance and parent feedback surveys, alongside the core metrics of student GPA and reclassification progress.**

Staff will leverage the Small School Community Grant Pillars to foster authentic parent and community partnerships, focusing on building and sustaining a robust pipeline of parent leadership. By integrating these pillars into our school culture, we ensure that families are not just participants, but active co-leaders in our decision-making processes and school-wide initiatives.

### 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.

All Students and Socioeconomically Disadvantaged students continue to perform below other student groups on all Dashboard indicators. In order to address this, staff will incorporate targeted and strategic parent involvement throughout the year. By increasing understanding of the Valley Oak process and post secondary options, we will improve engagement and student graduation rates.

### 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 Aeries Data Confirmation	100% of VOHS parents completed Aeries Data Confirmation during the 2024-2025	Continue to have 100% of VOHS parents complete Data confirmation.
Nuestras Voces/Our Voice Parent/Family Circle (ELAC)	80% parent/family participation at evening quarterly thematic events	90% of the EL students and parents will attend family circle events
Attendance and credits	49.7% Truancy Rate	Decrease truancy rate by 10%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	NVUSD Strategic Plan Strategy 10: Establish a system-wide approach to family and community engagement.  WASC Goal #3: Improve and faster continued growth among our MLL families by increasing their involvement in their children's education, providing targeted information on post-secondary education	All Students	2500 0003 - Supplemental 2000-2999: Classified Personnel Salaries Parent Liaison  910 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>programs, and enhancing our cultural responsiveness through inclusive and community-centered approaches.</p> <p>VOHS is committed to fostering a culture of advocacy and shared responsibility by institutionalizing parent leadership and community partnership. To meet our WASC Goals regarding stakeholder involvement and school culture, we have established a comprehensive engagement framework. This strategy moves beyond traditional communication by empowering parents as co-designers of the school's vision through formal advisory roles, leadership training, and data-driven needs assessments. By integrating student-led initiatives like the Golden Acorns with professional liaison support, we ensure that every family has the resources, technology, and leadership pathways necessary to actively contribute to student success and school-wide improvement.</p> <p>WASC Goal Support: Parent Engagement &amp; Leadership Activities</p> <ul style="list-style-type: none"> <li>• Utilize the Principal and Community Family Liaison to conduct weekly outreach, small-group sessions, and one-on-one meetings to build a pipeline of diverse parent leaders.</li> <li>• Actively recruit and maintain parent representation on the School Site Council (SSC), ELAC, and Coffee with the Principal to ensure stakeholder voice in fiscal and instructional decisions.</li> <li>• Create a dedicated advisory body to assist administration in identifying engagement priorities and aligning site-specific goals with district mandates.</li> <li>• Provide access to CAFE and other external conferences to build parent capacity in advocacy, school finance, and educational policy.</li> <li>• Host on-campus academic and non-academic events informed by the annual Needs and Assets (ANA) Survey and the Community Schools framework.</li> <li>• Empower ELAC to lead school-wide events, including Back-to-School Night, Open House, and themed learning nights to increase school connectedness.</li> <li>• Allocate funding for classified staff to support evening meetings, ensuring linguistic and operational accessibility for all families.</li> <li>• Provide parents with targeted technology training and necessary equipment to ensure they can navigate digital portals and monitor student academic progress.</li> </ul>		<p>3000-3999: Employee Benefits Parent Liaison</p> <p>900 3010 – Title 1 2000-2999: Classified Personnel Salaries ELAC support</p> <p>327 3010 – Title 1 3000-3999: Employee Benefits ELAC support</p> <p>6000 3010 – Title 1 7000-7439: Other Outgo travel &amp; conference</p> <p>1000 3010 – Title 1 4000-4999: Books And Supplies Purchase laptops to lend to parents</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> <li>• Fund the Community Family Liaison to facilitate the Data Confirmation process, ensuring 100% of families are successfully integrated into the school's communication systems.</li> <li>• Administer the annual ANA Survey to evaluate the efficacy of engagement strategies and adjust site goals based on authentic community feedback.</li> <li>• Funding supports VOHS Goals 1-4</li> </ul>		
<b>3.2</b>	<p>To strengthen the enrollment pipeline and ensure student success, VOHS will implement a Proactive Transition &amp; Recruitment Framework focused on early intervention and clear articulation.</p> <ul style="list-style-type: none"> <li>• Host annual educational breakfasts and maintain six-week communication cycles with district counselors to increase program awareness and ensure timely referrals.</li> <li>• Establish and share formal transfer criteria to streamline the transition process for middle and high school students.</li> <li>• Facilitate comprehensive orientations, including campus tours and family welcome sessions, to foster immediate school connectedness and academic readiness</li> </ul>	All students that are credit deficient will receive timely Valley Oak information from their home school.	
<b>3.3</b>	Increase targeted Parent and Student training on VOHS credit and attendance system.	All Students	
<b>3.4</b>	<p>Leveraging the California Community School Partnership Program (CCSPP) framework, VOHS will foster a culture of collaborative leadership by engaging families as co-designers in a diverse array of teaching and learning opportunities. In partnership with local community organizations, we will provide integrated workshops and resources that empower parents as active participants in the educational process. This strategy ensures that our engagement efforts are not only supported by community partners but are also responsive to the specific needs and assets of our families, ultimately strengthening the bridge between home, school, and community.</p> <ul style="list-style-type: none"> <li>• Partner with community agencies to host "Family University" sessions focused on academic support, wellness, and career pathways.</li> <li>• Utilize the CCSPP framework to involve parents in the shared governance of community school initiatives, ensuring their voices shape the selection of community partners and services.</li> <li>• Facilitate workshops where community partners and parents share expertise, fostering a reciprocal learning</li> </ul>	All Students	389 3010 – Title 1 5900: Communications Parent engagement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>environment that honors the diverse skills within the VOHS community.</p> <ul style="list-style-type: none"> <li>• Coordinate with the Community Family Liaison to maintain a directory of community partners who provide "high-touch" support for both academic and non-academic needs.</li> </ul>		
3.5	<p>Improve transfer process from comprehensive schools to Valley</p> <ol style="list-style-type: none"> <li>1. Ensure information on alternative education is available for parent education as an option</li> <li>2. Support parent understanding and engagement in the success of their student.</li> <li>3. Increase graduation rates by engaging parents and students in their academic plans, including timely transitions from comprehensive schools to VOHS</li> <li>4. Sites are provided with a master schedule of orientation dates and ensure all students attend an orientation to learn about Valley Oak and its services.</li> </ol>	MLL Students	
3.6		All Students	
3.7		All Students	
3.8		All Students	
3.9		All Students	

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

VOHS remains committed to deepening parent engagement through a student-centered leadership framework. Based on data from the Small School Community Program surveys, we identified a critical need for increased clarity regarding the credit-earning process at our alternative site. In response, our Multilingual Learner (MLL) parent engagement increased significantly, increasing from 20% to over 80% participation, driven by the innovative leadership of the Golden Acorn Student Club.

Under this model, students in the ELD program partner with the teacher and parent representative to co-organize and facilitate ELAC meetings, creating an authentic bridge between school and home. This framework is further supported by the Parent and Community Liaison, whose 'high-touch' outreach has been essential in connecting families with resources related to attendance, academic attainment, and community access. VOHS will sustain this framework as a cornerstone of our community school model, ensuring families are empowered partners in their students' academic journey.

Recognizing that Multilingual Learners (MLLs) continue to face challenges across multiple Dashboard metrics, the school will prioritize transparent, bilingual data sharing. By leveraging the Golden Acorn student-led model and the

Parent and Community Liaison, we will provide families with regular, accessible updates on credit completion and ELPAC progress, empowering them to act as informed advocates for their students' academic growth

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

All parent meetings are in person.

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

Changes to Goal 3: Provide targeted training and strategic meetings for families to demystify the alternative school model, focusing on the credit attainment process, attendance systems, and post-secondary pathways. By equipping parents and students with specific data-tracking tools and academic progress knowledge, we ensure families are empowered to support a successful transition to college or career. (Strategies: 3.2, 3.3 and 3.4)

# 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.

**VOHS is committed to increasing the number of students who graduate 'Prepared' on the California College/Career Readiness Indicator by ensuring all students meet A-G requirements with a grade of C- or higher.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### Identified Need

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

The school will continue to refine and implement impactful Tier 1 and Tier 2 interventions rooted in trauma-informed pedagogy. By providing comprehensive staff training in trauma-responsive instructional strategies, we will strengthen staff-student relationships and cultivate a campus environment where consistent feelings of safety and support serve as the foundation for rigorous academic achievement and long-term college career readiness.

### 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 Health Kids Survey Data	The 2026 CHKS data outcome indicates that 32% of students experience chronic sadness or hopelessness and 27% of the students said that they experience social distress	5% decrease in students responding that they experience chronic sadness or hopelessness based on pre and post site base survey
Grade Data	Reduce the number of F's (10% average from 5-pentamesters) 70% of students are receiving a C- or better	5% decrease in "F" rates
Grade Data	Reduce the number of D's (19% average from 5-pentamesters) 70% of students are receiving a C- or better	5% decrease of "D" rates
Wellness Center Access	Staffed Wellness Center during school hours	Increase number of students accessing the Wellness Center
SDQ	Review SDQ survey data after first implementation with COST Team	Improved responses by students on SDQ
California Dashboard College and Career Readiness Indicator	0% of students prepared	Increase the number of students being "prepared" by 5%
Chronic Absenteeism Rate	49.7% Chronic Absenteeism Rate	Decrease the chronic absenteeism rate by 5%.

Develop Arts Integration Framework	Mural Committee	Increased student engagement and academic achievement by embedding creative expression into the core curriculum, supported by a highly trained staff and a vibrant culture of community-wide artistic celebration.
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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
4.1	<p>WASC Goal #2c: Provide timely academic, SEL and attendance support for all students.</p> <p>To foster a holistic learning environment by integrating timely academic interventions, Social-Emotional Learning (SEL), and robust attendance initiatives. Through strategic community partnerships, trauma-informed practices, and targeted classroom support, we ensure every student—particularly Multi-Language Learners (MLLs) and those with 504 plans—has the resources and stability necessary for personal and academic success.</p> <ul style="list-style-type: none"> <li>• Implement the Joven Noble curriculum in collaboration with community partners to launch the Youth Empowerment Program.</li> <li>• Expand the Wellness Center capacity by contracting with community partners to provide direct mental health services.</li> <li>• Facilitate school-wide trauma-informed training led by specialized consultants to ensure all staff can support students in crisis.</li> <li>• Continue to refine and measure a positive, inclusive culture that actively engages students, staff, and families.</li> <li>• Deploy Instructional Aides (IAs) specifically to classrooms with MLL's and students with 504 plans for real-time scaffolding.</li> <li>• Schedule dedicated collaboration time for Teachers and IAs to align on pentameter instructional plans and student needs.</li> <li>• Execute an attendance recovery strategy where school staff conducts direct outreach and home visits for chronically absent students.</li> <li>• Connect families with vital community resources to remove external barriers to consistent school attendance.</li> <li>• Procure and distribute necessary instructional supplies specifically aligned with the achievement of the empowerment and academic support objectives.</li> <li>• Funding supports VOHS Goals 1-4</li> </ul>	All students needing support will be offered the services through our MTSS Team, self-referrals and teacher recommendations	<p>25000 7399 - Equity Multiplier 5000-5999: Services And Other Operating Expenditures Mentis</p> <p>10000 7399 - Equity Multiplier 4000-4999: Books And Supplies Support goals 1-4</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	<p>To implement a data-driven, holistic in school and after-school intervention program designed to provide targeted support for students at risk of academic failure, ensuring both instructional and social-emotional needs are met.</p> <ul style="list-style-type: none"> <li>• Gather and analyze "in danger of failing" data to identify specific learning gaps and provide formal intervention recommendations.</li> <li>• Require students currently holding "D" or "F" grades to participate in after-school sessions.</li> <li>• Facilitate mandatory parent/guardian meetings to align home and school support systems.</li> <li>• Review and deploy additional social-emotional supports to reinforce ongoing academic efforts.</li> <li>• Perform regular audits of individual student attendance; execute personalized follow-up plans to address chronic absenteeism.</li> <li>• Provide professional development for staff focused on evidence-based strategies for marginalized or underperforming subgroups.</li> <li>• Review and refine the dedicated Monday Response to Intervention (RtI) block, ensuring the curriculum is adjusted based on real-time student performance data.</li> </ul>	All students will be provided with academic supports identified by teachers and Intervention TOSA's	
4.3	<p>Establish a comprehensive arts integration framework that fosters interdisciplinary learning, empowers student voice, and bridges the gap between core academics and creative expression through collaborative leadership and professional growth.</p> <ul style="list-style-type: none"> <li>• Establish a diverse Arts Integration Steering Committee composed of teachers, students, community members, and administrators to guide the program's vision.</li> <li>• Facilitate regular committee meetings to align arts initiatives with school-wide academic goals.</li> <li>• Provide specialized training for educators to effectively weave artistic disciplines into core curriculum standards.</li> <li>• Hire a dedicated Enrichment Instructor to provide hands-on assistance with school-wide integration efforts.</li> <li>• Support staff attendance at arts-focused conferences to gather best practices and innovative instructional models.</li> <li>• Develop and execute interdisciplinary lesson plans that merge artistic practice with traditional content areas.</li> </ul>	All students	21,147 6770 - Prop 28 2000-2999: Classified Personnel Salaries Enrichment Instructor

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> <li>• Procure the necessary instructional supplies and equipment to support diverse artistic mediums in the classroom.</li> <li>• Conduct pre- and post-implementation feedback sessions with both students and staff to measure the framework's efficacy.</li> <li>• Organize a culminating event to celebrate student achievement and share integrated projects with the broader community.</li> <li>• Funding supports VOHS Goals 1-4 as it relates to Arts Integration</li> </ul>		
4.4	<p>VOHS will utilize a comprehensive MTSS process to monitor student progress and ensure the delivery of appropriate academic and social-emotional services. By embedding SEL into daily instruction, we will equip students with the emotional regulation and self-awareness necessary for academic persistence.</p> <p>This dual focus on data-driven intervention and a supportive Tier 1 foundation will ensure all students, particularly those experiencing social distress, have the stability and support needed to meet A-G requirements and achieve personal success..</p>	All students	
4.5		All students	<p>0000 – No Reporting Requirements None Specified</p> <p>No Cost None Specified</p> <p>0000 – No Reporting Requirements None Specified</p> <p>0000 – No Reporting Requirements None Specified</p> <p>0000 – No Reporting Requirements None Specified</p> <p>5,000</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			6770 - Prop 28 4000-4999: Books And Supplies Teacher special projects  0000 – No Reporting Requirements None Specified  0000 – No Reporting Requirements None Specified  0000 – No Reporting Requirements None Specified  0000 – No Reporting Requirements None Specified

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

The Wellness Center has provided students a space during the day as needed to function more efficiently throughout the day. The addition of the Youth Specialist the center has seen an increase of visitations by 642. Most of the visits are to meet with providers. The COST team continues to bring community resources to address specific student needs.

The Arts Integration project will continue Fall of 2026 after the Arts Committee is formed to create a cross-curricular framework.

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

Implementation of this goal may require additional resources, human and fiscal, in order to address concerns.

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

Changes to Goal 4: Increase student and parent involvement to better understand how grades supports the College and Career Readiness on the California Dashboard. In addition, implement the Arts integration framework. (Strategies 4.1, 4.2, and 4.3)

# 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	\$430,729.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$12,617.00
3010 – Title 1	\$20,050.00
6770 - Prop 28	\$26,147.00
7399 - Equity Multiplier	\$371,915.00

Subtotal of state or local funds included for this school: \$430,729.00

Total of federal, state, and/or local funds for this school: \$430,729.00

# 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	12,617.00
3010 – Title 1	20,050.00
6770 - Prop 28	26,147.00
7399 - Equity Multiplier	371,915.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	213,323.00
2000-2999: Classified Personnel Salaries	91,307.00
3000-3999: Employee Benefits	75,702.00
4000-4999: Books And Supplies	18,508.00
5000-5999: Services And Other Operating Expenditures	25,500.00
5900: Communications	389.00
7000-7439: Other Outgo	6,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	5,500.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	2,500.00
3000-3999: Employee Benefits	0003 - Supplemental	2,168.00
4000-4999: Books And Supplies	0003 - Supplemental	1,949.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	8,850.00

2000-2999: Classified Personnel Salaries	3010 – Title 1	900.00
3000-3999: Employee Benefits	3010 – Title 1	2,352.00
4000-4999: Books And Supplies	3010 – Title 1	1,559.00
5900: Communications	3010 – Title 1	389.00
7000-7439: Other Outgo	3010 – Title 1	6,000.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	21,147.00
4000-4999: Books And Supplies	6770 - Prop 28	5,000.00
1000-1999: Certificated Personnel Salaries	7399 - Equity Multiplier	198,973.00
2000-2999: Classified Personnel Salaries	7399 - Equity Multiplier	66,760.00
3000-3999: Employee Benefits	7399 - Equity Multiplier	71,182.00
4000-4999: Books And Supplies	7399 - Equity Multiplier	10,000.00
5000-5999: Services And Other Operating Expenditures	7399 - Equity Multiplier	25,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	343,673.00
Goal 2	13,883.00
Goal 3	12,026.00
Goal 4	61,147.00

# School Site Council Membership

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

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

Name of Members	Role
Maria Cisneros	Principal
Rafael Garcia Avila	Classroom Teacher
Graciela Hernandez	Other School Staff
Sheena Taylor	Parent or Community Member
Julie Lovie	Classroom Teacher
River Hogans	Secondary Student
Juan Estrada	Parent or Community Member
Open Seat	Classroom Teacher
Open Seat	Parent or Community Member
Open Seat	Secondary Student

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Maria Cisneros on May 15, 2026
	SSC Chairperson, Rafael Garcia Avila on May 15, 2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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