

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Napa High School	28662662835601	November 21, 2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are a valuable system-wide approach to data collection; due to the shift in the administrative and leadership team, the feedback is being collected through focus groups and one-on-one meetings as well as survey data.

Students:

In November 2019, students will take a survey intended to gather school-wide data. The listening and learning questions will target feedback on areas of strengths, opportunities for growth, and means of providing and receiving feedback. The data will precede student focus groups that allow further discussion and processing of the data with the Principal and led by senior LAYLA students. The results of the initial survey will guide Forum discussions with the student body during the Spring semester. The data has not yet been compiled and summarized. The Administrative Team and certificated staff reviewed the California Healthy Kids Survey. The results indicate a steady decline in overall support and engagement, specifically with perceived safety and school connectedness. There was slight growth in high expectations and caring relationships as well as opportunities for meaningful participation from 2018 to 2019. There has been a decrease in reported violence and substance abuse; although, targeted support is need and provided through referrals to the Wellness Center.

As a part of Freshman Success, 9th grade students will take a survey at each grade reporting period. The survey includes questions from the California Healthy Kids Survey. The goal is to track student connectedness throughout the year as we implement new 9th grade transition program.

Staff:

During the first 90-180 days of the school year, all staff will have the opportunity to meet in one-on-one or small groups to provide feedback focused on areas of strengths, opportunities for growth, and means of providing and receiving feedback. All certificated and classified school leaders had the opportunity to meet one-on-one with the Principal to present their feedback. The next layer was open to all certificated and classified staff who were invited to attend small focus groups during work hours. For consistency in data collection, the stakeholders responded to identical questions that allowed for further clarifying and deeper questions.

The Content and Professional Learning Community leaders are analyzing the WASC Mid-Cycle Report (February 23-25, 2019) through a Strengths, Weaknesses, Opportunities and Threats (SWOT) protocol which will ultimately drive the response to the WASC Improvement Plan, including goals, practices and resource.

Certificated staff completed a grade data analysis survey that reports how teachers are assessing student learning. Previously using ECHO, student grades were reported on five categories (written communication, oral communication, agency, collaboration, knowledge and thinking) as a part of the focus on project and problem-based learning through New Tech Network. The partnership with New Tech has dissolved and the grading practices are showing a shift. 50% of the staff responded to the survey. 83% of the staff still use multiple grading categories to assess student learning. Approximately 60% of the teachers responding have grading categories that align with their colleagues in their content area Professional Learning Community. The majority of student grades represent their knowledge and thinking at 35%-50% of their grade depending on the instructor. Student grades are also represented by an assessment of their skills in writing, communicating and collaborating.

Parents:

During June-August, each boosters and parent organization met with the Principal to provide feedback on areas of strengths, opportunities for growth, and means of providing and receiving feedback. The data has not yet been compiled and summarized; it will be analyzed for trends along with the response from staff and students.

During Back to School Night in September 2019, parents were given the option to fill out a survey; 10% of the parent population responded. The survey was a needs assessment to identify family learning topics for 19-20 and parent leaders for Site Council, Parent Faculty Club and English Learner Advisory Committee. The top three parent learning needs are support with Google Classroom and Aeries, a greater understanding of the classes offered at Napa High and the content, and support for future plans (graduation requirements and college and career planning).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur with a variety of purposes and structures. The evaluation process for certificated staff requires classroom observations focused on the California Standard for the Teaching Profession. Napa High School participated in the pilot and is currently implementing the Continuous Professional Growth Process which allowed for alternate facilitator observations by peers; a few evaluatees opted for this option. Beyond the evaluation process, each of the Assistant Principals and the Principal make ongoing observations of classrooms for the programs and departments of which they support. Through Induction, staff have the opportunity to observe colleagues both on site and at other sites in the district.

Napa High School has maintained a clear focus on college and career readiness initiatives coupled with engaging student-centered classroom instruction using writing, inquiry, collaboration, organization, and reading (WICOR) and inquiry-based learning experiences. Observations of classes demonstrate overall student engagement through WICOR and inquiry using various teaching strategies such as collaborative study groups, interactive notes, literary circles, interactive labs, presentations and more. In teaching the CCSS and NGSS standards there is a focus on skills, specifically reading, writing, and numeracy. Maintaining high expectations and rigor across content areas, grade levels, and course levels (Advanced Placement, College Preparatory, and Special Education courses) is arguably important and a subject of discussion among the staff; however, it is also an area of growth in conjunction with differentiation for significant subgroups. Teachers participate in shadowing of English Learner students integrated in core classes to provide insight into supports needed in designated ELD.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The State and local assessments are used mainly by administration to monitor school progress, program effectiveness, and resource management.

Given the ELPAC is a new assessment, there is a need for multi-year implementation of the exam to identify clear trends: strengths and areas of need; therefore the ELPAC data is used alongside CELDT data to support newcomers (years 1-3) enrolled in English Language Development (ELD). Teachers of newcomers currently use their knowledge of the content and skills required on the ELPAC to design assessment, instruction, feedback and differentiation.

The Reading Inventory (RI) and Math Inventory (MI) are given twice yearly to all students. The RI data is used by English Language Arts teachers to support student selection of novels.

CAASPP data is used to support appropriate placement in the Master Schedule and Tier 2 supports; for example, 9th grade students are offered strategic math support through Saturday Academy based on their CAASPP Math Scores in 8th grade. The English Language Arts teachers analyzed the CAASPP data in 2018-19 by target to determine areas of strength and growth; this data analysis impacts long and short-term planning for the Professional Learning Communities (PLCs).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Specific Professional Learning Communities (PLCs) and co-teachers have common prep periods to review various data points and determine next steps for instruction, including differentiation and modification. In math and English, assessment and grade data is reviewed and used to strategically identify students who could benefit from Tier 2 supports such as Beyond the Bell, Saturday Academy and small group tutoring. Based on the WASC Mid-Year Report, Napa High School is reviewing the current teacher leadership structures which impacts PLCs and their use of assessment to guide instructional practices and supports. In the meantime, teachers use their individual assessment data to guide their instruction as well as provide support during built-in intervention on Thursdays and Fridays.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers have met standards of highly qualified with a few teachers teaching outside of their subject area.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teacher credentialing is supervised by a Napa Valley Unified School District (NVUSD) Credential Analyst. New teachers receive professional development and ongoing mentoring through a comprehensive Induction Program. Professional development at both the district and site level is based on the NVUSD Strategic Plan and WASC findings. NVUSD provides professional development twice yearly to support key district-wide initiatives and content specific needs based on teacher choice. Throughout the year during Early Release Wednesdays and collaborative days, teachers have the opportunity to engage in development within their PLC as well as through integrated communities such as Advanced Placement, English Language Development, and Special Education support.

For the past two years, the focus of staff professional development shifted from building inquiry-based units to layering AVID strategies into the units to better develop students who can write, inquiry, collaborate, organize and read. With a new leadership team, the instructional focus of the school is being evaluated and defined during the 2019-2020 school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The professional development provided at the site and district level aligns to the NVUSD Strategic Plan and LCAP goals. NVUSD is focused on providing development support for priority standards and proficiency scales, specifically in English and math. Math worked collaboratively to develop district-wide priority standards which are currently being aligned to proficiency scales. Last year, English finalized priority standards and implementation is supported through PLCs on Early Release Wednesdays. Science teachers receive NGSS professional development as well as support with curriculum that aligns to the new standards. English Language Arts and Social Science are participating in year-long professional development with District TOSAs. The focus of the planning days and coaching is identifying the content or skills based on data, common instructional practices, assessment and monitoring practices to track progress. Advanced Placement teachers have access to College Board Professional Development through AP Summer Institutes as well as cohort meetings to analyze AP data and take next steps to address access and learning.

Furthermore, professional development is targeted in an area of need focused on Multi-Tiered Systems of Support. Teams of staff are being trained to look at student performance data strategically and identify supports to increase student achievement and overall well-being. Napa High teachers have access to additional professional development based on request. Teachers attend AVID training twice a year focused on content-specific or skill-specific development. Professional development is approved based on alignment to the NVUSD Strategic Plan and school-wide initiatives; examples of professional development this year align to needs in math and creating an inclusive culture: CMA Conference, Xito Conference and CABE. Counselors attend training to support students with academic planning, social and emotional well-being and college admissions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Napa High School has 1.2 FTE allocated to provide instructional coaching. The AVID Instructional Coach provides ongoing support to AVID Elective teachers as well as student tutors who support differentiation in ELA and math through a school-wide student tutor program. The Academic Specialist serves as a data coach who brings data to leadership team to analyze and determine next steps. Further, the instructional coach uses the data to determine students who need Tier 2 support and provide ongoing implementation and monitoring of supports including but not limited to: Beyond the Bell, Credit Recovery, small group teacher tutoring, Saturday Academy, and services provided by external partners focused on social and emotional well-being.

Contract services are provided by experts in the field of Restorative Practices to support community building development at the 9th grade level to increase success in the transition from middle to high school.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Early Release time is used to twice monthly by PLCs to focus on content standards, assessment, and next steps to support student learning. Quarterly, teachers have the opportunity to come together focused on targeted student populations, specifically ELD, AP, technology-infused instruction, etc. Leadership Council is a collaborative time that focuses on the school-wide approaches to systems, culture, instruction and leadership. The semester one focus is a SWOT analysis of the Mid-Year WASC Report and determination of next steps. Two teams on campus have collaborative team within their day; biology uses this prep time to support analysis of student data and determination of support, differentiation and instructional practices. AVID elective teachers have time built in that allows for vertical and horizontal articulation of skills and knowledge to support students with A-G course completion and the college admissions process.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to the Common Core State Standards, Next Generation State Standards, and CDE adopted standards as appropriate for each content. As previously stated, math and English have identified priority standards and are on the course to using proficiency scales. Science is in an adoption cycle for curriculum aligned to NGSS. A trend across content areas is the review of core and thoughtful implementation of diverse, inclusive and updated materials, particularly in English and World Language.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our instructional minutes meet or exceed the required minutes for language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Master Schedule provides support through English Language Development (ELD) 1-3, ELD Support Course, Directed Studies, Sheltered World History, Sheltered US History, Sheltered Gov/Econ, and SDC core classes.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The standards-based instructional materials provided are fully compliant with the Williams Act. These materials are reviewed annually to ensure compliance. Currently, science is on an adoption cycle and selecting appropriate curriculum to align to the NGSS standards. Dual immersion courses use adopted materials and translate into Spanish.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses have instructional materials approved by Napa Valley Unified School District and aligned to SBE-adopted standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Napa High School has services within the regular day that support underperforming students based on their level of need using a variety of instructional strategies. All students have access to support and differentiation through intervention, which is 30 minutes every period on Thursdays and Fridays. Napa High School supports a tutorial program with trained tutors who are placed strategically into classrooms in math and English as well as after school.

AVID is a four-year course continuum that supports students with mid to low grades and higher test scores by developing their skills in writing, inquiry, collaboration, organization, and reading. English Language Development is a two-period course for English Learners who have been in the United States for less than five years. These students receive designated English language support through one period daily and integrated support through a class period focused on math, science, and social science through collaborative study groups. This course is supported by bilingual tutors and a bilingual instructional aide. These students also receive support through Sheltered Social Science 10th-12th grade. Students who fail to pass English and math have the opportunity to attend Credit Recovery during early flight, 6th period or late flight.

Evidence-based educational practices to raise student achievement

Napa High School focuses on the following evidenced-based educational practices to raise student achievement:

1. AVID strategies focused on writing, inquiry, collaboration, organization, and reading, including but not limited to focused notetaking, interactive notebooks, critical reading strategies, collaborative study groups, tutorials, and academic language scripts for discussion.
2. Inquiry-based learning through Project-based Learning (PBL) and Problem-based Learning (PrBL).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Financial and human resources are provided by parent organizations including Parent Club, Athletic Booster Club, Band Booster Club, Choir Booster Club, and Spiritleader Booster Club. Napa Valley Vintners is the community partner for Napa High School and provides additional support to programs such as AVID, 9th grade transition, performing arts to allow open access and assistance to under-achieving students. All students have access to academic interventions such as credit recovery, after school tutorial, course embedded tutoring, small group tutoring, and Saturday Academies focused on math intervention. Through the Napa High School Student Services Department, students and families have access to community partners who provide academic, social and emotional support. These community partners include Aldea, Mentis, Puertas Abiertas, Napa Valley College, Migrant Education, Talent Search, Mariposa and Napa County Mental Health Services. Students are partnered with these outside resources based on staff and counselor recommendation. Students enrolled in AVID and LAYLA have further support for academic counseling.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council, Parent Club and English Learner Advisory Committee support the planning, implementation, and evaluation of all programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to support key programs that support underperforming students including AVID, English Language Development, Freshman Success, access to Advanced Placement, and culturally responsive teaching and learning. AVID is a four-year course continuum that supports students with mid to low grades and higher test scores by developing their skills in writing, inquiry, collaboration, organization, and reading. English Language Development is a two-period course for English Learners who have been in the United States for less than five years. These students receive designated English language support through one period daily and integrated support through a class period focused on math, science, and social science through collaborative study groups. This course is supported by bilingual tutors and a bilingual instructional aide. All 9th grade students receive transition support through Freshman Success which is embedded in English Language Arts and grounded in community-building practices. Supplemental funds also support students through professional development of staff to provide culturally responsive teaching and learning.

Fiscal support (EPC)

Additional funds provided through base (0000), supplemental (0003), PTA and Boosters. Napa High operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

Stakeholder Involvement

How, when, and with whom did the 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 development of the SPSA came from listening and learning to students, staff, families and community members. The SPSA is reviewed by the Administrative Team, the School Site Council, and Instructional Leadership Team. The progress is monitored quarterly throughout the school year.

Resource Inequities

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

Napa High School has adequate resources to provide for underachieving students. One area of need is facilities upgrades to support a safe learning environment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.52%	0.26%	10	10	5
African American	0.5%	0.63%	0.69%	9	12	13
Asian	0.7%	0.84%	0.95%	12	16	18
Filipino	0.4%	0.52%	0.48%	8	10	9
Hispanic/Latino	61.9%	64.38%	66.33%	1,144	1227	1,255
Pacific Islander	0.2%	0.16%	0.05%	4	3	1
White	32.9%	29.70%	28.33%	607	566	536
Multiple/No Response	0.4%	0.52%	0.48%	8	10	9
Total Enrollment				1,847	1906	1,892

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	521	524	470
Grade 10	456	521	511
Grade 11	420	435	479
Grade 12	418	394	432
Total Enrollment	1,847	1,906	1,892

Conclusions based on this data:

1. Napa High School has a stable and consistent student enrollment over the past three years.
2. There is a steady increase in Hispanic/Latino enrollment with an equal decline in White.
3. Napa High School may be facing a decline in future enrollment based on the current 9th grade class.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	248	253	253	13.4%	13.3%	13.4%
Fluent English Proficient (FEP)	760	845	883	41.1%	44.3%	46.7%
Reclassified Fluent English Proficient (RFEP)	29	11	30	11.9%	4.4%	11.9%

Conclusions based on this data:

1. English Learner enrollment has remained stable and consistent which should allow us to project and allocate resources yearly.
2. There is an increase in the number of fluent English proficient students. We need to analyze this data at a granular level to determine programmatic impact on achievement.
3. Reclassified numbers stabilized from 16-17 to 18-19. With 11.9%, there needs to be a focus on continued academic language support when English Language Development services are removed for RFEP students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	391	415	451	382	405	442	382	404	442	97.7	97.6	98
All Grades	391	415	451	382	405	442	382	404	442	97.7	97.6	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2599.	2599.	2598.	24.61	27.97	20.81	37.17	32.67	38.01	19.11	17.33	25.79	19.11	22.03	15.38
All Grades	N/A	N/A	N/A	24.61	27.97	20.81	37.17	32.67	38.01	19.11	17.33	25.79	19.11	22.03	15.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.13	32.09	25.23	43.46	43.53	49.55	20.42	24.38	25.23
All Grades	36.13	32.09	25.23	43.46	43.53	49.55	20.42	24.38	25.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.84	34.08	33.26	45.29	41.54	48.06	24.87	24.38	18.68
All Grades	29.84	34.08	33.26	45.29	41.54	48.06	24.87	24.38	18.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.13	22.89	22.90	58.64	60.45	65.08	16.23	16.67	12.02
All Grades	25.13	22.89	22.90	58.64	60.45	65.08	16.23	16.67	12.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.79	40.30	32.12	41.62	41.04	53.99	18.59	18.66	13.90
All Grades	39.79	40.30	32.12	41.62	41.04	53.99	18.59	18.66	13.90

Conclusions based on this data:

1. The overall CAASPP scores show a decline in students meeting and/or exceeding the standards by 2%; the drop in standard exceeding is balanced by an increase in the percentage of students meeting the the standard.
2. There is an overall increase in students nearing the standards as demonstrated by the decline in students who did not meet the standard.
3. The data aggregated by skill shows a need to focus on reading and listening. The schoolwide focus on writing to learn strategies is showing improvement in students writing and research abilities which demonstrates a need to continue to implement these strategies with fidelity as well as on-board new staff members.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	389	415	449	381	402	440	381	401	441	97.9	96.9	98
All Grades	389	415	449	381	402	440	381	401	441	97.9	96.9	98

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2575.	2569.	2549.	12.60	11.72	9.09	22.31	20.70	15.91	27.03	26.18	25.68	38.06	41.40	49.32
All Grades	N/A	N/A	N/A	12.60	11.72	9.09	22.31	20.70	15.91	27.03	26.18	25.68	38.06	41.40	49.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.83	19.95	16.44	30.97	29.43	27.40	46.19	50.62	56.16
All Grades	22.83	19.95	16.44	30.97	29.43	27.40	46.19	50.62	56.16

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.17	18.70	12.56	46.46	43.14	45.21	39.37	38.15	42.24
All Grades	14.17	18.70	12.56	46.46	43.14	45.21	39.37	38.15	42.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.70	17.46	14.12	59.06	52.87	49.66	26.25	29.68	36.22
All Grades	14.70	17.46	14.12	59.06	52.87	49.66	26.25	29.68	36.22

Conclusions based on this data:

1. The overall CAASPP math scores show a gradual decline in achievement.
2. The data aggregated by skill shows a need to focus on conceptual and procedural understanding.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1500.3	1511.2	1495.2	1506.5	1505.0	1515.5	63	71
Grade 10	1517.7	1518.8	1507.5	1518.6	1527.5	1518.7	71	52
Grade 11	1528.6	1525.8	1521.3	1519.0	1535.3	1532.2	43	61
Grade 12	1513.9	1544.3	1502.8	1546.1	1524.5	1542.0	44	36
All Grades							221	220

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	8.45	36.51	30.99	28.57	32.39	23.81	28.17	63	71
10	*	13.46	47.89	38.46	16.90	25.00	21.13	23.08	71	52
11	*	11.48	53.49	26.23	*	49.18	*	13.11	43	61
12	*	19.44	36.36	27.78	*	30.56	*	22.22	44	36
All Grades	14.48	12.27	43.44	30.91	20.36	35.00	21.72	21.82	221	220

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	31.75	21.13	31.75	35.21	*	18.31	20.63	25.35	63	71
10	33.80	25.00	36.62	42.31	15.49	11.54	*	21.15	71	52
11	51.16	13.11	25.58	50.82	*	24.59	*	11.48	43	61
12	43.18	27.78	29.55	33.33	*	16.67	*	22.22	44	36
All Grades	38.46	20.91	31.67	40.91	12.67	18.18	17.19	20.00	221	220

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	19.05	18.31	25.40	40.85	49.21	40.85	63	71
10	*	1.92	28.17	26.92	32.39	38.46	35.21	32.69	71	52
11	*	3.28	*	11.48	51.16	62.30	25.58	22.95	43	61
12	*	2.78	31.82	22.22	27.27	44.44	36.36	30.56	44	36
All Grades	*	1.82	24.89	19.09	33.03	46.82	37.56	32.27	221	220

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	28.57	4.23	44.44	59.15	26.98	36.62	63	71	
10	29.58	1.92	46.48	76.92	23.94	21.15	71	52	
11	25.58	0.00	58.14	59.02	*	40.98	43	61	
12	*	2.78	52.27	61.11	25.00	36.11	44	36	
All Grades	27.15	2.27	49.32	63.64	23.53	34.09	221	220	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	52.38	64.79	28.57	11.27	19.05	23.94	63	71	
10	47.89	63.46	38.03	17.31	*	19.23	71	52	
11	72.09	72.13	*	21.31	*	6.56	43	61	
12	68.18	69.44	*	13.89	*	16.67	44	36	
All Grades	57.92	67.27	26.24	15.91	15.84	16.82	221	220	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	0.00	30.16	49.30	61.90	50.70	63	71	
10	*	3.85	45.07	63.46	49.30	32.69	71	52	
11	*	6.56	34.88	44.26	58.14	49.18	43	61	
12	*	5.56	47.73	44.44	45.45	50.00	44	36	
All Grades	6.79	3.64	39.37	50.45	53.85	45.91	221	220	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	1.41	60.32	63.38	30.16	35.21	63	71
10	*	1.92	69.01	71.15	16.90	26.92	71	52
11	27.91	6.56	55.81	83.61	*	9.84	43	61
12	25.00	11.11	59.09	69.44	*	19.44	44	36
All Grades	17.65	4.55	61.99	71.82	20.36	23.64	221	220

Conclusions based on this data:

1. The ELPAC is a new assessment. The data reveals a need for multi-year implementation of the exam to identify clear trends: strengths and areas of need.
2. Based on this one exam, there is a need to focus on 9th grade students who demonstrate the most need for growth.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,906	58.4%	13.3%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	253	13.3%
Foster Youth	8	0.4%
Homeless	35	1.8%
Socioeconomically Disadvantaged	1,113	58.4%
Students with Disabilities	229	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	0.6%
American Indian	10	0.5%
Asian	16	0.8%
Filipino	10	0.5%
Hispanic	1,227	64.4%
Two or More Races	52	2.7%
Pacific Islander	3	0.2%
White	566	29.7%







Conclusions based on this data:

1. Napa High School has a significant need to allocate resources to socioeconomically disadvantaged students and English Learners.
2. Students with disabilities are another significant subgroup that show a need for support when considering overall achievement.
3. The focus on subgroup enrollment for one year does not allow for a trend analysis.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

1. Overall performance in all categories demonstrate students have maintained achievement or experienced a slight increase.
2. School safety and climate are improving as evidenced by a decline in suspension rates.
3. The data aggregated by subgroup will provided further opportunity to analyze and identify action steps.

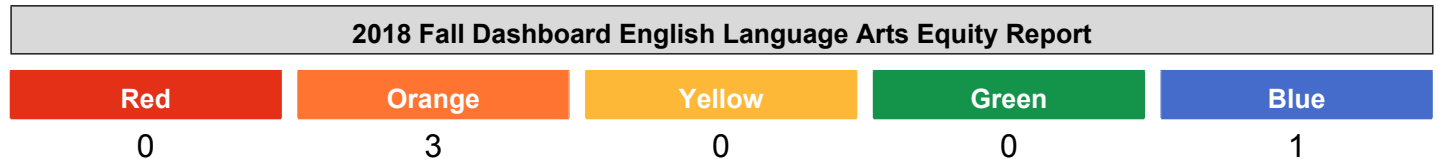
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 18.5 points above standard Maintained 0.2 points 391 students	 Orange 107.4 points below standard Increased 18.2 points 59 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Orange 22.9 points below standard Maintained -1.4 points 218 students
Students with Disabilities				
 No Performance Color 115.2 points below standard Declined -8.1 points 31 students				

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Orange 9.1 points below standard Maintained 1.3 points 254 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Pacific Islander  No Performance Color 0 Students	White  Blue 80.1 points above standard Increased 17.5 points 116 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 146.9 points below standard Declined -4.7 points 35 students	Reclassified English Learners 49.6 points below standard Increased 35.3 points 24 students	English Only 65.6 points above standard Increased 6.9 points 161 students
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Conclusions based on this data:

- Although English Learners are showing growth and Hispanic students are maintaining, there is a need to focus on strategic results given the distance from three.
- Students who have significant socioeconomic needs are also in need of additional support in ELA.
- White students are showing an increase in both ELA and math.

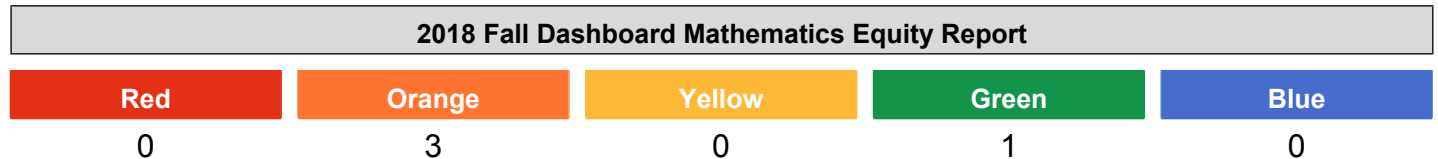
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 57.3 points below standard Declined -7 points 388 students	English Learners  Orange 173.3 points below standard Increased 22.7 points 59 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Socioeconomically Disadvantaged  Orange 101.2 points below standard Declined -7 points 218 students	Students with Disabilities  No Performance Color 185.8 points below standard Increased 19.9 points 31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Orange 87.4 points below standard Maintained 0.6 points 253 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Pacific Islander  No Performance Color 0 Students	White  Green 12.5 points above standard Increased 10.4 points 114 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 206.1 points below standard Increased 6.4 points 35 students	Reclassified English Learners 125.3 points below standard Increased 31.1 points 24 students	English Only 5.9 points below standard Declined -6 points 158 students
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Conclusions based on this data:

- Although English Learners are showing growth and Hispanic students are maintaining, there is a need to focus on strategic results given the distance from three.
- Students who have significant socioeconomic needs are also in need of additional support in math.
- White students are showing an increase in both ELA and math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
221	14.5%	43.4%	20.4%	21.7%

Conclusions based on this data:

1. The data is insufficient to draw any conclusions. The data needs to be supported by multi-year implementation of the ELPAC to determine progress and action steps.

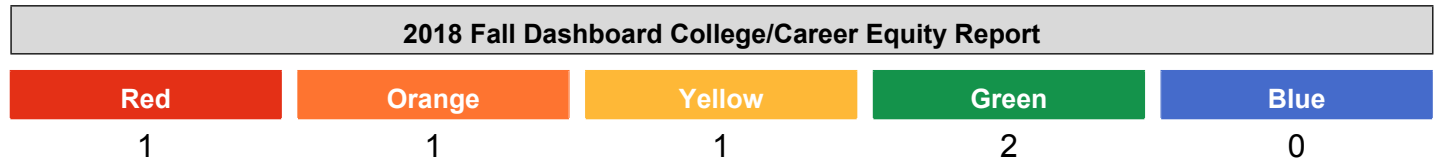
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow 51.6% prepared Maintained 0.4% 386 students	English Learners  Orange 8.8% prepared Increased 3.9% 57 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 15.4% prepared Declined -19.4% 13 students	Socioeconomically Disadvantaged  Yellow 42.1% prepared Maintained 1.7% 228 students	Students with Disabilities  Red 6.5% prepared Declined -6.8% 46 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 42.7% prepared Increased 3.2% 232 students	 No Performance Color 69.2% prepared 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 68% prepared Maintained 0% 122 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
44.6% Prepared	51.1 Prepared	51.6 Prepared
20.3% Approaching Prepared	14.6 Approaching Prepared	15.3 Approaching Prepared
35.1% Not Prepared	34.2 Not Prepared	33.2 Not Prepared

Conclusions based on this data:

1. White and Hispanic showed an increase or maintained achievement in the college and career readiness indicator.
2. There is a significant need to focus on English Learner and Students with Disabilities when supporting their growth toward college and career readiness. There are aspects of the qualifications that need strategic analysis including but not limited to Career Technology Education and Advanced Placement.
3. The three year trend shows a consistent level of preparation.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

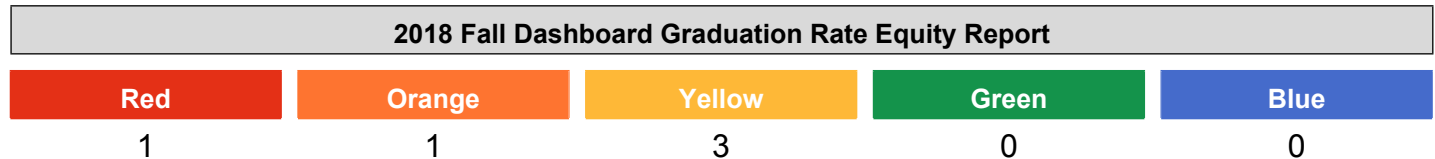
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 90.4% graduated Declined -2.1% 386 students	English Learners  Yellow 75.4% graduated Increased +6.6% 57 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 84.6% graduated Declined -6.7% 13 students	Socioeconomically Disadvantaged  Orange 88.6% graduated Declined -1% 228 students	Students with Disabilities  Red 63% graduated Increased +3% 46 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 89.7% graduated Maintained -0.1% 232 students	 No Performance Color 92.3% graduated 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 92.6% graduated Declined -4.6% 122 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
92.6% graduated	90.4% graduated

Conclusions based on this data:

1. The graduation data shows a slight decline.
2. There needs to be further analysis of the specific homeless and socioeconomic supports to ensure four year completion based on the decline in these two subgroups.

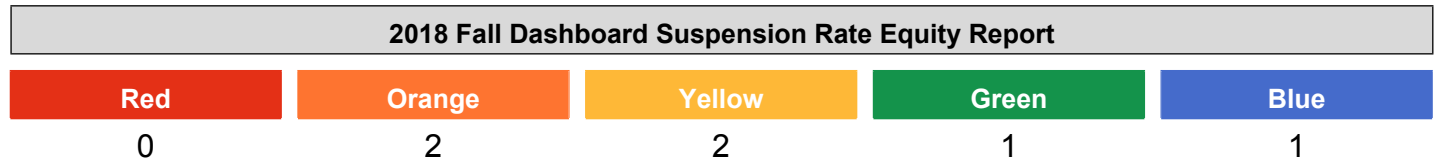
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.8% suspended at least once Declined -0.4% 1978 students	English Learners  Orange 7.9% suspended at least once Increased 1% 277 students	Foster Youth  No Performance Color 0% suspended at least once Declined -7.1% 11 students
Homeless  No Performance Color 6.7% suspended at least once Increased 6.7% 60 students	Socioeconomically Disadvantaged  Yellow 4.6% suspended at least once Maintained -0.1% 1182 students	Students with Disabilities  Yellow 6.9% suspended at least once Declined -0.7% 245 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 6.7% suspended at least once 15 students	American Indian  No Performance Color Less than 11 Students - Data 10 students	Asian  No Performance Color 0% suspended at least once Maintained 0% 18 students	Filipino  No Performance Color Less than 11 Students - Data 10 students
Hispanic  Green 3.7% suspended at least once Declined -1.1% 1268 students	Two or More Races  Blue 0% suspended at least once Declined -6.9% 65 students	Pacific Islander  No Performance Color Less than 11 Students - Data 3 students	White  Orange 4.8% suspended at least once Increased 1.7% 589 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.8% suspended at least once	4.2% suspended at least once	3.8% suspended at least once

Conclusions based on this data:

1. The suspension rate declined over the past three years.
2. English learners are suspended at a higher rate than other subgroups. The data needs to be analyzed in light of the offenses to see the proactive supports needed to improve their safety and school connectedness.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

Student Learning, Achievement and Access

Identified Need

All students show increase in college and career readiness through increased progress and proficiency in math and English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard English Language Arts Indicator	All Students: 18.5 points above English Learners: 107.4 points below Socioeconomic Disadvantaged: 22.9 points below Hispanic: 9.1 points below	All students will show a minimum of 4 point increase in ELA (horizontal movement to the green performance level on the 5x5 dashboard). English Learners will show a 15 point increase in ELA, consistent with the prior year's growth. Socioeconomically disadvantaged and Hispanic will show a 4 point increase in ELA (horizontal movement to the yellow performance level on the 5x5 dashboard).
California Dashboard Math Indicator	All Students: 57.3 points below English Learners: 173.3 points below Socioeconomic Disadvantaged: 101.2 points below Hispanic: 87.4 points below	All students will show a 3 point increase in math (horizontal movement on the 5x5 dashboard). English Learners will show a 20 point increase in math, consistent with the prior year's increase. Socioeconomically disadvantaged and Hispanic students will show a 3 point increase in math (horizontal movement to the yellow performance level on the 5x5 dashboard).
A-G Completion	D/F Math Rate: 32.35% D/F World History Rate: 38%	10% decrease in student failing math and World History

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	D/F English: 21%	5% decrease in students English
College and Career Readiness Indicator	All Students: 51.6% English Learner: 8.8% Prepared Students with Disabilities: 6.5% Prepared	3.4% increase in all students showing college and career readiness (upward movement on 5x5 dashboard). 2.0% increase in English Learners showing college and career readiness (upward movement on 5x5 dashboard). 3.5% increase in Students with Disabilities showing college and career readiness (upward movement on 5x5 dashboard).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an intentional focus on students with disabilities and English Learners.

Activities

NVUSD Strategic Plan: Key Initiatives and Tactics

1a. Support the effective, consistent implementation of current State standards in ELA, Math, ELD, Science and History/Social Studies.

1d. Improve performance outcomes for all students, and at least one year's growth in one year's time in all core subjects.

WASC Area of Improvement 1: Tactics

1A. Teacher collaboration will focus on designing standards-based lessons and school-wide literacy based on the identification of Priority Standards in each content area addressing the Common Core.

2A. Differentiated Staff Professional Development focused on PLCs developing priority standards to measure one years growth in one years time.

2B. Vertically align the course level prerequisite of skills

WASC Area of Improvement 2: Tactics

4B. ELD/English Level teachers will meet on a regular basis to review/plan curriculum with released time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
70,841.95	0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an intentional focus on students with disabilities and English Learners.

Activities

Key Initiatives and Tactics 1c. Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs.

WASC Area of Improvement 1: Tactics

1C. Teachers and administrators will analyze data from state (RI, MI, ELPAC CAASPP) and local assessments to identify students by name that need targeted instruction to master grade-level standards.

2. Teacher cohort engaged in professional development with Michael McDowell to focus and refine PBL with a goal of one year's growth in one year's time for every student.

2C. Learning walks as needed to support learning and building culture of feedback.

WASC Area of Improvement 2: Tactics

2. Teachers collaborate in PLCs (content teams) around specific school-wide strategies to develop support plans and instructional strategies based on data/results.

4A. All teachers will differentiate instruction to meet the needs of English learners.

5A. Beyond The Bell after-school tutoring is student led with trained tutors available four days per week as a Tier 2 support.

5B. Content area teachers are assigned students based on data points to help in small groups after school as a Tier 3 support.

5C. Expanded the use and train academic tutors to support all students in a targeted manner to maintain the integrity of the college-prep program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4708.15	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with an intentional focus on students with disabilities and English Learners.

Activities

NVUSD Strategic Plan: Key Initiatives and Tactics

- 1d. Improve performance outcomes for all students, and at least one year's growth in one year's time in all core subjects.
- 2a. Implement inquiry-based learning grounded in State standards utilizing high-impact instructional strategies.

WASC Area of Improvement 1: Tactics

- 4. Expansion of AVID Elective program & AVID school-wide strategies to become an AVID Demo School supports students to access high level courses (honors/AP) and promotes college-bound culture.
- 4A. The context for Professional Development will be framed through the AVID model, structures, strategies and resources of WICOR (Writing, Inquiry, Collaboration, Organization and Reading).
- 4B. Reading and Writing Strategies to be used school wide utilize resources from AVID and Professional Development is lead by site AVID Coordinator and administration partner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

39,839.00

Source(s)

0003 - Supplemental

Strategy 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan: Key Initiatives and Tactics

- 3c. Ensure the effective, consistent implementation of Multi-tiered Systems of Support for academic and behavioral intervention in order to provide differentiated support for all.

WASC Area of Improvement 1: Tactics

- 6A. Cyber High online learning and teacher-led classes are utilized to support students in a variety of ways, including: credit make-up, grade improvement, and accessing subjects when schedules are impacted.
- 6B. Allocate 0.2 FTE to Cyber High during the class schedule (6th period) and 2-3 sections offered after school as needed.

WASC Area of Improvement 4: Tactics

- 3A. BEST and Wrap Around embedded into work of Weekly Student Services and Monthly Wrap Around Meetings
- 3B. Campus Wellness Center established to help deliver services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
9436.00	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

The focus on increasing college and career readiness through improvement in math and English Language Arts is grounded in data and furthered by the Mid-Year WASC Report from 2018-2019. The outlined strategies and activities are grounded in research based on John Hattie's meta-analysis that shows the highest effect size in teacher collective efficacy (belief that they can impact learning), clarity of learning intentions, clarity of success criteria, and iterative cycles of feedback. Napa High School has experienced programmatic shifts that have resulted in constant changes in instructional focus. By grounding in learning based on identified needs and allocating resources accordingly, students will show growth in key academic subjects that impact their college and career readiness. Although this will improve first round instructional practice, Strategy 6 is still necessary to support students who will need tier 2 intervention and support as identified through the Multi-tiered System of Supports (MTSS).

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

The goals, strategies and expenditures are now aligned to Napa High School WASC Areas of Improvement and recommendations provided by the WASC Visiting Committee during the Mid-Year Visit in February 2019.

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.

Over the past three years, Napa High School has focused on the integration of AVID strategies (WICOR) across the core content areas. This focus on clarity and feedback will allow for a more effective implementation of AVID strategies aligned to learning outcomes and success criteria. This does not require a shift in resources rather a shift in the allocation of time and focus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

Identified Need

Implement the new evaluation system with fidelity and consistency among the administrative team so that teachers receive ongoing feedback focused on growth and progress toward goals

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evaluatee progress toward goals	Baseline data is individualized to each evaluatee	Increase in performance and student learning as a result of professional growth through key strategies
NVEA Site Feedback	Baseline data is not available given the new process	Consistent and effective process documented by NVEA Site Meetings and early, often and ongoing communication that allows growth toward goals

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 2: Tactics

Develop the skills of our workforce through systematic training and a consistent evaluation process that supports professional growth

WASC Action Plan is not applicable to this goal.

Action Steps: the Administrative Team will:

1. Calibrate throughout the process by utilizing strategic meeting time
2. Develop and share resources through a Google Evaluation Folder
3. Allocate resources strategically for Process B

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 2: Tactics Develop the skills of our workforce through systematic training and a consistent evaluation process that supports professional growth WASC Action Plan is not applicable to this goal. Action Steps: the Administrative Team will: 1. Develop consistent messaging regarding process that is early, often and ongoing 2. Seek feedback from participants and NVEA that may result in adjustments as necessary throughout the process 3. Schedule a debrief meeting in May to collect end of year feedback
--

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. The strategies indicated in the goal allow for implementation of the process with regular monitoring and adjustments based on feedback. The end of year reflection will allow for feedback to NVUSD Human Resources as well as internal adjustments for 2020-2021. This approach will allow for a consistent and equitable process for all staff in order to support growth and achievement in key areas of professional development.

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

The implementation of the goal requires a reallocation of time and focus and does not require significant expenditures between the former and new evaluation system.

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.

There may be adjustments to the process of implementation as we receive feedback early, often and ongoing from participants and NVEA Site Representatives.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

Identified Need

Systematize parent engagement and advocacy efforts at the District and site level by increasing student and family connections to Napa High School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Healthy Kids Survey Data	Baseline data will be reported out in January 2020	Increase its California Healthy Kids Survey "school connectedness" subscore among 9th graders by 50 points on the SCI index by January 2021.
Suspension Rate Dashboard Indicator	English Learners: 7.9% Socioeconomically disadvantaged: 4.6% White: 4.8%	Decrease English Learner suspensions by 2.9%, Socioeconomically Disadvantaged by 1% and White by 1%.
Family attendance at school events	Attendance data has not been accounted in previous years. Baseline data will be collected in 2019-2020.	Increase in parent attendance
Family Survey Data	Initial Survey resulted in 10% response	Increase response on May 2020 survey by 10%
Parent Financial Support	Financial and participation data has not been accounted in previous years. Baseline data will be collected in 2019-2020.	Increase in financial support to boosters organizations that support key programs and departments

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 3: Tactics

- 1b. Practice proactive as well as reactive media and social relations.
- 1c. Support informed employees, with a goal of excellent customer service and message support.

WASC Area of Improvement 4: Tactics

- 1a. Promotion of all Spanish Speaking Meetings
- 1C. Full-time Bilingual IA for support with parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

12,140.90

0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 3: Tactics

- 2a. Systematize parent engagement and advocacy efforts at the District and site level.
- 2b. Provide effective school site websites, parent communication, and social media.
- 2c. Provide and participate in varied forums for public engagement and feedback.

WASC Area of Improvement 4: Tactics

- 1B. Bring a wide variety of presentations in Spanish for all aspects of school life.
- 2A. Increase opportunity for involvement through varied Parent club offerings.
- 2B. Each Administrator charged with a parent group to promote and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

0

0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Beginning in July, family organizations engaged with the principal as a part of the entry process through listening and learning; this set the tone that feedback is valued and essential to student success. Each parent organization now has strategic communication points of contact with an administrator which allows for early, often and ongoing communication. A communication team including classified and certificated staff meets weekly to strategically coordinate communication based on information fed through the administrative team and parent organizations.

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

The goals, strategies and expenditures are now aligned to Napa High School WASC Areas of Improvement and recommendations provided by the WASC Visiting Committee during the Mid-Year Visit in February 2019.

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.

No changes are planned at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

Identified Need

An annual review of the Master Schedule resulted in a need to develop guiding principles for creating an equity-centered Master Schedule

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College and Career Readiness Indicator	All Students: 51.6% English Learner: 8.8% Prepared Students with Disabilities: 6.5% Prepared	3.4% increase in all students showing college and career readiness (upward movement on 5x5 dashboard). 2.0% increase in English Learners showing college and career readiness (upward movement on 5x5 dashboard). 3.5% increase in Students with Disabilities showing college and career readiness (upward movement on 5x5 dashboard).
Graduation Data	Socioeconomically Disadvantaged: 88.6% English Learner: 75.4%	Increase socioeconomically disadvantaged by 1%. Increase English Learner graduation rate by 5%.
CHKS Healthy Kids Survey Data	Baseline data will be reported out in January 2020	Increase its California Healthy Kids Survey "school connectedness" subscore among 9th graders by 50 points on the SCI index by January 2021.
A-G Completion	D/F Math Rate: 32.35% D/F World History Rate: 38% D/F English: 21%	10% decrease in student failing math and World History 5% decrease in students English

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 4: Tactics

2b. Annually conduct a review of master schedule and class sizes to determine effectiveness and efficiency

2c. Meaningful, constant and data driven review of our District-funded educational programs and extracurricular activities will be the foundation of our budget allocation recommendations

WASC Area of Improvement 1: Tactics

1C. Teachers and administrators will analyze data from state and local assessments (RI, MI, ELPAC CAASPP) to identify students by name that need targeted instruction to master grade-level standards

4. Expansion of AVID Elective program & AVID school-wide strategies to become an AVID Demo School supports students to access high level courses (honors/AP) and promotes college-bound culture.

6. Credit recovery and grade improvement through Cyber High and teacher-led classes utilized to keep students on graduation track and A-G eligible.

7. CTE teachers co-plan with content PLC and provide support in real-world focus for activities and projects.

WASC Area of Improvement 2: Tactics

4C. Sheltered content course placement will be based on EI's language levels; i.e. students in Level 1 and 2 will be placed together in Sheltered World History; Level 3 students in a separate section; and Level 4 students in mainstream classes with SDAIE.

4D. Structured Explicit Direct Instruction in English Language Development (ELD) based on state ELD standards is provided for 1 period daily for students at ELPAC levels 1-3 and non-redesignated students.

WASC Area of Improvement 4: Tactics

5A. AP Teachers required to meet as a group to discuss best practices in open access and developing school-wide support systems.

6. Develop with the District new Culturally Responsive course offerings for students.

Action Steps:

1. Master Schedule Team will use Aeries Analytics through DataZone, College Board AP Central, and other data programs to determine trends and area of improvement.

2. Develop a course request process that support college and career readiness, specifically focused on A-G courses, AP and Honors, and CTE pathways

3. Review Board Policies regarding graduation requirements and current practice.

4. Providing early, often and ongoing communication to teacher leaders and larger staff regarding Master Schedule

5. Family education targeted at 9-10th grade focused on A-G requirements

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5925.00	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

Increasing the administrative and student services team knowledge of the school-wide and subgroup data will support the development of guiding principles for decision making that is focused on creating an equity-centered Master Schedule. It will allow for analysis of current programs through agreed upon principals that will allow for a more efficient and effective use of fiscal and human resources.

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

The implementation of the goal requires a reallocation of time and focus and does not require significant expenditures. There may be costs associated with staff release and stipends for after hours collaboration and registration work as well as educational workshops including Aeries training.

The goals, strategies and expenditures are now aligned to Napa High School WASC Areas of Improvement and recommendations provided by the WASC Visiting Committee during the Mid-Year Visit in February 2019.

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.

No changes are planned at this time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

Identified Need

WASC Visiting Committee identified the following area of need:

Napa High School should continue to revise the dynamics of the leadership structure to include interdisciplinary leadership centered on researched-based, high-leverage instructional strategies proven to improve student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard English Language Arts Indicator	All Students: 18.5 points above English Learners: 107.4 points below Socioeconomic Disadvantaged: 22.9 points below Hispanic: 9.1 points below	All students will show a minimum of 4 point increase in ELA (horizontal movement to the green performance level on the 5x5 dashboard). English Learners will show a 15 point increase in ELA, consistent with the prior year's growth. Socioeconomically disadvantaged and Hispanic will show a 4 point increase in ELA (horizontal movement to the yellow performance level on the 5x5 dashboard).
California Dashboard Math Indicator	All Students: 57.3 points below English Learners: 173.3 points below Socioeconomic Disadvantaged: 101.2 points below Hispanic: 87.4 points below	All students will show a 3 point increase in math (horizontal movement on the 5x5 dashboard). English Learners will show a 20 point increase in math, consistent with the prior year's increase. Socioeconomically disadvantaged and Hispanic students will show a 3 point increase in math (horizontal movement to the yellow performance level on the 5x5 dashboard).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion	D/F Math Rate: 32.35% D/F World History Rate: 38% D/F English: 21%	10% decrease in student failing math and World History 5% decrease in students English
College and Career Readiness Indicator	All Students: 51.6% English Learner: 8.8% Prepared Students with Disabilities: 6.5% Prepared	3.4% increase in all students showing college and career readiness (upward movement to 5x5 dashboard). 2.0% increase in English Learners showing college and career readiness (upward movement to 5x5 dashboard). 3.5% increase in Students with Disabilities showing college and career readiness (upward movement to 5x5 dashboard).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 5

2a. Create a community of learners that empowers others to reach high levels of performance to achieve the District's vision through feedback, professional learning communities, and use of best adult learning and leadership practices.

3a. Create the infrastructure at the site and District level for teams to collaborate and integrate their work effectively and in a manner that demonstrates we value time as an organization.

WASC Area of Improvement 1:

Tactic 1 identifies a key tool for professional collaboration and learning that is antiquated and not aligned to current practice. The PLC Guiding Document needs revised to support a focus on teacher collective efficacy through clarity of learning intentions, clarity of success criteria, and iterative cycles of feedback.

1D. Leadership Council allows Learning Leaders from each department to be participants in the decision making and planning of the learning that goes on for teachers and students.

Semester 1 Focus:

1. Conduct an analysis of the current WASC Areas of Improvement with Leadership Council using a Strengths, Weaknesses, Opportunities and Threats (SWOT) protocol. Compile, report out, and identify next steps.

2. Listen and learn to key stakeholders to establish strategic next steps for leadership (administration and teacher leaders).

Semester 2 Focus:

1. Provide strategic analysis and planning with administration and teacher leaders focused on role of leadership at Napa High School and purpose of collaborative time
2. Create a plan with guidance of consultant to implement in 2019-2020 school year.
3. Identify key teacher leaders who want to continue in the 2019-2020 school year to lead the work with staff through collaborative structures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10,359.00

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 5

3a. Create the infrastructure at the site and District level for teams to collaborate and integrate their work effectively and in a manner that demonstrates we value time as an organization.

WASC Area of Improvement 1:

1D. Leadership Council allows Learning Leaders from each department to be participants in the decision making and planning of the learning that goes on for teachers and students.

Action Steps:

1. Use Radical Candor as a guiding structure to establish trusting relationships with administrative team and direct reports: weekly one-on-one meetings with direct reports, timely and specific feedback using the three-step process, and integrate reflection as a team.
2. Participate in Radical Candor training through NVUSD and make adjustments to approach at the site level.
3. Use Lencioni's Meeting Structure to support an integrated approach to leadership: daily check-in, weekly tactical, monthly strategic (weekly), and quarterly off-site review.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

In a comprehensive high school, it is essential to cultivate a system of leadership that support student learning. Through listening and learning, strategic planning and restructuring of collaborative time, the leaders will have role clarity and staff will have clear purpose for collaborative time focused on increasing student achievement and progress.

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

The goals, strategies and expenditures are now aligned to Napa High School WASC Areas of Improvement and recommendations provided by the WASC Visiting Committee during the Mid-Year Visit in February 2019.

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.

There may be changes to the teacher leadership structure as a result of the process during the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

Identified Need

School Site Council will be involved in the implementation of policy at the site level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council	No baseline data at this time	Functioning School Site Council that provides oversight of policy implementation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Activities

NVUSD Strategic Plan Goal 6: Tactics

2c. Ensure effective implementation of policies through ongoing training and accountability

WASC Area of Improvement 4:

1. Multiple opportunities for parents of English Learners (Siempre Adelante, Cafe y Pan Dulce) to become involved in decision making about academic and student life.
2. Multiple opportunities for all parents (Parent Club/Siempre Adelante, Athletic Boosters, Choir Boosters, Band Boosters,) for parents to become involved in decision making about academic and student life.

Action Steps:

1. Implement election process for classified, certificated, parents and students
2. Provide training focused on purpose and procedure
3. Develop by-laws and protocols for professional development approvals of supplemental funds
4. Provide oversight of key guiding practices aligned to Board Policies: School Safety Plan, Single Plan for Student Achievement, and Site Budget Allocations
5. Create a system for communication that is public and aligned with Board Policy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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 deleted.

ANALYSIS

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

The development of a School Site Council will allow for key stakeholder feedback and oversight of key practices aligned to Board Policies. It will create increased transparency, clarity of key initiatives, and involvement in decision making that will increase trust and positive school culture.

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

The goals, strategies and expenditures are now aligned to Napa High School WASC Areas of Improvement and recommendations provided by the WASC Visiting Committee during the Mid-Year Visit in February 2019.

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.

There are no changes at this time.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,250.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 (\$)
0000 – No Reporting Requirements	\$16,284.00
0003 - Supplemental	\$136,966.00

Subtotal of state or local funds included for this school: \$153,250.00

Total of federal, state, and/or local funds for this school: \$153,250.00

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

Name of Members	Role
Monica Ready	Principal
Rosalinda Hurtado	Classroom Teacher
Mayra Bogarin	Classroom Teacher
Martha Calderon	Classroom Teacher
Allison de Lorimier	Other School Staff Parent or Community Member
Hermelinda Gonzalez Rivero	Parent or Community Member
Eve Ryser	Parent or Community Member
Maureen Theunissen	Parent or Community Member
TBD	Secondary Student
TBD	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

Departmental 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 November 21, 2019.

Attested:



Principal, Monica Ready on November 21, 2019



SSC Chairperson, Eve Ryser on November 21, 2019

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

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[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019