



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
New Technology High School	28662662830015	October 22, 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.

New Technology High School is a public school of choice that uses Project Based Learning in all subjects and all classrooms to prepare students for college, career and beyond in the 21st century. New Technology High School provides students with real-world, relevant learning opportunities that build skills such as collaboration, critical thinking, and communication. The culture of New Technology High School is built on the motto of Trust, Respect, and Responsibility. All students at New Technology High School have access to high quality instructional experiences, holistic supports, and research based instructional practices.

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).

Percent of students reporting positive feelings about each element of school culture were as follows on the New Tech Network School Culture Survey:

Encouraged to be strong learner at school 73%

Proud of the school's involvement in the community 82%

Understand the rules 70%

Feel safe on campus 69%

Feel accepted for who they are on campus 70%

Have adult connections 70%

Aware of options after high school 70%

Overall positive experience 70%

Classroom Observations

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

The administrative team (one principal, one assistant principal, and one part time Teacher on Special Assignment) conduct regular and frequent drop-ins on classrooms. Additionally, New Technology High School hosts over 1,000 visitors a year which includes hundreds of classroom observations. These visits and observations are coordinated through the New Technology High School's professional development center, the Center for Excellence. During the 2018/19 school year visitors were from several states and multiple countries. When the administrative team drops in on classes, they use the New Tech Network Classroom Walkthrough Tool and the New Tech Network School Success Rubric. These templates provide observational prompts that focus on what the STUDENTS are doing (instead of what the teacher is doing), examining whether students are connected, engaged, challenged, as well as what content knowledge and skills the students are displaying. Observations regularly identify alignment with all elements of the 6 A's Project Quality Rubric and New Tech Network protocols.

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)

New Technology High School students participate in the following state and local assessments, which are then used by school staff to design improvements to instruction and increase student achievement:

** CAASPP

** PSAT (provided to all sophomores and juniors each year as part of their school day)

** SAT

** ACT

** Grade analysis with a focus on reducing Ds and Fs while maintaining high expectations for student learning. Analysis once a semester by administration and in PLC teams is ongoing.

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

All staff utilize the same schoolwide learning outcomes in all classes, and corresponding rubrics for assessment. Student progress with each of the learning outcomes toward mastery are an essential component of Echo, our student information and learning management system. There is seamless alignment between the curriculum assigned and its alignment with expected learning outcomes. New Technology High School's learning outcomes are:

1. Knowledge & Thinking
2. Oral Communication
3. Written Communication
4. Collaboration
5. Agency

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

New teachers attend New Teacher Training with the New Tech Network and receive additional coaching and support internally from fellow teachers throughout the school year. New teachers also participate in the Napa County Teacher Induction Program.

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

In addition to holding teaching credentials, many of the New Technology High School staff are certified practitioners of Project-based Learning, recognized by the New Tech Network. All staff can access virtual or face-to-face trainings throughout the school year, in their content areas, from the New Tech Network. All instructional planning and curriculum design is focused foremost on the new Common Core State Standards and aligned with the eight elements of Project Based Learning. 100% of current staff have been trained in Project Based Learning. All New Technology High School staff has access to site based professional development. Five Staff members are certified New Tech Network Project Based Learning trainers.

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

All projects begin with a focus on key Common Core Standards and our learning outcomes. Content literacy and student demonstration of mastery of knowledge of standards, as well as critical thinking and problem-solving, are embedded in staff development. Staff meeting and PLC agendas are available upon request for further evidence.

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

New Technology High School has a 20% TOSA who assists teachers in data analysis to support instruction, and curriculum development as needed.

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

Teacher collaboration time is built into the New Technology High School schedule in two ways. First, all teachers work in Professional Learning Communities that meet weekly for at least three hours and engage in either project feedback protocols or targeted professional learning. Second, there are 16 early release Wednesdays during the school year to provide teachers with additional collaborative or whole staff professional development time.

Teaching and Learning

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

New Technology High School's learning management system, Echo, houses all curriculum, assignments, activities and the gradebook. Daily, weekly, or monthly agendas are posted for each course. Materials and resources are aligned to the Common Core standards, as well as our learning outcomes. This alignment is visible for all students, staff and parents in Echo. Rubrics for assessment are used in all courses.

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

The instructional program at New Technology High School adheres to the recommended instructional minutes for all courses.

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

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

In addition to standards-based textbooks, all students access standards-based instructional materials through Echo.

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 9-12th graders at New Technology High School take the same rigorous coursework to ensure they meet the UC a-g course sequence requirements. New Technology High School does not "track" students by abilities and all core classes are college-prep and aligned with Common Core standards. All New Technology High School students complete at least 3 UC / CSU college classes (minimum of 12 units) as part of their high school program. Teachers run workshops and differentiate instruction, as needed, to ensure that students are supported and remediation and interventions occur.

Opportunity and Equal Educational Access

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

Our master schedule includes a twice weekly Access period during which students can get additional help from teachers as needed.

Evidence-based educational practices to raise student achievement

Project Based Learning is used as the practice to deliver instruction in all classes.

Parental Engagement

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

All students have access to school issued Chromebooks for home and school use. Chromebooks are provided to students for 24/7 use, for the entire school year, and collected back for updates and repairs over the summer. New Technology High School is a 1:1 computing environment, and all students have their own device or a loaned device from the school. If students forget their computing devices, every classroom has desktop PCs available for student use. All students are provided PSAT practice tests at school in 10th and 11th grades, and then given coaching and advice to understand the results. The Friends of New Tech raises funds to secure additional classroom resources and materials, as well as to provide field trip and college visit opportunities to all students.

All classroom teachers are trained to provide differentiated instruction so that students receive appropriate instruction. New Technology High School's counselor advises students who are not meeting their potential and places them in appropriate classes and interventions. The counselor meets with parents to advise them of their child's progress and the opportunities available within the school and NVUSD. The school counselor guides students in updating their 4-year plan formally each school year.

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)

New Technology High School has an active and engaged School Site Council. Its membership is comprised of the principal, 1 classified, 2 teachers, 2 parents, and 2 students. The SSC adheres to its by-laws, regularly reviewing data before making decisions relating to the spending of categorical funds.

Funding

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

Services for students are funded through base funds (0000), supplements funds (0003), and Friends of New Tech (FONT) 501 (c)(3) (xxx9 Local Restricted).

Fiscal support (EPC)

New Technology High School is funded through the Napa Valley Unified School District, using the same formulas as the other school sites. However, small high schools are generally more expensive to run, especially a school like New Tech which is committed to providing students with a high tech, 1:1 computing environment. Historically, New Technology High School spends more per student than what it is allotted by the Napa Valley Unified School District. Therefore, New Technology High School strives to raise, through fundraising or grants, an additional \$150,000 per year with its 501c3 FONT (Friends Of New Tech). Additional funds proved through base (0000), supplemental (0003) and FONT.

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

As part of the SPSA and Annual Review process staff, the leadership team, District Administration, and the Site Council were consulted.

Resource Inequities

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

More resources need to be allocated to serve our Hispanic students, our socioeconomically disadvantaged students, our SpEd students, and students who have 504 plans.

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	0.3%	0.51%	0.72%	1	2	3
African American	0.7%	0.25%	2.16%	3	1	9
Asian	1.2%	2.04%	1.2%	5	8	5
Filipino	1.5%	1.02%	1.44%	6	4	6
Hispanic/Latino	45.5%	47.33%	47.24%	184	186	197
Pacific Islander	0.3%	0.25%	0.24%	1	1	1
White	45.8%	44.27%	41.97%	185	174	175
Multiple/No Response	0.3%	0.51%	0.48%	1	2	2
Total Enrollment				404	393	417

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	106	107	107
Grade 10	108	99	106
Grade 11	96	103	107
Grade 12	94	84	97
Total Enrollment	404	393	417

Conclusions based on this data:

1. The diversity of the New Technology High School student population has increased slightly since 2015.
2. Enrollment at New Technology High School dropped slightly in the 2017-2018 school year

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	11	7	7	2.7%	1.8%	1.7%
Fluent English Proficient (FEP)	147	152	157	36.4%	38.7%	37.6%
Reclassified Fluent English Proficient (RFEP)	6	1	4	30.0%	9.1%	57.1%

Conclusions based on this data:

1. The percentage of English Language Learners has decreased in the past 3 years.
2. The percentage of students designated RFEP has fluctuated, with the largest cohort in 2016-17.
3. The percentage of students designated FEP has been consistent.

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	93	102	105	92	101	102	92	101	102	98.9	99	97.1
All Grades	93	102	105	92	101	102	92	101	102	98.9	99	97.1

* 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	2624.	2607.	2608.	27.17	33.66	31.37	39.13	26.73	39.22	25.00	21.78	9.80	8.70	17.82	19.61
All Grades	N/A	N/A	N/A	27.17	33.66	31.37	39.13	26.73	39.22	25.00	21.78	9.80	8.70	17.82	19.61

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	39.13	42.57	40.59	47.83	38.61	38.61	13.04	18.81	20.79
All Grades	39.13	42.57	40.59	47.83	38.61	38.61	13.04	18.81	20.79

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	31.52	33.66	34.65	55.43	44.55	49.50	13.04	21.78	15.84
All Grades	31.52	33.66	34.65	55.43	44.55	49.50	13.04	21.78	15.84

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	26.09	26.73	19.80	65.22	61.39	62.38	8.70	11.88	17.82
All Grades	26.09	26.73	19.80	65.22	61.39	62.38	8.70	11.88	17.82

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	44.57	36.63	34.65	45.65	43.56	46.53	9.78	19.80	18.81
All Grades	44.57	36.63	34.65	45.65	43.56	46.53	9.78	19.80	18.81

Conclusions based on this data:

1. The percentage of students tested in 16-17 & 17-18 was above 98%.
2. The percentage of students scoring below standard increased in all categories from 2015-2018.
3. The highest number of students at/near or above standard was in Listening. This was consistent in 15-16, 16-17, & 17-18.

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	93	102	105	92	101	101	92	101	101	98.9	99	96.2
All Grades	93	102	105	92	101	101	92	101	101	98.9	99	96.2

* 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	2529.	2557.	2556.	6.52	7.92	8.91	10.87	21.78	16.83	28.26	18.81	28.71	54.35	51.49	45.54
All Grades	N/A	N/A	N/A	6.52	7.92	8.91	10.87	21.78	16.83	28.26	18.81	28.71	54.35	51.49	45.54

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	10.87	14.85	16.83	23.91	19.80	25.74	65.22	65.35	57.43
All Grades	10.87	14.85	16.83	23.91	19.80	25.74	65.22	65.35	57.43

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	7.61	21.78	17.82	42.39	41.58	52.48	50.00	36.63	29.70
All Grades	7.61	21.78	17.82	42.39	41.58	52.48	50.00	36.63	29.70

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	11.96	15.84	12.87	54.35	52.48	55.45	33.70	31.68	31.68
All Grades	11.96	15.84	12.87	54.35	52.48	55.45	33.70	31.68	31.68

Conclusions based on this data:

1. The percentage of students tested in 16-17 & 17-18 was above 98%.
2. The percentage of students who scored below standard has increased since 2015.
3. Concepts and procedures has been the math area with the largest percentage of students scoring below standard.

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		*		*		*		6
Grade 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	10

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
12		*	*	*	*	*		*	*	*
All Grades		*	*	*	*	*		*	*	*

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
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

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
12		*		*	*	*	*	*	*	*
All Grades		*		*	*	*	*	*	*	*

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
All Grades		*	*	*		*	*	*

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
All Grades	*	*		*		*	*	*

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
All Grades		*		*	*	*	*	*

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
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1.

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
393	39.9%	1.8%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	1.8%
Homeless	3	0.8%
Socioeconomically Disadvantaged	157	39.9%
Students with Disabilities	28	7.1%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	2	0.5%
Asian	8	2.0%
Filipino	4	1.0%
Hispanic	186	47.3%
Two or More Races	15	3.8%
Pacific Islander	1	0.3%
White	174	44.3%

Conclusions based on this data:

1. Latino students are our biggest subgroup
2. Nearly 40% of our student population are socioeconomically disadvantaged

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Graduation Rate</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. College/Career is our biggest area for improvement.

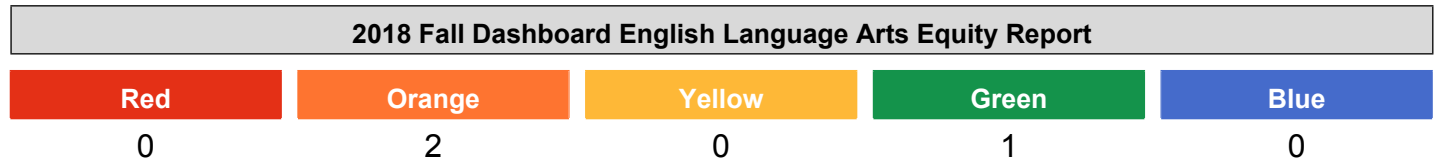
School and Student Performance Data

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  Yellow 23.1 points above standard Declined -13.5 points 100 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 9.5 points below standard Declined -25.5 points 30 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 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 2 students
Hispanic  Orange 19.3 points below standard Declined -27.8 points 40 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Pacific Islander  No Performance Color 0 Students	White  Green 42 points above standard Declined -38.4 points 51 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 Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4 students	English Only 38.1 points above standard Declined -34.1 points 60 students
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Conclusions based on this data:

1. Our Latino and socioeconomically disadvantaged populations are under performing in ELA.

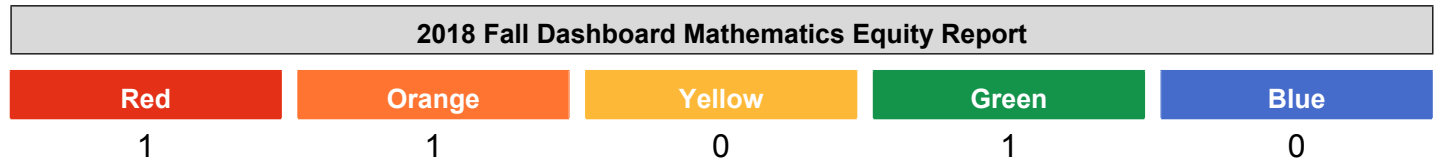
School and Student Performance Data

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 70.9 points below standard Increased 20.4 points 100 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 118 points below standard Increased 10.9 points 30 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 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 2 students
Hispanic  Red 125.8 points below standard Maintained 1.6 points 40 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Pacific Islander  No Performance Color 0 Students	White  Green 47.6 points below standard Increased 5.5 points 51 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 Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4 students	English Only 48.5 points below standard Increased 16.9 points 60 students
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Conclusions based on this data:

1. Our Latino and socioeconomically disadvantaged populations are under performing in 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

Conclusions based on this data:

1.

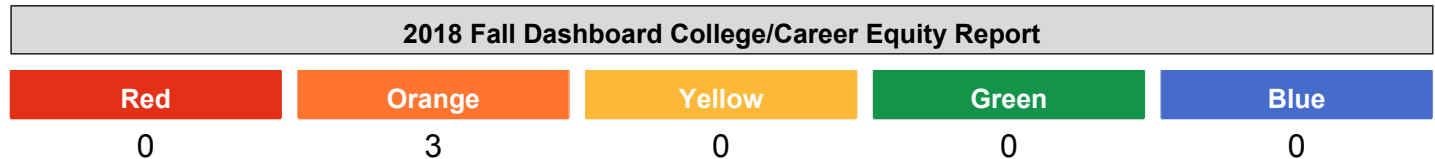
School and Student Performance Data

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  Orange 37.6% prepared Declined -9.2% 85 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged  Orange 30.9% prepared Maintained 0.3% 55 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.7% prepared Maintained 0.1% 49 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Orange 45.2% prepared Declined -11.7% 31 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
55.6% Prepared	46.9 Prepared	37.6 Prepared
35.6% Approaching Prepared	26 Approaching Prepared	27.1 Approaching Prepared
8.9% Not Prepared	27.1 Not Prepared	35.3 Not Prepared

Conclusions based on this data:

1. The number of students graduating having met the College/Career indicator has decreased over the past three years.
2. The number of students who are not prepared has increased significantly since 2016.
3. All students underperform in the College/Career category.

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

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.

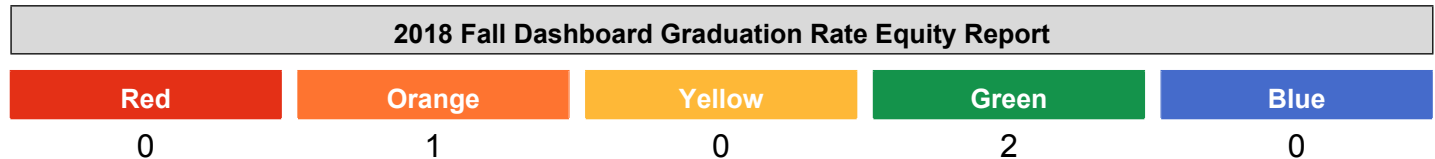
School and Student Performance Data

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  Green 90.6% graduated Maintained 0% 85 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged  Green 90.9% graduated Increased +5.2% 55 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 93.9% graduated Increased +5.5% 49 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Orange 87.1% graduated Declined -3.8% 31 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
90.6% graduated	90.6% graduated

Conclusions based on this data:

1. Our graduation rate in 2017 and 2018 maintained.
2. The percentage of our Latino and socioeconomically disadvantaged graduates has increased.
3. The number of students in our graduating cohorts is small and a small increase or decrease in a students sub group can have a significant impact on this indicator.

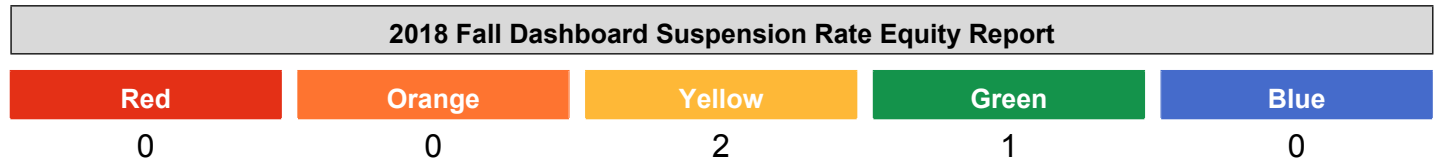
School and Student Performance Data

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 1.5% suspended at least once Maintained -0.2% 405 students	English Learners  No Performance Color Less than 11 Students - Data Not 8 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 3 students	Socioeconomically Disadvantaged  Yellow 1.2% suspended at least once Increased 0.6% 162 students	Students with Disabilities  No Performance Color 3.3% suspended at least once Increased 3.3% 30 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 2 students	American Indian  No Performance Color Less than 11 Students - Data 2 students	Asian  No Performance Color Less than 11 Students - Data 8 students	Filipino  No Performance Color Less than 11 Students - Data 4 students
Hispanic  Green 1.1% suspended at least once Declined -0.5% 189 students	Two or More Races  No Performance Color 0% suspended at least once Declined -5% 17 students	Pacific Islander  No Performance Color Less than 11 Students - Data 1 students	White  Yellow 1.6% suspended at least once Maintained 0.1% 182 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1% suspended at least once	1.7% suspended at least once	1.5% suspended at least once

Conclusions based on this data:

1. White or socioeconomically disadvantaged students are more likely to be suspended than Latino students.

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

New Technology High School has identified five major areas of growth in support of Strategic Plan Goal 1: Student Learning, Achievement and Access. The first area is the achievement gap between Latino students and socioeconomically disadvantaged students in the areas of ELA and Math. The second area is the College/Career indicator. All students were low performing in this category. Third is supporting our extra graduation requirements for all students. Fourth, is to provide better social emotional learning supports to all students. Fifth is to increase Math performance for all students.

New Technology High School continues to be committed to improved social emotional learning On the California Accountability Dashboard New Technology High School placed in the Orange for Graduation Rate of White students.

New Technology High School students are required to take additional coursework not required by the comprehensive high schools.

Historically the reason New Technology High School students do not meet the graduation requirements is due to these additional courses.

50.7% Latino and low income students (students qualifying for free/reduced lunch program) did not meet the standard of proficiency in English/Language Arts.

81.9% Latino and low income students (students qualifying for free/reduced lunch program) did not meet the standard of proficiency in Math.

80.2% Re-designated English Proficient students did not meet the standard of proficiency in Math.

All student subgroups scored in Orange on the California Accountability Dashboard for College and Career Readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Latino	37% Latino students did not meet standard in ELA 10% Near Standard 27% Below Standard	Reduce the number of students Not Meeting Standards by 5% and increase the number of students who Exceed Expectations by 5% as measured by CAASPP.
CAASPP Math/Latino	88% of Latino students did not meet standard in Math: 54% Near Standard 33% Below Standard	Reduce the number of students Below Standard by 7% and increase the number of students who have Met Standard by 5% as measured by CAASPP.
CAASPP ELA/SED	20% of socioeconomically disadvantaged students were Below Standard in ELA	Decrease the number of students who are Below Standard by 5%, increase the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		number of students who Exceed Standard by 5%.
CAASPP MATH/SED	100% of socioeconomically disadvantaged did not meet standard in Math: 56% Near Standard 44% Below Standard	Decrease the number of students who are Below Standard by 5% and increase the number of students who Meet Standard by 5%.
California Healthy Kids Survey	School Connectedness score of 335 Perceive School as Safe score of 315 Has Caring Adult Relationships score of 295 Meaningful Participation score of 328	Increase all scores listed by 20-30 points bringing scores closer to scores in 2016 before New Technology High School experienced an decline in California Healthy Kids scoring.
College and Career Readiness Indicator	Class of 2018: 37.6 Prepared 27.1 Approaching Prepared 35.3 Not Prepared Class of 2019: We anticipate that 85% of the class of 2019 will be be considered prepared.	Increase the number of students who are prepared to 90% or higher.
Graduation Rate	Graduation Rate 90.6% Latino Students: 93.9 SED Studnets: 90.9 White Students: 87.1	All subgroups will have a graduation rate that is higher than 90%

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)

Latino and socioeconomically disadvantaged students scored in Orange on the Accountability Dashboard in ELA.

Activities

Curriculum Subscriptions: NewsELA, Noodle Tools, Turnitin.com, StudySync

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)
2000	9xxx – Local Restricted

Strategy 2

Students to be Served by this Strategy/Activity

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

Latino and socioeconomically disadvantaged students scored in Orange on the Accountability Dashboard for Mathematics.

Activities

Professional development and release time for math teachers to implement CAASPP Interim Block Assessments. Assessment data will be used to inform instructional practices that will increase student performance on CAASPP Concepts and Procedures in Math. New Technology High School will Contract with New Tech Network for coaching with Mathematics teachers in the 2019-2020 school year, and whole staff coaching to implement numeracy across the curriculum.

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)
5000	9xxx – Local Restricted
1500	0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

Social emotional supports for all students.

Activities

We provide an allocation of FTE for a Social Emotional Learning Coordinator to write curriculum for Advisory groups, coach teachers in Non-Violent Communication, and create sustainability in the Peer Support 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)
0	0000 – No Reporting Requirements

Strategy 4

Students to be Served by this Strategy/Activity

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

Professional Development for Staff: All Students

Activities

Provide professional development for teachers by bringing in special speakers and experts to staff time on early release Wednesdays. Topics to include: mindfulness, understanding the autism spectrum, trauma informed classroom practices, Non-Violent Communication, and Growth Mindset. Interested teachers attend the New Tech Network National Conference
Teachers visit other school sites to observe best practices that support New Technology High School and Napa Valley Unified School District goals
The administrative team attends New Tech Network Leadership Summit once during the year.
We provide release time for project development and collaboration.

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)

25000

4000

2500

Source(s)

9xxx – Local Restricted

0000 – No Reporting Requirements

0003 - Supplemental

Strategy 5

Students to be Served by this Strategy/Activity

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

Graduation Requirement Awareness: All Students

Activities

We utilize Advisory groups to increase students' awareness and preparation to complete New Technology High School's additional graduation requirements (UC/CSU transferable units, Internship, Digital Portfolio):
9th Grade: Education on requirements, interest exploration, portfolio creation
10th Grade: Education on what UC/CSU transferable classes students have the most success taking, Napa Valley College enrollment supports, A-G tracking
11th Grade: Progress monitor, class selection support, understand and explore internship options, workshops for students who need targeted support
12th Grade: Progress monitor, workshops for students who need targeted 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)

0

Source(s)

0000 – No Reporting Requirements

Strategy 6

Students to be Served by this Strategy/Activity

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

Napa Valley College Partnership: All Students

Activities

Expand partnership with Napa Valley College to provide counseling services on campus, and open a remote Admissions and Records desk at New Technology High School.

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)

2000

Source(s)

9xxx – Local Restricted

Strategy 7

Students to be Served by this Strategy/Activity

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

College & Career Awareness and Preparation: Socioeconomically disadvantaged students

Activities

All 9th, 10th, and 11th grade students will visit a college or trade school.
Reduced cost or free College Preparation Series with a college consultant for 11th and 12th grade students
SAT Prep Course scholarships.

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)

22,000

Source(s)

9xxx – Local Restricted

Strategy 8

Students to be Served by this Strategy/Activity

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

Freshman Culture Building: All Students

Activities

All 9th grade students attend an overnight Outdoor Ed field trip to build relationships with teachers and peers.

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)
10,000	9xxx – Local Restricted
2,000	0003 - Supplemental

Strategy 9

Students to be Served by this Strategy/Activity

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

Place Based Learning and Field Trips: All Students

Activities

Field trips that align with New Technology High School and Napa Valley Unified School District goals, including but not limited to: Bodega Bay Marine Biology Lab, Academy of Sciences, MOMA, Di Rosa, Exploratorium, Forestry Challenge

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)
10,000	9xxx – Local Restricted
2,000	0003 - Supplemental

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

Ensure staff have opportunities to grow professionally and apply new learning to their practice. Effectively utilize the new professional growth to support teacher and staff development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey and focus group data	All teachers participate in professional development monthly; teachers participate in project review in their professional learning communities.	80% teachers report that professional development is relevant.
Implement new professional growth plan	Baseline year	All teachers scheduled to be evaluated during the 2019/20 school year will use the Napa Valley Unified School District's Continuing Professional Growth Process.

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)

Staff Professional Development: All Students

Activities

Provide professional development for teachers by bringing in special speakers and experts to staff time on Early Release Wednesday's. Topics to include: Mindfulness, Understanding the Autism Spectrum, Trauma Informed classroom practices, Non-Violent Communication, and Growth Mindset

Interested teachers attend the New Tech Network National Conference

Teachers visit other school sites to observe best practices that support NTHS and NVUSD goals

Administrative team attends New Tech Network Leadership Summit once during the year

Sub Release for project development and collaboration

Paraeducator CSEA Conference to Southern California

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

Strategy 2**Students to be Served by this Strategy/Activity**

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

Implement New Professional Growth System: All students

Activities

The administrative team will use the new Continuing Professional Growth Process program with all teachers who are scheduled to be evaluated during the 2019/20 school year.

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

Strategy 3**Students to be Served by this Strategy/Activity**

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

Professional Collaborative Time: All Students

Activities

Create a master schedule that allows for all teachers to meet with a Professional Learning Community at least twice each week.

Build a calendar that allows for 16 early release days for staff collaboration and professional learning.

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

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

Parent engagement and communication can be improved with extra attention paid to Spanish speaking parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in Latino Unidos parent group.	Group met once during the 2018/19 school year.	Group will meet eight times during the 2019/20 school year and host one community event.

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)

Start a Latino Unidos parent group: Latino students

Activities

Schedule once monthly meetings, gather feedback, and host a community building event.

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)
500	0003 - Supplemental

Strategy 2

Students to be Served by this Strategy/Activity

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

Consistent and Clear Communication to Families: All studnets

Activities

Communicate with families weekly using Parent Square, social media, and other means of communication.

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

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

Align the Friends of NewTech (FONT) budget allocation with Napa Valley Unified School District's Strategic Plan and School Site Plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FONT Annual Budget		Increase the allocation of funds to directly support Latino and socioeconomically disadvantaged subgroups by 5%
SPSA		Strategic allocation of resources to increase Latino and socioeconomically disadvantaged student performance on CAASPP ELA and Math.

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)

FONT Budget Structure and Allocations

Activities

Structure budget and allocations to support New Technology High School and Napa Valley Unified School District goals:

Tools of the Future (Technology)

Road to Success (College and Career Readiness)

School Without Walls (Student Activities)

Teaching for Tomorrow (Professional Development)

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

Strategy 2

Students to be Served by this Strategy/Activity

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

School Plan for Student Achievement: All students

Activities

Align School Plan for Student Achievement and use of site funds to the Napa Valley Unified School District Strategic Plan. Directly allocate funds and resources to support Latino and Socioeconomically disadvantaged students.

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

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

Ensure consistent and sustainable recruiting efforts to ensure diversity of the student population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Recruitment Visits	5 middle schools visited in the 2018/19 school year.	Increase the number of middle schools reached by our recruitment efforts
Student Demographics	Asian 2.5% Black or African American 1.8% Hispanic 52.5% Multiple 6.2% White 37%	Increase the diversity of the NTHS student population, and increase enrollment numbers by 3%

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)

Middle School Recruitment Relationships: All Students

Activities

Build and maintain relationships with all local middle schools and make visits in the fall to solicit applications and educate potential applicants about New Tech High.

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)

1000

Source(s)

9xxx – Local Restricted

Strategy 2

Students to be Served by this Strategy/Activity

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

Family Information Events: All Students and Latino students

Activities

Host three to five family information events in English and Spanish to support students and families in the decision to attend New Technology High School. Events will educate families on extra graduation requirements, high school, and college/career preparation.

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)
1000	9xxx – Local Restricted

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

Ensure a thriving School Site Council that reflects the interests of parents, staff, teachers and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Council Meeting Minutes	Site Council was not active during the 2018/19 school year.	Site Council will meet four times during the 2019/20 school year and will have admin, staff, teachers, students, and parent members.

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)

Form Site Council: All Students

Activities

Communicate to parents and students that Site Council members are needed. List Site Council as an adjunct duty for teaching staff.

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)
500	9xxx – Local Restricted

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	\$91,000.00

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

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

State or Local Programs	Allocation (\$)
0000 – No Reporting Requirements	\$4,000.00
0003 - Supplemental	\$8,500.00
9xxx – Local Restricted	\$78,500.00

Subtotal of state or local funds included for this school: \$91,000.00

Total of federal, state, and/or local funds for this school: \$91,000.00

School Site Council Membership

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

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

Name of Members	Role
Susan Miller	Principal
Pam Tuthill	Other School Staff
Kinnereth Winegarner	Classroom Teacher
Shawna Tronconi	Classroom Teacher
Krista Tate	Other School Staff
Andria Taylor	Parent or Community Member
Laurie Hall	Parent or Community Member
Freddy Palmas	Secondary Student
Keegan Watson	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
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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 October 22, 2019.

Attested:



Principal, Susan Miller on 10/22/2019



SSC Chairperson, Pam Tuthill on 10/22/2019

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](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[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**asurable, **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