School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Nueva Vista Continuation High School
Address	6836 34th St. Jurupa Valley, CA 92509-1301
County-District-School (CDS) Code	33 67090 3334687
Principal	James Wandrie
District Name	Jurupa Unified School District

SPSA Revision Date	May 2023
Schoolsite Council (SSC) Approval Date	May, 18, 2023
Local Board Approval Date	June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Nueva Vista High School is an integral part of the Jurupa Unified School District system of supports for students. The main focus at NVHS is for students to be able to come to school each day knowing that they are cared for and that there is a plan for their future. We work to create opportunities for students to make-up credits with an emphasis on earning their high school diploma and developing a plan for success after they graduate. Nueva Vista High School offers a wonderful opportunity for students to achieve academic success with a focus on P.R.I.D.E. The staff at NVHS strives to support the academic and social-emotional needs of our students and to equip them with skills that will grow their resiliency both at school and in the community.

Mission Statement
Nueva Vista partners with the community to build bridges between students and their success while creating a safe and caring learning environment that provides the opportunity for accelerated credit recovery and promotes P.R.I.D.E.

We are passionate in our belief that all students can and will "Pass with P.R.I.D.E.". Our teachers and staff are constantly encouraging our students to demonstrate a Positive Attitude, Respect, Integrity, Dependability, and Effort Toward Graduation in class and on campus every day. Our goals for the students at Nueva Vista are; to enjoy an enriching educational experience, to feel connected with staff members on campus, and to know that their success is important to us. Our teachers are committed to working with each student and outlining the supports needed for student success.

Vision Statement
Our Vision is a community where all students feel valued, respected and encouraged to develop to their fullest potential. Nueva Vista is dedicated to working collaboratively to ensure that all students receive an education with curriculum tailored towards student needs. Our goal is to provide them with tools to overcome adversity and ensure students' academic and social success.

NVHS also understands the importance of building relationships and developing a connectivity to their campus. NVHS is commitment to creating a triangular partnership of support between the students, staff and parents to create a model that will be the most successful for the student. We strive ourselves on begin open and present for our students and we work to ensure that they are getting the support they need. We stress the importance of committing their time and effort into learning and gaining knowledge for the future. We offer a variety of opportunities throughout the year with the support of our ASB organization, for students to get involved and be part of the Aztec family. We provide "Fun Fridays" once a month, that bring both staff and students together - to connect, socialize and build relationships. We have a Career Center where students can gather important information on college and career opportunities to help guide them after they graduate. Lastly, we offer all students the opportunity to work with our CTE Logistics and Distribution program, which help to offer students hands-on classes that will help to prepare them for careers in materials management, transportation, and warehousing.

NVHS offers a unique opportunity for JUSD students to work in a small learning environment to receive the support, intervention, and opportunity for credit recovery. Progress indicators are monitored regularly throughout the school year. Nueva Vista is a 5 period a day, quarter system model of instruction that builds supports and provides the core classes students need toward obtaining a diploma. We have a traditional schedule that starts each day at 7:29 am and allows for students to attend 5 periods and an advisory Mon, Weds, Thurs and Friday. We work with a minimum day schedule on Tues. to allow for teacher professional development time in the afternoon. Students work daily with teachers and support staff to work through courses and experience support and success. We believe that all students have potential to learn and if given the right supports our students can make achievements, both academically and in life. Our staff philosophy is about supporting each student with personalized attention and dedicated direction for student success.

School Profile

Describe The students and community and how school serves them.

The Story

Nueva Vista High School is an integral part of the Jurupa Unified School District system of supports for students. The main focus at NVHS is for students to be able to come to school each day knowing that they are cared for and that there is a plan for their future. We work to create opportunities for students to make-up credits with an emphasis on earning their high school diploma and developing a plan for success after they graduate. Nueva Vista High School offers a wonderful opportunity for students to achieve academic success with a focus on P.R.I.D.E. The staff at NVHS strives to support the academic and social-emotional needs of our students and to equip them with skills that will grow their resiliency both at school and in the community. Nueva Vista students begin their regular day on Mondays, Tuesdays, Wednesdays, and Fridays at 8:45 a.m. and end at 2:41 pm. The regular day consists of a 21 minute Advisory period and five 51 minute periods. We also have a late start Thursday built into our schedule, which runs from 10:33 a.m. until 2:41 p.m. and does not include an Advisory period.

The school year is divided into four quarters, approximately 9 weeks each. Successful completion of all scheduled courses allows students to earn 27.5 credits per quarter and a total of 110 per school year. Teachers throughout the district and NVHS have been involved in extensive professional development to support the changes to our methods of instruction due to the implementation of the California State Standards, and the Next Generation Science Standards. Our staff also receives professional development on how best to support English Learners and improve student behavioral outcomes by addressing their social emotional needs.

Staffing for Nueva Vista consists of two administrators (a principal and assistant principal), 17 highly qualified teachers full time teachers, and 23 staff members, which also include 2 Campus Supervisors, 2 activity supervisors, 1 full-time Guidance Coordinator, 1 full-time Mental health counselor, 1 full-time College and Career center counselor and a 60% library/media tech.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

This year's NVHS SPSA focuses Title 1, LCAP, and ESSA resources on improving the implementation of our core subjects, which resources have been allocated to increase student achievement in ELA and Mathematics. Additional resources are also allocated to increasing the number of students who graduate college and career ready, specifically through completion of a CTE pathway.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

- Graduation Rate Indicator: the overall rate was 91.2%.
- 2021-22 Failure Rate: The mathematics failure rate was 8.6%
- The College and Career Center continues to be successful at offering field trips, workshops, and presentations throughout the year.
- Suspension rate (YTD April 2023) is 3.4% which is nearly half of the 2019 dashboard suspension rate
- 72% of students feel safe at school (LCAP 2023 survey)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

- Graduation Rate Indicator: English Learners (87.6%) and students with disabilities (86.2%) are underperforming compared to overall rate of 91.2%.
- College/Career Measures: To meet the AB104 graduation requirements, students were enrolled in core courses. Students were not enrolled in elective courses to complete a CTE Pathway.
- ELPAC results are potentially not accurately capturing the students' true level of language proficiency and there is a need for incentives to encourage student participation.
- Student motivation to complete work on time and are working significantly below grade level.
- Student attendance continues to be a concern and the chronic absenteeism rate is high
- Increase the feeling of students to feel that they belong to school (33%, LCAP 2023 survey)
- Increase parent opportunities

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

- Graduation Rate Indicator: English Learners (87.6%) and students with disabilities (86.2%) are underperforming compared to overall rate of 91.2%.
- College/Career Measures: Address student credit deficiencies to support CTE Pathway completion.

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.

Nueva Vista utilizes LCAP, Title I, Title III, and CTE Perkins grant funding to improve student performance on standardized CAASPP assessments, to continue to increase our graduation rate, and to increase the percentage of students who graduate college and career ready. These goals are structurally contained within our prospective student identification and intake process, student attendance and retention rates, and our comprehensive school-wide academic program. A key component of our program includes a focus on social and emotional support for all students, including students with disabilities, English language learners, foster youth, and socio-economically disadvantaged students.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all students but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Educational Partner 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

Since the beginning of the 2018-2019 school year, the Principal and the site-based team have been evaluating the implementation of the SPSA each year. An annual review for the 2022-23 SPSA was conducted during Spring 2023 by the leadership team and staff at large and actions were modified based on identified needs. The annual review was presented to SSC in April 2023, and feedback from the members was taken into consideration. Additionally, the NVHS Leadership Team collaboratively met in May 2023 to review and revise actions to respond to the comprehensive needs assessment. The Nueva Vista 2023-24 SPSA and 2023-24 tentative budget were presented School Site Council in May.

Throughout the 2022-2023 school year, the SPSA and LCAP have been outlined, reviewed, and modified as the needs on campus have arisen. Any areas of emphasis that require changes are updated throughout the annual review of this document and taken to SSC with each update. The Parent Engagement policy, updated budget, and program modifications and needs have been outlined and modified with their review and approval. The plan for 2023-2024 was brought to and approved by the SSC in May 2023.

NVHS received supplemental Comprehensive School Improvement [CSI] as well as Elementary and Secondary School Emergency Relief Fund (ESSER) funding to support strengthening the academic programs in all core subject areas and to address student engagement and school culture. It has been used to create opportunities for additional student supports, substitute teacher support for teachers to collaborate and support students and outline additional ways to prepare students for College and Career readiness.

Resource Inequities

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

Through the comprehensive needs assessment, it was found that students are credit deficient and require additional instructional supports and interventions. Additionally, it was also determined that elective offerings have the highest failure rate and an effort to understand which CTE Pathways and electives are of most interest for students needs to be implemented. Additionally, based on the LCAP survey results, only 45% of students feel that they belong to the school and there is a desire to establish a Student Support Center which would provide opportunities for tutoring, student engagement activities, and an area to meet student needs. These conditions of learning, engagement, and pupil outcomes needs exceed the available resources through the consolidated application funding and LCFF and will be addressed through the use of supplemental CSI funding.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 11	6	3	19
Grade 12	187	179	211
Total Enrollment	193	182	230

Conclusions based on this data:

1. The total enrollment for 22-23 increased compared to the previous two years.

2. 12th grade students continue to represent the largest group of students each year.

3. 11th grade students only composed 8% of the total enrollment for 2022-23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	68	58	80	35.20%	31.9%	34.8%
Fluent English Proficient (FEP)	73	67	80	37.80%	36.8%	34.8%
Reclassified Fluent English Proficient (RFEP)	5			7.4%		

Conclusions based on this data:

1. The number of ELs increased from 21-22 to a percentage similar to 2020-21.

2. There were no reclassified students reported fro 2021-22 and 2022-23.

3. The percentage of English Learners and Fluent English Proficient was identical for 2022-23.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	63	151		0	143		0	143		0.0	94.7	
All Grades	63	151		0	143		0	143		0.0	94.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2417.7			0.70			4.20			9.09			86.01	
All Grades	N/A	N/A	N/A		0.70			4.20			9.09			86.01	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.10			37.76			60.14	
All Grades		2.10			37.76			60.14	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.40			11.89			86.71	
All Grades		1.40			11.89			86.71	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		2.80			56.64			40.56	
All Grades		2.80			56.64			40.56	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		0.70			53.15			46.15	
All Grades		0.70			53.15			46.15	

Conclusions based on this data:

1. 94.7% of 11th graders enrolled participated on ELA CAASPP in 2021-22.

2. Only 4.9% of 11th graders met or exceeded standards ELA overall on the CAASPP in 2021-22.

3. 60.14% of 11th graders were below standards on the Reading section of the CAASPP in 201-22.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	63	151		0	145		0	145		0.0	96.0	
All Grades	63	151		0	145		0	145		0.0	96.0	

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2403.5			0.00			0.00			4.83			95.17	
All Grades	N/A	N/A	N/A		0.00			0.00			4.83			95.17	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00			4.14			95.86	
All Grades		0.00			4.14			95.86	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00			44.14			55.86	
All Grades		0.00			44.14			55.86	

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		0.00			47.59			52.41	
All Grades		0.00			47.59			52.41	

Conclusions based on this data:

1. 96% of 11th graders were administered the math test in 2021-22.

2. 0% students neither met or exceeded standards on the overall math test in 2021-22.

3. 47.59% students scored at or near standard in communicating reasoning in 2021-22.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	1548.2		*	1553.1		*	1542.7		11	27	
12	1560.6	1526.9		1553.3	1519.0		1567.3	1534.4		53	40	
All Grades										64	67	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	7.41		*	14.81		*	74.07		*	3.70		*	27	
12	13.64	7.69		40.91	12.82		36.36	46.15		9.09	33.33		44	39	
All Grades	13.46	7.58		40.38	13.64		36.54	57.58		9.62	21.21		52	66	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	18.52		*	59.26		*	22.22		*	0.00		*	27	
12	31.82	7.69		47.73	51.28		15.91	23.08		4.55	17.95		44	39	
All Grades	28.85	12.12		48.08	54.55		19.23	22.73		3.85	10.61		52	66	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	3.70		*	11.11		*	44.44		*	40.74		*	27	
12	4.55	2.56		20.45	10.26		52.27	35.90		22.73	51.28		44	39	
All Grades	3.85	3.03		21.15	10.61		53.85	39.39		21.15	46.97		52	66	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	0.00		*	74.07		*	25.93		*	27	
12	6.98	0.00		81.40	56.41		11.63	43.59		43	39	
All Grades	5.88	0.00		82.35	63.64		11.76	36.36		51	66	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	74.07		*	25.93		*	0.00		*	27	
12	55.56	61.54		40.74	25.64		3.70	12.82		27	39	
All Grades	54.84	66.67		41.94	25.76		3.23	7.58		31	66	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	7.41		*	40.74		*	51.85		*	27	
12	7.69	5.13		58.97	30.77		33.33	64.10		39	39	
All Grades	6.52	6.06		60.87	34.85		32.61	59.09		46	66	

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	7.41		*	74.07		*	18.52		*	27	
12	15.91	5.13		79.55	66.67		4.55	28.21		44	39	
All Grades	15.69	6.06		80.39	69.70		3.92	24.24		51	66	

Conclusions based on this data:

1. 57.58% of students (all grades) scored at level 2 in 2021-22 showing most of the EL students who tested scored at this level.

2. 7.5% of students (all grades) scored at level 4 in 2021-22

3. 66.67% of students (all grades) scored well developed in the domain of speaking.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
182	**87.4**	**31.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Nueva Vista Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	58	31.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	159	87.4
Students with Disabilities	19	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	1.6
American Indian		
Asian		

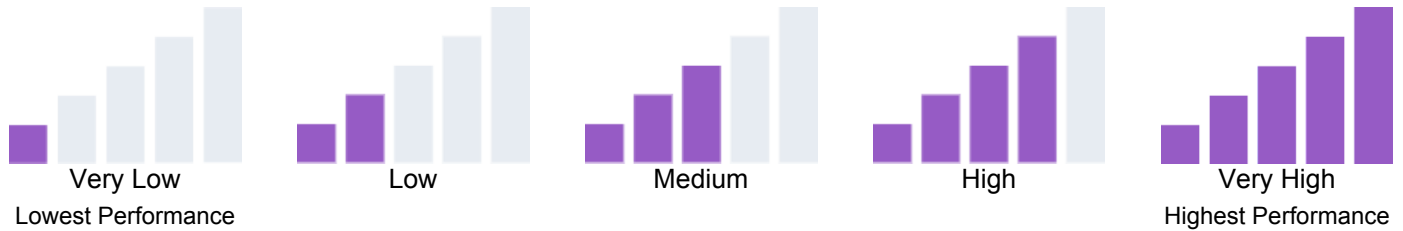| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	1	0.5
Hispanic	166	91.2
Two or More Races		
Pacific Islander		
White	9	4.9

Conclusions based on this data:

1. 87.4% shows that most of our students are classified as socio-economically disadvantaged.

2. 31.9% shows that a third of our students are English learners.

3. 91.2% of students are hispanic.

School and Student Performance Data

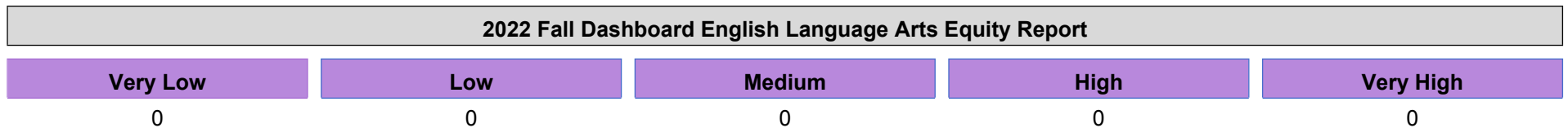## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
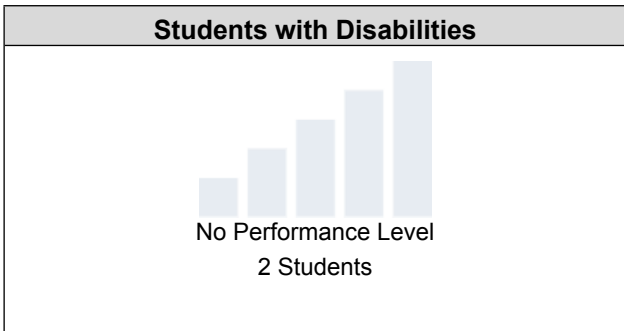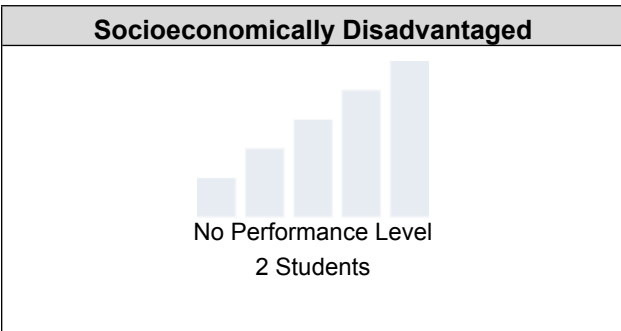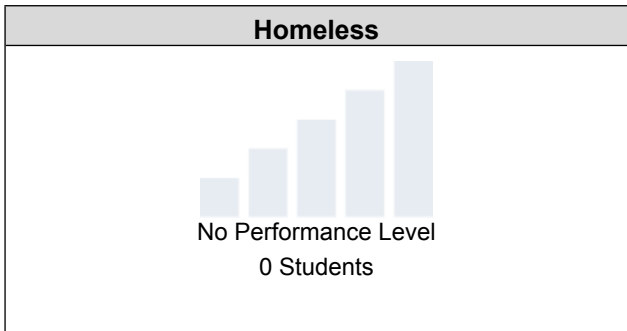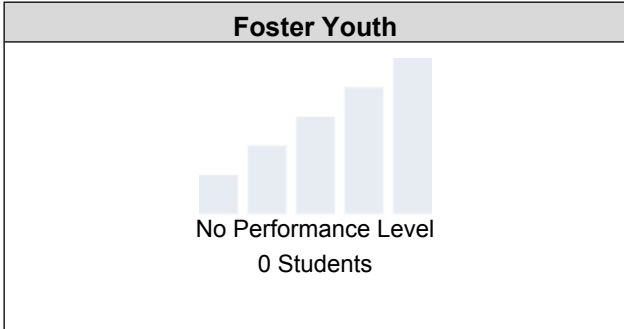
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** High	**Suspension Rate** Medium
Mathematics No Performance Level		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Nueva had a high graduation rate for 2022.

2. Nueva's suspension rate is considered medium for 2022.

3. English learner progress for 2022 was low.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

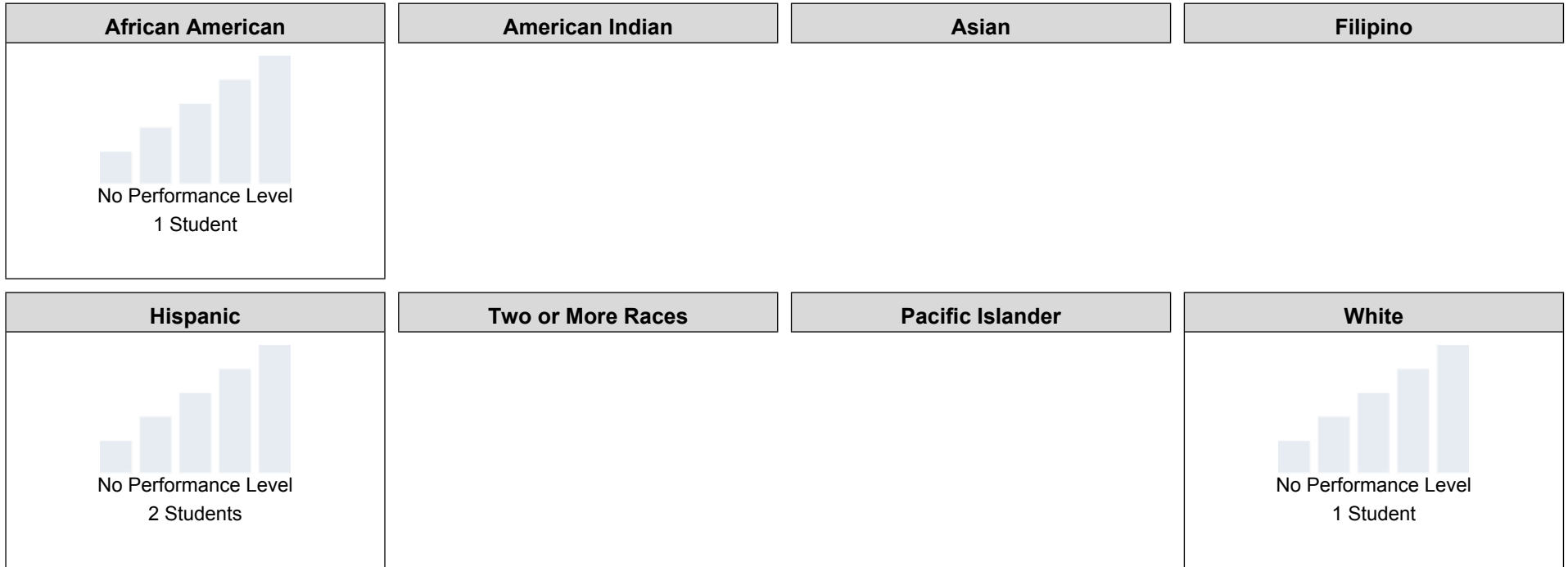| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group
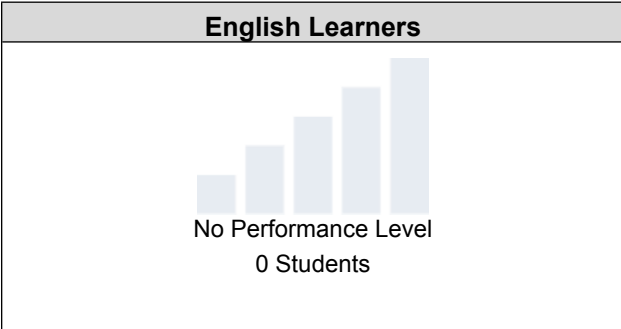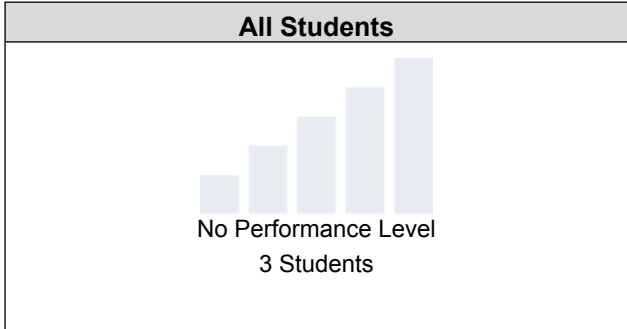
All Students

No Performance Level

3 Students

English Learners

No Performance Level

0 Students

Foster Youth

No Performance Level

0 Students

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged

No Performance Level

2 Students

Students with Disabilities

No Performance Level

2 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 1 Student			

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 2 Students			No Performance Level 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	5 Students

Conclusions based on this data:

1. There is little to no data to analyze for 2022.

2. There is little to no data to analyze for 2022.

3.   There is little to no data to analyze for 2022.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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

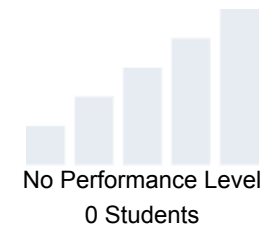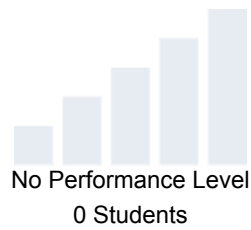## 2022 Fall Dashboard Mathematics Performance for All Students/Student Group
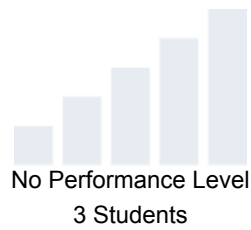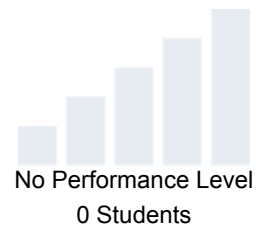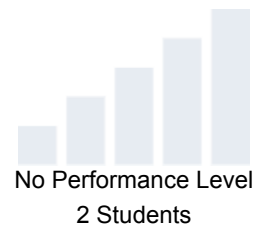
All Students

No Performance Level

3 Students

English Learners

No Performance Level

0 Students

Foster Youth

No Performance Level

0 Students

Homeless

No Performance Level

0 Students

Socioeconomically Disadvantaged

No Performance Level

2 Students

Students with Disabilities

No Performance Level

2 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

No Performance Level
1 Student

Hispanic	Two or More Races	Pacific Islander	White

No Performance Level
1 Student

No Performance Level
1 Student
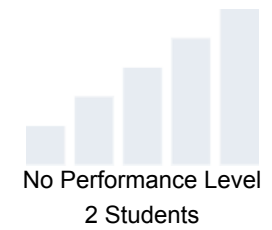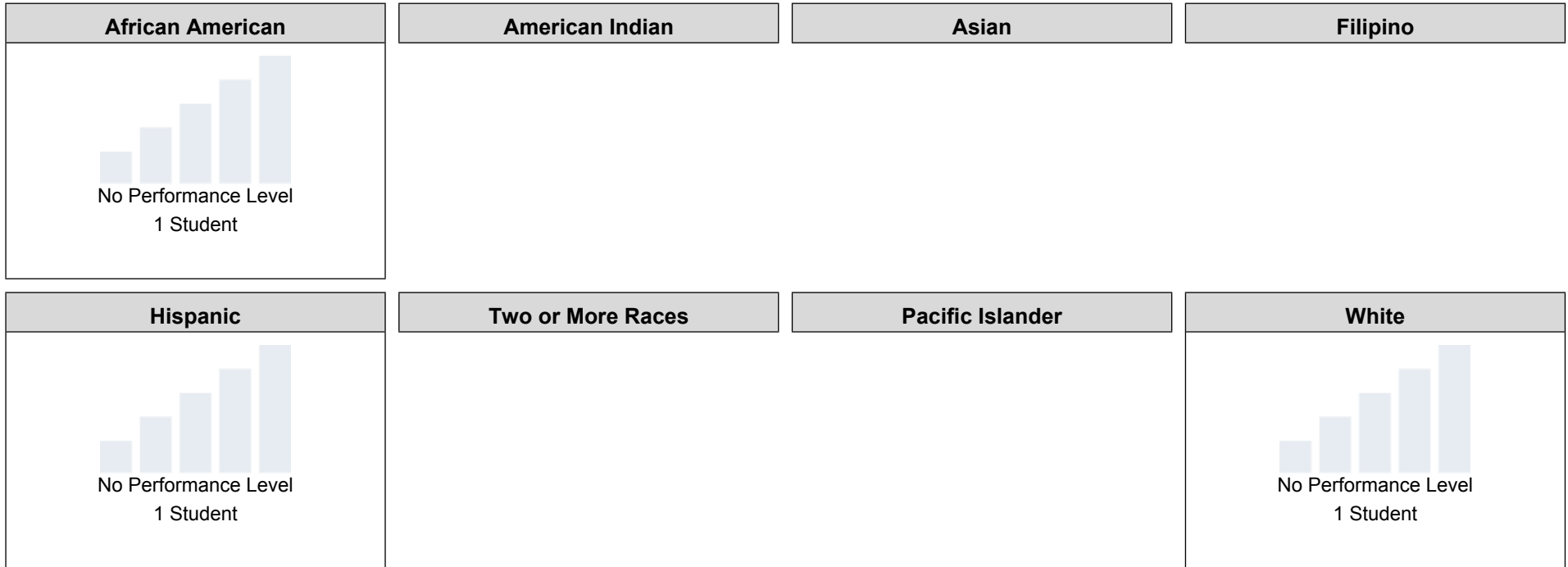
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	4 Students

Conclusions based on this data:

1. There is little to no data to analyze for 2022.

2. There is little to no data to analyze for 2022.
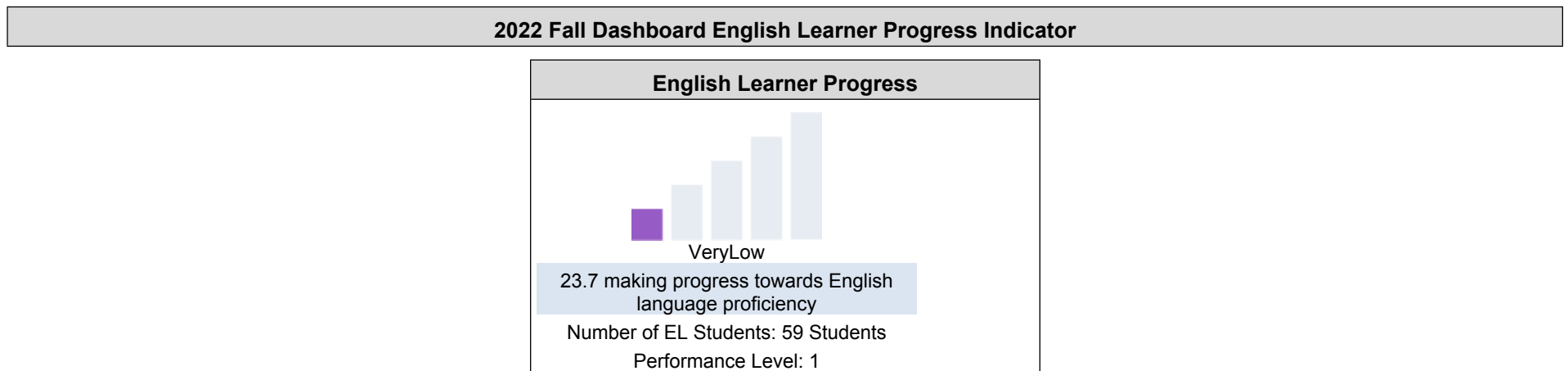
3.   There is little to no data to analyze for 2022.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

VeryLow

23.7 making progress towards English language proficiency

Number of EL Students: 59 Students

Performance Level: 1

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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
35.6%	40.7%	0.0%	23.7%

Conclusions based on this data:

1. English learner progress is low with 23.7% of ELs making progress by at least one ELPI level.

2. 35.6% of ELs decreased by on e ELPI level.

3. 40.7% of ELs maintained their ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

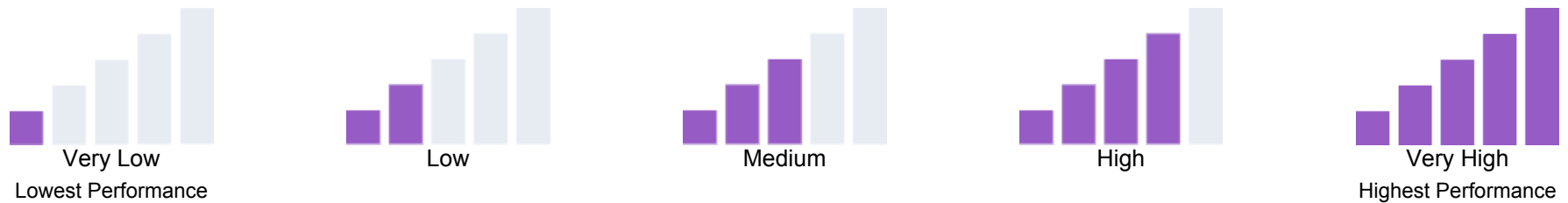| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
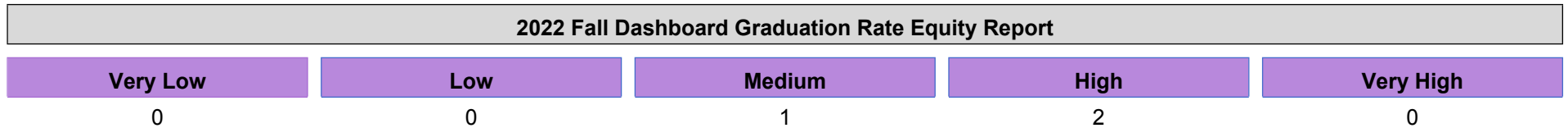
1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the **Dashboard Communications Toolkit**.
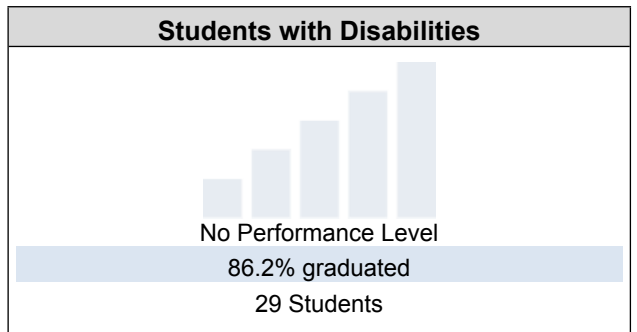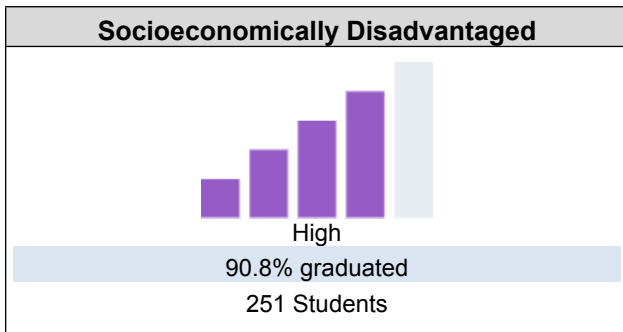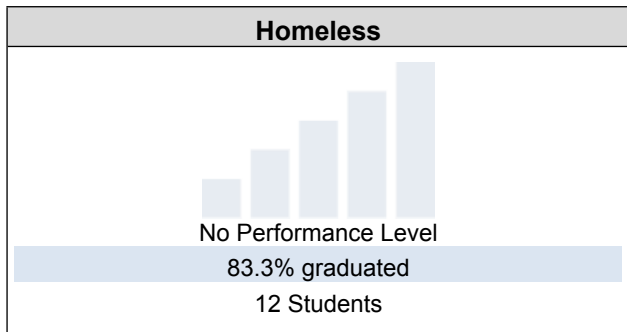
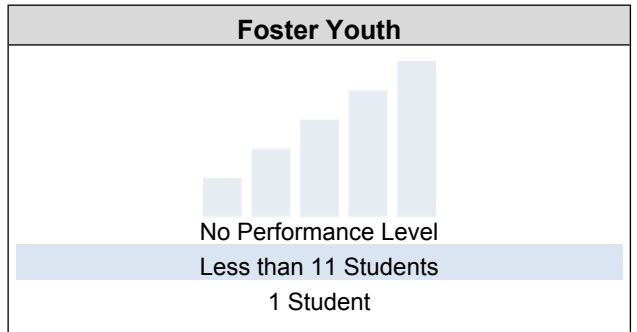| Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

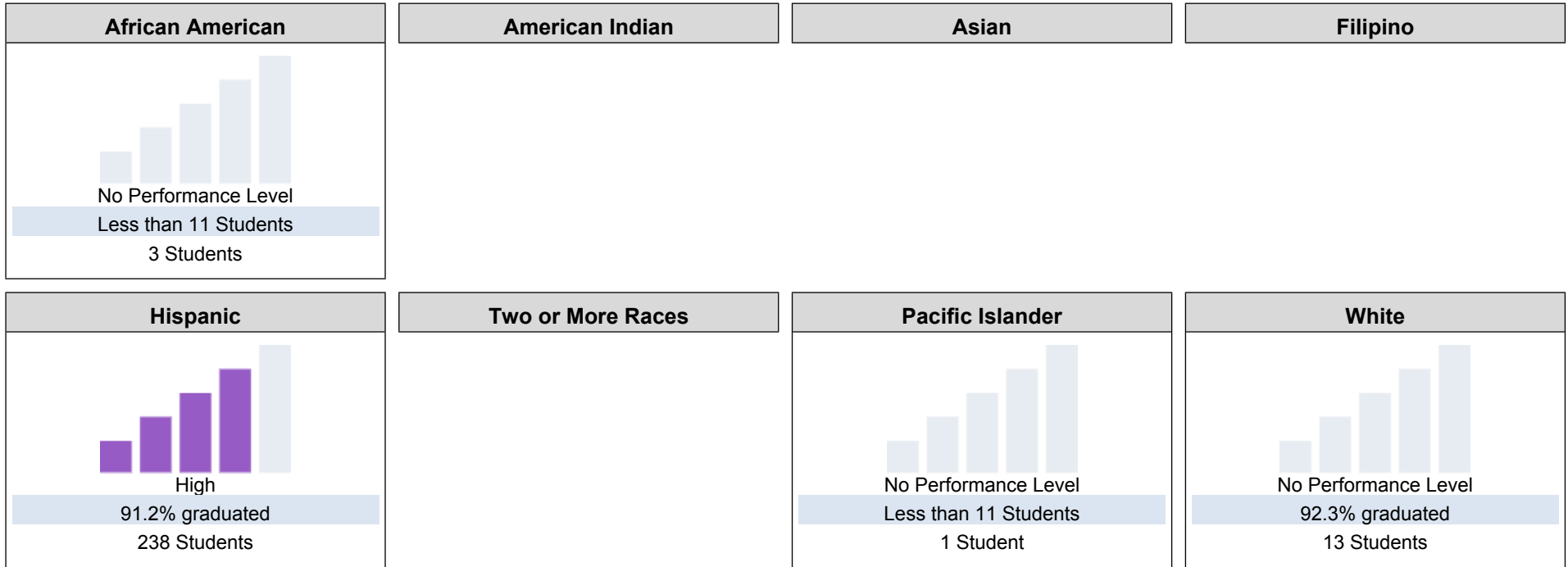| 2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	2	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

High

91.2% graduated

260 Students

English Learners

Medium

87.6% graduated

89 Students

Foster Youth

No Performance Level

Less than 11 Students

1 Student

Homeless

No Performance Level

83.3% graduated

12 Students

Socioeconomically Disadvantaged

High

90.8% graduated

251 Students

Students with Disabilities

No Performance Level

86.2% graduated
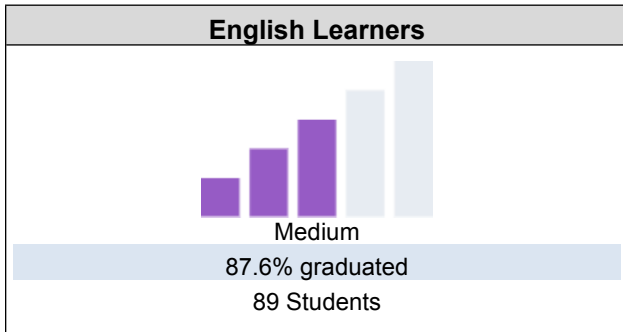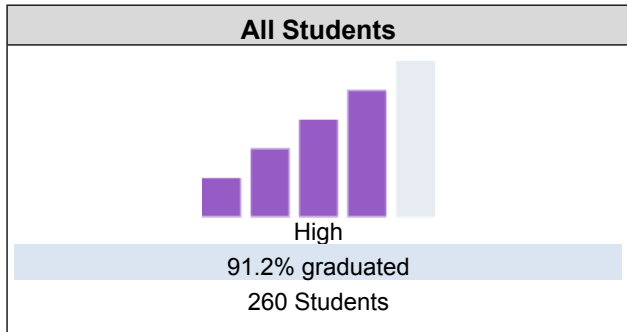
29 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level			
Less than 11 Students			
3 Students			

Hispanic	Two or More Races	Pacific Islander	White
High		No Performance Level	No Performance Level
91.2% graduated		Less than 11 Students	92.3% graduated
238 Students		1 Student	13 Students

Conclusions based on this data:

1. Nueva had a high graduation level with 91.2% for all students.

2. 90.8% of students classified as socio-economically disadvantaged graduated.

3. 91.2% of hispanic students graduated.

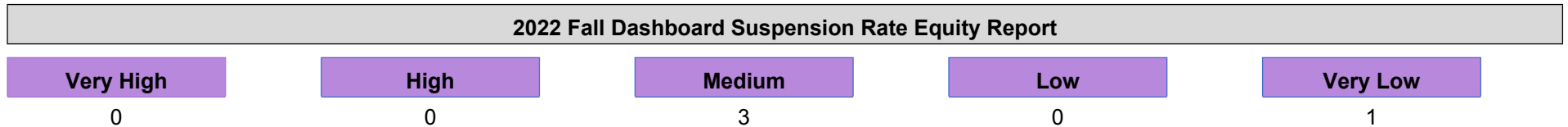# School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the **Dashboard Communications Toolkit**.

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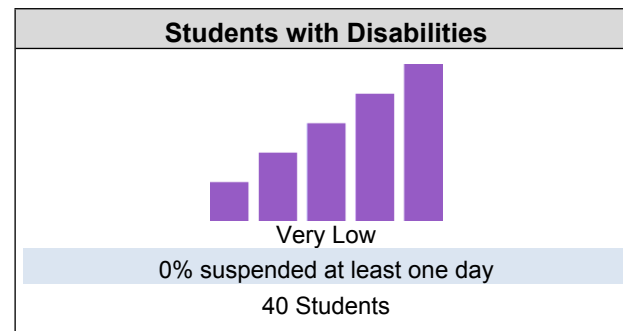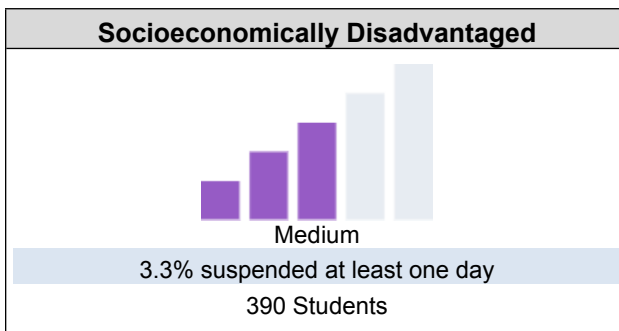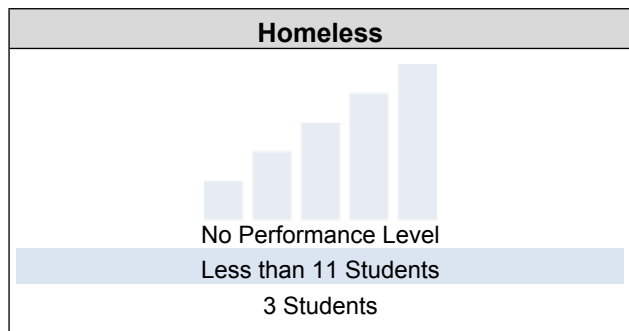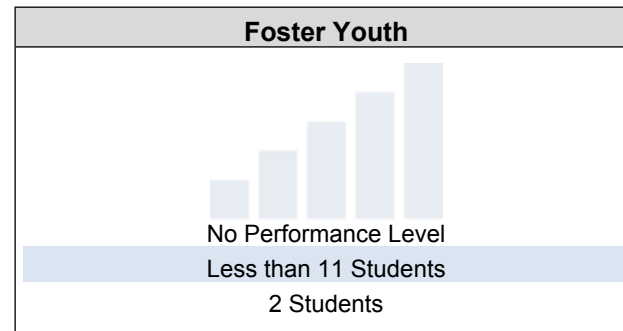
Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

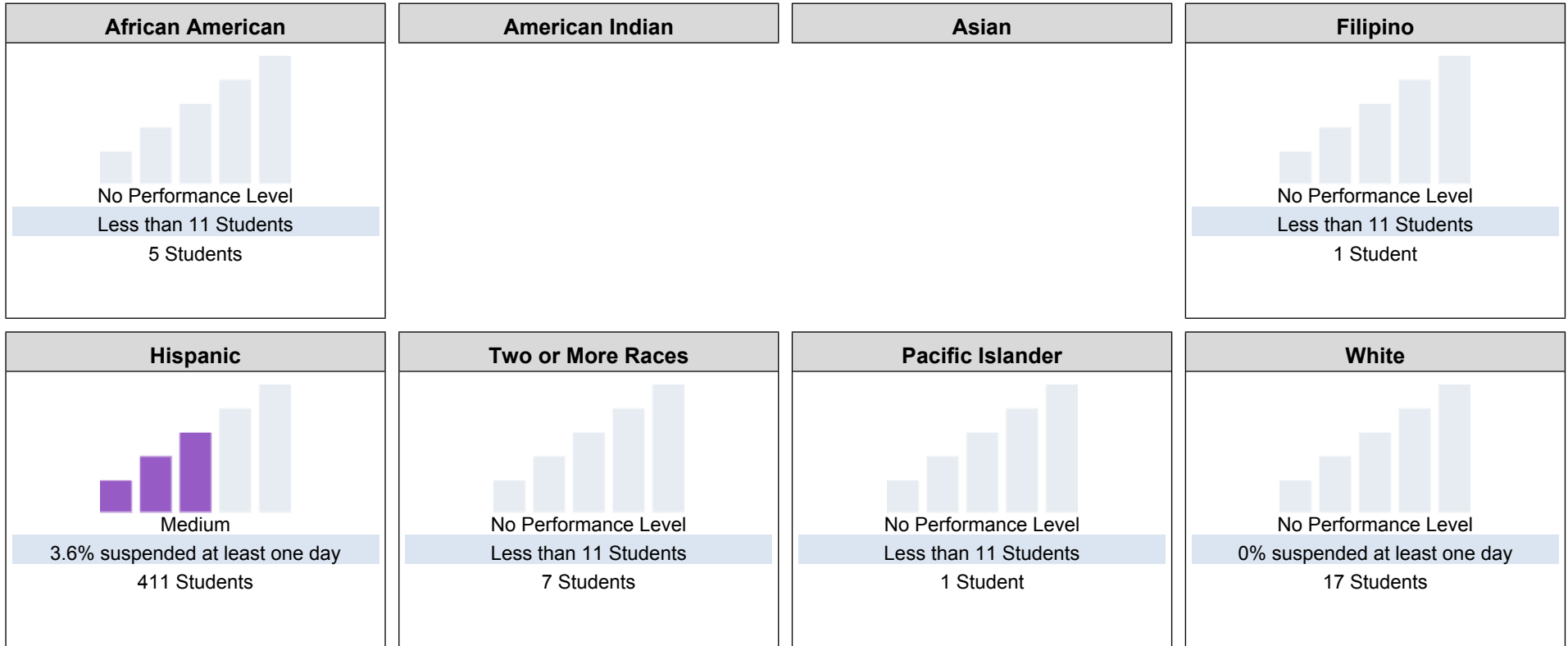| 2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

3.4% suspended at least one day

442 Students

English Learners

Medium

3.6% suspended at least one day

140 Students

Foster Youth

No Performance Level

Less than 11 Students

2 Students

Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

Medium

3.3% suspended at least one day

390 Students

Students with Disabilities

Very Low

0% suspended at least one day

40 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

5 Students

American Indian

Asian

Filipino

No Performance Level

Less than 11 Students

1 Student

Hispanic

Medium

3.6% suspended at least one day

411 Students

Two or More Races

No Performance Level

Less than 11 Students

7 Students

Pacific Islander

No Performance Level

Less than 11 Students

1 Student

White

No Performance Level

0% suspended at least one day

17 Students

Conclusions based on this data:

1. 3.4% of all students were suspended at least one time.

2. 0% of students with disabilities were suspended at least one time.

3. 3.3% of Socioeconomically Disadvantaged students were suspended at least one time.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

- Improve academic achievement in Mathematics. With a focus on developing ways to increase ability for all students with basic mathematics learning through increased collaboration and tutoring to support all students. Additionally, work to create interventions and built-in supports for all students to increase mathematics conversations and computations.

- Improve academic achievement performance in English Language Arts. In order to address student deficiencies in English Language Arts, we will develop ways to provide extra support to work in collaboration with English teachers and to tutor students in reading and writing, develop curriculum in ELA to increase critical reading and writing and work to create interventions to support English development for all students.

- Increase critical thinking and literacy in Science, Social Studies, and Electives to support the development of student academic achievement. Through additional increase in critical thinking and literacy in all subject areas, students will have continued practice to increase skills which will translate to more readiness for College and Career choices after high school.

- Increase the focus on SEL skills to support all students. In order to help students prepare a plan for College and Career readiness and to feel confident that they can learn and increase academic achievements in all areas, students must feel that they have the skills to be successful.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics CAASPP Scores	2021-2022 Math Mean Score: 2404	2022-2023 Math Mean Score: 2500+
English Language Arts CAASPP Scores	2021-2022 ELA Mean Score: 2418	2022-2023 ELA Mean Score: 2500+
FAFSA/Dream Act Submission Percentage	2022-2023 FAFSA/Dream Act Applications Submitted: 46	2023-2024 FAFSA/Dream Act Applications Submitted: 50+
CTE Pathway Completion	2022-23 Pathway Completers: 6.3% All	2023-24 Pathway Completers: 10% All

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0.0% African Americans 4.5% English Learners 5.8% Socio-Economic Disadvantaged 4.7% Students With Disabilities 0.0% Foster Youth	2% African Americans 5% English Learners 6% Socio-Economic Disadvantaged 6% Students With Disabilities 2% Foster Youth
Increase students passing ELA, Math, SS, Science and Electives	2022-2023 Failure Rate: Reduce the failure rate by 2% in each subject area for the full year. ELA - Q1: (19%), Q2: (18%), Q3: (16%) Overall (YTD): (17.6% avg) Math - Q1: (10%), Q2: (13%), Q3: (3%), Overall (YTD): (8.6% avg) Science - Q1: (22%), Q2: (17%), Q3: (16%), Overall (YTD): (18.3% avg) Social Studies - Q1: (34%), Q2: (16%), Q3: (12%), Overall (YTD): (20.6% avg) Electives - Q1: (10%), Q2: (7%), Q3: (2%), Overall (YTD): (6.3% avg)	2023-2024 Failure Rate: Reduce the overall failure rate average by 2% in each subject area for the full year. ELA - Overall (YTD): (15% avg) Math - Overall (YTD): (7% avg) Science - Overall (YTD): (16% avg) Social Studies - Overall (YTD): (18% avg) Electives - Overall (YTD): (4% avg)
Increase student support in Advisory class receiving information and support skills training	2022-2023 Advisory Attendance Rate: 48.3%	2023-2024 Advisory Attendance Rate: 55%
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021-2022: (18%) Proficient Level 1 (Minimally Developed) 21.21% Level 2 (Somewhat Developed) 57.58% Level 3 (Moderately Developed) 13.64% Level 4 (Well Developed) 7.58%	2022-2023: (18%) Proficient Level 1 (Minimally Developed) 15% Level 2 (Somewhat Developed) 55% Level 3 (Moderately Developed) 20% Level 4 (Well Developed) 10%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021-22: 5% of students redesignated Fluent English Proficient (FEP)	2022-22: 10% of students redesignated Fluent English Proficient (FEP)
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA: 2021-22: 0.7% met college preparedness in the EAP for ELA 4.2% exceeded college preparedness in the EAP for ELA	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA: 2022-23: 3% met college preparedness in the EAP for ELA 6% exceeded college preparedness in the EAP for ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math 2021-22: 0% met college preparedness in the EAP for Math 0% exceeded college preparedness in the EAP for Math	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math 2021-22: (5%) met college preparedness in the EAP for Math (2%) exceeded college preparedness in the EAP for Math
P4: Percent increase in A-G course completion rate	P4: Percent increase in A-G course completion rate 2021-22: -0.4% A-G course completion rate	P4: Percent increase in A-G course completion rate 2022-2023: (3%) A-G course completion rate
P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB)	P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB) 2021-2022: 0.0% All 0.0% African Americans 0.0% English Learners 0.0% Socio-Economic Disadvantaged 0.0% Students With Disabilities 0.0% Foster Youth	P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB) 2022-2023: (3%) All (3%) African Americans (3%) English Learners (3%) Socio-Economic Disadvantaged (3%) Students With Disabilities (3%) Foster Youth
P5: Graduation Rate	P5: Graduation Rate 2022: 91.2% All N/A% African Americans 87.6% English Learners 90.8% Socio-Economic Disadvantaged 86.2% Students With Disabilities N/A% Foster Youth	P5: Graduation Rate 2023: (95%) All (80%) African Americans (90%) English Learners (95%) Socio-Economic Disadvantaged (90%) Students With Disabilities (80%) Foster Youth
P7: Percent of students enrolled in CTE courses	P7: Percent of students enrolled in CTE courses 2022-23: 28.10%	P7: Percent of students enrolled in CTE courses 2023-24: 35%

Planned Strategies/Activities

Action 1.1
Supports for Classroom Instruction

	X	New Action	

Planned Actions/Services	Students to be served	Budget and Source
• Professional Development (PD) to support instruction and increase student engagement in the classroom • Release time for attending PD, teacher planning, collaboration, shadowing, peer observations, etc.	X All Students	Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3700 Food & Beverages to support PD 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1100

Action 1.2
Supplemental Support for core subjects, elective courses, and CTE Pathways

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
• Supplemental materials/technology to support classroom instruction and support core courses, electives, and CTE pathways • Supplemental software/licenses to support content standards in core courses, electives, and/or CTE pathways • Professional Development for teachers to support subject areas, electives, & CTE Pathways • Promote and increase enrollment in elective courses and CTE pathways • ELO Tutoring supports for students • EMCC to support the library	X All Students	EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $56550 Materials & Supplies for classroom instruction 4000-4999: Books And Supplies Title I Basic -- 3010 $5730 Materials & Supplies for classroom instruction 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1600 Maintenance agreement for Copy Machine supporting classroom instruction

		5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1500
		Software License 4000-4999: Books And Supplies Title I Basic -- 3010 $3650
		Print shop order to support instruction 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500

Action 1.3

Student post-secondary education preparation, planning, and support

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
• Provide field trips, workshops, and presentations including, but not limited to, financial literacy, college enrollment, career pathways, etc. • Support students in obtaining a work permit • Materials to promote career center activities • Develop and administer a student survey on electives and CTE pathway interest • Provide incentives and refreshments to support College and Career Kickoff event, FAFSA, Dream Act, etc.	X All Students	Career Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $80910 Materials & incentives to promote college & career (senior awards & gifts) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 Materials & supplies to support college & career 4000-4999: Books And Supplies Title I Basic -- 3010 $500 Open PO for snacks/beverages supporting college & career events for students/parents 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500

		Extra Classified hourly to support prep for graduation initiatives/projects during the year 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $300 Field trips to promote college & career (college & trade school tours)-bussing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3200 Print shop orders to support college & career 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $100

Action 1.4
Supports for English Language Learners

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
• Core and elective subject support for EL students • Provide supplemental materials to support integrated ELD • Provide professional development to support ELD • Provide incentives to support student engagement on ELPAC testing (addressed in 3.2) • Provide refreshments for ELAC and parent events to support EL student achievement	X Other student group(s) English Learners (ELs)	(2) Bilingual Language Tutors (BLTs) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $26606 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500 EL PD & conferences 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $4200 EL PD & conferences 5800: Professional/Consulting Services And Operating Expenditures

			Title III LEP -- 4203 $1908 Snacks & beverages for ELAC meetings & EL workshops 4000-4999: Books And Supplies Title III LEP -- 4203 $300

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

       Priority 5: Pupil Engagement (Engagement)

       Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

- Increase student attendance on campus
- Decrease student suspension and expulsion percentages
- Increase students feeling of belonging on campus
- Meet basic students needs, including but not limited to personal hygiene, clothing, food, school supplies, and transportation to/from campus
- Increase student participation in student activities
- Increase student involvement in clubs and activities on campus

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance Rate	2022-2023 Student Attendance Percentage: 76.78%	2023-2024 Student Attendance Percentage: 80%+
P6: Pupil suspension rate	2022-2023 Suspension Percentage: 3.4%	2023-2024 Suspension Percentage: 2% or less
P1: School facilities are maintained in good repair	2022-2023 FIT Reports: All school facility reports indicate 99% Good or Better	2023-2024 FIT Reports: All school facility reports indicate 100% Good or Better
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	2021-2022: Overall Chronic Absenteeism Rate 62.30%	2022-2023: Overall Chronic Absenteeism Rate (40%)
P5: High School dropout rates	2022-23 Dropout Rate: 3.7%	2022-23 Dropout Rate: 2%
P6: Pupil expulsion rate	2022-23 Expulsion Percentage: 0.23%	2022-23 Expulsion Percentage: 0%
P6: Survey of pupils on sense of safety	2023 Spring-LCAP Student Survey:	2024 Spring-LCAP Student Survey:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	"How often do you worry about violence at your school?" __% responded "Almost Never" or "Once in a while" 72% of students that took the survey responded "Almost Never" 10% of the student that took the survey responded "Once in a while"	"How often do you worry about violence at your school?" __% responded "Almost Never" or "Once in a while" 80% of students that took the survey responded "Almost Never" 20% of the student that took the survey responded "Once in a while"
P6: Survey of parents on sense of safety	2023 Spring-LCAP Student Survey: On the question, "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" parents responded as follows: (0 responses) of the parents that took the survey responded "Quite Well" (0 responses) of the parents that took the survey responded "Extremely Well"	2024 Spring-LCAP Student Survey: On the question, "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" parents responded as follows: 40% of the parents that took the survey respond "Quite Well" 25% of the parents that took the survey respond "Extremely Well"
P6: Survey of teachers on sense of safety	2023 Spring-LCAP Teacher Survey: On the question, "For students who need extra support, how difficult is it for them to get the support that they need?" teachers responded as follows: 71% responded "Not at all difficult"	2024 Spring-LCAP Teacher Survey: On the question, "For students who need extra support, how difficult is it for them to get the support that they need?" teachers responded as follows: 80% respond "Not at all difficult"

Planned Strategies/Activities

Action 2.1
Multi-Tiered System of Supports

	<u>X</u> Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
• Support social and Emotional well-being of students, including providing access to meet basic needs. • Behavior Social Emotional Learning (BSEL) coordinator supports school wide SEL implementation • Student engagement supports, materials, and incentives for: Aztec coupons, Aztec of the Week raffle, Fun Friday, quarterly awards, 5-Star Students incentives, etc. • Mental Health supports (mental health counselor & PICO) • Ensure all students have needed supports to/from school including bus passes and access to transportation options. • Support to attend PD & conferences (equity, SEL, etc.) (district funds) • Care closet materials/supplies (addressed in 3.3)	X All Students	Bus passes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100

Action 2.2
Safe Schools Plan

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
• Safe Schools Plan Implementation • Update/replace emergency supplies and equipment • Support ant-drug & bully prevention campaigns	X All Students	Safe Schools Plan Implementation (Update supplies & equipment) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2500 Health Care Aide Salary - 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $15796

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

-Increase parent involvement and engagement at Nueva Vista

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation on School Site Council	2022-2023 Parent Participation on School Site Council: 3	2023-2024 Parent Participation on School Site Council: 4
Develop trainings for parents	2021-2022 Parent trainings: 0	2023-2024 Parent trainings: 2
Parent participation in the NVHS ELAC	2022-2023 Parent participation in ELAC: 2	2023-2024 Parent participation in ELAC: 3+
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	2023 Spring LCAP Parent/Family Survey: On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" parents that took the survey responded as follows: (0 responses) responded "Extremely Important" (0 responses) responded "Quite Important"	2024 Spring LCAP Parent/Family Survey: On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" parents that took the survey responded as follows: 60% respond "Extremely Important" 40% respond "Quite Important"
P5: Survey of Parents on Student Engagement	2023 Spring LCAP Parent/Family Survey: On the following survey question, "For this school or district to be successful over the next three	2024 Spring LCAP Parent/Family Survey: On the following survey question, "For this school or district to be successful over the next three

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	years, how important is it for us to focus on...Student activities and extracurricular activities?" parents that took the survey responded as follows: (0 responses) responded "Extremely Important" (0 responses) responded "Quite Important"	years, how important is it for us to focus on...Student activities and extracurricular activities?" parents that took the survey responded as follows: 70% respond "Extremely Important" 20% respond "Quite Important"
P5: Survey of Teachers on Student Engagement	2023 Spring LCAP Panorama Teacher Survey: On the following question, "On most days, how enthusiastic are the students about being at school?" teachers that took the survey responded as follows: 0% responded "Quite Enthusiastic" 0% responded "Extremely Enthusiastic" 83% responded "Somewhat Enthusiastic"	2024 Spring LCAP Panorama Teacher Survey: On the following question, "On most days, how enthusiastic are the students about being at school?" teachers that took the survey responded as follows: 5% respond "Quite Enthusiastic" 10% respond "Extremely Enthusiastic" 85% respond "Somewhat Enthusiastic"
P5: Survey of Students on Student Engagement	2023 Spring LCAP Panorama Student Survey: On the following question, "Overall, how much do you feel like you belong at your school?" students that took the survey responded as follows: 20% responded "Belong quite a bit" 13% responded "Completely belong"	2024 Spring LCAP Panorama Student Survey: On the following question, "Overall, how much do you feel like you belong at your school?" students that took the survey responded as follows: 30% respond "Belong quite a bit" 20% respond "Completely belong"

Planned Strategies/Activities

Action 3.1
Increase Parent Engagement

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
• Site-based parent outreach opportunities including but not limited to intake meetings, parent meetings and workshops, award ceremonies, graduation, communication, materials, and refreshments • Opportunities for parents to attend and serve on advisory councils including ELAC and SSC	X All Students	Teacher hourly to support graduation 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3240 Classified hourly to support graduation & back to school night 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1900 Materials & Supplies to support graduation 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $800 Food & beverages to support back to school night 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1300 Print shop expenditures to support graduation 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $200 Snacks & beverages to support parent meetings (SSC, ELAC, workshops, etc.) 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $359

Action 3.2
Increase Student Engagement

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
		Snacks & refreshments for graduation & award ceremonies 4000-4999: Books And Supplies

- Student opportunities include student meetings, awards ceremonies, incentives for student achievement, communication, materials, and refreshments. - Providing welcoming and useful spaces for campus-wide activities. - Provide student apparel and incentives to promote student engagement, & school spirit and culture, - Support student clubs on campus with materials, incentives, etc."		LCFF Suppl/Conc -- 0707 $1000 Materials & supplies for student recognitions, incentives, clubs, 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $14668 Software License (5-Star Students) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $800 Printshop orders to support student engagements (book markers-bell schedule, mission, vision, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $150 Senior & Pride Awards Assembly (Rentals for stage, chairs, & generator) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1600 Teacher subs to support ASB & clubs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000

Action 3.3
Development of Student Support Center

	X	Unchanged Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
- Establish a care closet to provide student supplies and materials - Provide access to a washer/dryer for students as needed	X All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

• Provide tutoring services and supports utilizing a resident sub when available • Establish a collaborative and creative space with access to supplies"		$800 Food kits for care closet 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Mathematics CAASPP Scores	2021-2022 Math Mean Score: 2425+	2021-2022 Math Mean Score: 2404
English Language Arts CAASPP Scores	2021-2022 ELA Mean Score: 2435+	2021-2022 ELA Mean Score: 2418
FAFSA/Dream Act Submission Percentage	2022-2023 FAFSA/Dream Act Applications Submitted: 75+	2022-2023 FAFSA/Dream Act Applications Submitted: 46
CTE Pathway Completion	2021-2022 Pathway Completers: 20+ All (%) African Americans (%) English Learners (%) Socio-Economic Disadvantaged (%) Students With Disabilities (%) Foster Youth	2021-2022 Pathway Completers: 6.3% All 0.0% African Americans 4.5% English Learners 5.8% Socio-Economic Disadvantaged 4.7% Students With Disabilities 0.0% Foster Youth
Increase students passing ELA, Math, SS, Science and Electives	2022-2023 Failure Rate: Reduce the failure rate by 2% in each subject area for the full year. ELA - Q1: (15%), Q2: (23%), Q3: (17%) Overall (YTD): (18%) Math - Q1: (3%), Q2: (7%), Q3: (4%), Overall (YTD): (5%) Science - Q1: (14%), Q2: (20%), Q3: (21%), Overall (YTD): (20%) Social Studies - Q1: (8%), Q2: (12%), Q3: (13%), Overall (YTD): (11%) Electives - Q1: (15%), Q2: (23%), Q3: (25%), Overall (YTD): (25%)	2022-2023 Failure Rate: Reduce the failure rate by 2% in each subject area for the full year. ELA - Q1: (19%), Q2: (18%), Q3: (16%) Overall (YTD): (%) Math - Q1: (10%), Q2: (13%), Q3: (3%), Overall (YTD): (%) Science - Q1: (22%), Q2: (17%), Q3: (16%), Overall (YTD): (%) Social Studies - Q1: (34%), Q2: (16%), Q3: (12%), Overall (YTD): (11%) Electives - Q1: (10%), Q2: (7%), Q3: (2%), Overall (YTD): (%)
Increase student support in Advisory class receiving information and support skills training	2022-2023 Advisory Attendance Rate: 70% +	2022-2023 Advisory Attendance Rate: 48.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021-22: (18%) Proficient Level 1 (Minimally Developed) (9%) Level 2 (Somewhat Developed) (30%) Level 3 (Moderately Developed) (45%) Level 4 (Well Developed) (16%)	2021-22: (18%) Proficient Level 1 (Minimally Developed) 21.21% Level 2 (Somewhat Developed) 57.58% Level 3 (Moderately Developed) 13.64% Level 4 (Well Developed) 7.58%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021-22: (15%) of students redesignated Fluent English Proficient (FEP)	2021-22: 5% of students redesignated Fluent English Proficient (FEP)
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA: 2021-22: (25%) met college preparedness in the EAP for ELA (2%) exceeded college preparedness in the EAP for ELA	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA: 2021-22: 0.7% met college preparedness in the EAP for ELA 4.2% exceeded college preparedness in the EAP for ELA
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math 2021-22: (5%) met college preparedness in the EAP for Math (2%) exceeded college preparedness in the EAP for Math	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math 2021-22: 0% met college preparedness in the EAP for Math 0% exceeded college preparedness in the EAP for Math
P4: Percent increase in A-G course completion rate	P4: Percent increase in A-G course completion rate 2021-22: (3%) A-G course completion rate	P4: Percent increase in A-G course completion rate 2021-22: • 0.4% A-G course completion rate
P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB)	P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB) 2021-2022: (3%) All (3%) African Americans (3%) English Learners	P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB) 2021-2022: 0.0% All 0.0% African Americans 0.0% English Learners

Metric/Indicator	Expected Outcomes	Actual Outcomes
	(3%) Socio-Economic Disadvantaged (3%) Students With Disabilities (3%) Foster Youth	0.0% Socio-Economic Disadvantaged 0.0% Students With Disabilities 0.0% Foster Youth
P5: Graduation Rate	P5: Graduation Rate 2022: (80%) All (80%) African Americans (80%) English Learners (80%) Socio-Economic Disadvantaged (80%) Students With Disabilities (80%) Foster Youth	P5: Graduation Rate 2022: 91.2% All N/A% African Americans 87.6% English Learners 90.8% Socio-Economic Disadvantaged 86.2% Students With Disabilities N/A% Foster Youth
P7: Percent of students enrolled in CTE courses	P7: Percent of students enrolled in CTE courses 2022-23: (50%)	P7: Percent of students enrolled in CTE courses 2022-23: 28.10%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support in core subject areas to add supplemental curriculum • Supplemental materials to support content standards • Tutoring supports for students • Supplemental software to support content standards • Incentives to support academic achievement • Increase access to smartboards in the classroom • Professional Development for teachers to support subject areas	Support in core subject areas to add supplemental curriculum • Teachers who requested supplemental materials, received this support. • ELO was provided to supported students with credit recovery outside of the regular school day. Resident subs supported students when available and requested by teachers. • Supplemental software to support content standards was not purchased this year.	Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3,000.00 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $857.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $4070 Teacher hourly 1000-1999: Certificated Personnel Salaries	Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $969.00 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3560.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $15,712.00 Teacher hourly 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Incentives to support academic achievement were purchased to support the 5-Star Students store. • 3 additional Smarboards were purchased for classrooms without these technology devices. • Teachers attended various Professional Development to support their subject areas.	Title I Basic -- 3010 $3,000.00	Title I Basic -- 3010 $3,000.00
		Teacher Sub Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3,650.00	Teacher Sub Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $3700.00
		Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000	Software 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3650.00
		EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $49,591	EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $58,051
		$	Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $115.00
		$	Printing 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 $95.00
Elective subject support • Supplemental materials to support electives and CTE pathways • Supplemental software to support electives and CTE pathways • Incentives to support electives and CTE pathways	Elective subject support • Supplemental materials were purchased and provided to to support electives and CTE pathways (Sustainable Agriculture and both CTE pathways) • Supplemental software: an additional forklift simulator & license was acquired to	$	Materials and supplies for CTE and elective courses 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00
		Materials and supplies for CTE and elective courses 4000-4999: Books And Supplies Title I Basic -- 3010 $4000	Materials and supplies for CTE and elective courses 4000-4999: Books And Supplies Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Professional Development for teachers to support electives and CTE pathways • Develop and administer a student survey on electives and CTE pathway interest • Provide access to students for electives and CTE pathway interest	support the distribution & logistics CTE pathway. • Student incentives were purchased to support the implementation of the 5-Start program aimed to increase academic engagement & participation, behavior, attendance, and connections to the school community. • Teachers attended professional development to support electives and CTE pathways. • The counselor works closely with teachers to promote, determine interest, and recruit students into CTE & elective courses.		
Student post-secondary education preparation, planning, and support • Provide field trips, workshops, and presentations including, but not limited to, financial literacy, college enrollment, career pathways, etc. • Support students in obtaining a work permit • Materials to promote career center activities • Provide incentives and refreshments to support College and Career Kickoff event, FAFSA, Dream Act, etc.	Student post-secondary education preparation, planning, and support • The college & career center coordinates field trips to tour colleges & trade schools, workshops, and presentations including, but not limited to financial literacy, college enrollment, career pathways, etc. • NVHS supports students with obtaining work permits. A work study class is also offered during zero period each week. Students can earn credit for taking this class and working.	Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $66,844	Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $79,976
		Supplies for CC 4000-4999: Books And Supplies Title I Basic -- 3010 $5,000.00	Supplies for CC 4000-4999: Books And Supplies Title I Basic -- 3010 $0
		Materials and Supplies for incentive and goals achieved 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5,000.00	Materials and Supplies for incentive and goals achieved 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5143.00
			Classified Salaries 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide student awards and recognition to support progress towards graduation	• Materials were provided to promote career center activities. • Incentives and refreshments were provided to support the College and Career Kickoff event, FAFSA, Dream Act, etc. • Student awards and recognition is promoted during the year to support progress towards graduation.	$	LCFF Suppl/Conc -- 0707 $610.62
Supports for English Language Learners • Core and elective subject support for EL students • Provide supplemental materials to support integrated ELD • Provide professional development to support ELD • Provide incentives to support student engagement on ELPAC testing • Provide refreshments for ELAC and parent events to support EL student achievement	Supports for English Language Learners • Core and elective subject support for EL students • Teachers requested and received materials-resources to support instruction all students including integrated ELD • Teachers received training on the Ellevation online program to access data and resources (lessons, research, etc.) to support ELD. • Incentives via 5-Star were promoted to support student engagement on ELPAC testing. • Refreshments/snacks are provided at ELAC and parent events to support EL student achievement.	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $743 Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $1612	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Materials and supplies 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 $1575.00

Analysis

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

The CTE pathway Cyber Security was changed to Information & Computer Technology with an emphasis on computer repair. Dell tech certification was promoted allowing students to complete the training. Certification supports immediate entry into this career field and the workforce upon graduation. This along with our CTE pathway on Distribution and Logistics completes our CTE offerings. OSHA certification addressing health & safety protocols was also added to support students gaining entry upon graduation into the workforce. The science elective in Anatomy & Physiology was replaced with a new elective course, Sustainable Agriculture, which curried greater interest with students. In addition, Academic Success, another elective course, was offered and targeted academic and SEL support for tier 3 students.

Additional Smart Boards were purchased to support students in more classrooms. The interactive boards help increase student engagement and enriches student learning by projecting larger, brighter, and clearer visual elements allowing teachers to better accommodate different learning styles. The use of this innovative technology supports students in developing 21st century skills.

FAFSA or Dream Act application support opportunities continued to be offered throughout the school year including; a school-wide College & Career Kickoff Day was held and included guest presentations and local college informational booths, financial aid & college application workshops. Along with a college & career fair, individual meetings were held to discuss post-secondary plans and/or assist with FAFSA/CADAA as well as the completion of college applications. Field trips to local colleges were held throughout the school year and several college presentations led by representatives of local colleges were coordinated and held through our college & career center.

ELO was offered to support credit recovery opportunities. Also, when resident subs were available, teachers could request them to support students with tutoring/academic interventions.

EL students were provided with academic support. Examples include the use of Instructional Aides and BLT support, tutoring support from resident certificated substitutes when available, Aleks and Odysseyware programs were provided and offered the ability to translate to multiple languages, and training on Ellevation was provided for teachers to access data and lessons long with supplemental materials to support ELD instruction.

In addition to trainings at site staff meetings and district PDs, outside PD offerings were made available to support classroom instruction tailored to meet subject matter needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This year, teachers met in data teams focusing on attendance, behavior, progress towards graduation, post-secondary outcomes, and student engagement. Each team analyzed pertinent data and recommended and/or implemented actions to support their focus area. Overall, students received more recognition and incentives this year to improve in these various areas. Student achievement improved, which was evident in our quarterly progress and grades data as the number of students failing classes decreased over the course of the school year. The passage of Assembly Bill 104 also allowed seniors to graduate with fewer credits based on California Minimum High School Graduation Requirements. This resulted in fewer seniors not being scheduled for CTE pathway courses this year, which reduced the overall number of students attempting to complete a pathway. Also, seniors no longer needing elective credit because of the reduced graduation requirement, lost the incentive to attend advisory period, which may be a factor contributing to our decreased attendance in advisory period. In short, the overall effectiveness of the strategies/activities was difficult to measure due to the implementation again this year of Assembly Bill 104.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Many of the planned actions were implemented and beyond due to additional funding from ESSER and CSI. For instance, more PD, supplies & materials, equipment, and site improvements were made available because of the additional funding.

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

No significant changes will be made but the actions will be supported for full implementation of planned actions/services.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rate	2022-23 Student Attendance Percentage: 80% +	2022-23 Student Attendance Percentage: 76.78%
P6: Pupil suspension rate	2022-23 Suspension Percentage: 5% or less	2022-23 Suspension Percentage: 3.4%
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2022-23 FIT Reports)	All school facility reports indicate 99% Good or Better on FIT reports (2022-23 FIT Reports)
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	2022-23: Overall Chronic Absenteeism Rate (30%)	2022-23: Overall Chronic Absenteeism Rate 62.30%
P5: High School dropout rates	2022-23: NVHS: 2% (Source: DataQuest, 2021-22 4-year Adjusted Cohort Outcome)"	2022-23: NVHS: 3.7%
P6: Pupil expulsion rate	2022-23 Expulsion Percentage: (0%)	2022-23 Expulsion Percentage: 0.23%
P6: Survey of pupils on sense of safety	LCAP Panorama Student Survey, Spring 2023: On the question, "How often do you worry about violence at your school?" students responded as follows: 80% of students that took the survey responded "Almost Never" 10% of the student that took the survey responded "Once in a while"	LCAP Panorama Student Survey, Spring 2023: On the question, "How often do you worry about violence at your school?" students responded as follows: 72% of students that took the survey responded "Almost Never" 10% of the student that took the survey responded "Once in a while"
P6: Survey of parents on sense of safety	LCAP Panorama Parent/Family Survey, Spring 2023: On the question, "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" parents responded as follows:	LCAP Panorama Parent/Family Survey, Spring 2023: On the question, "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" parents responded as follows:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	40% of the parents that took the survey responded "Quite Well" 25% of the parents that took the survey responded "Extremely Well"	(0 responses) of the parents that took the survey responded "Quite Well" (0 responses) of the parents that took the survey responded "Extremely Well"
P6: Survey of teachers on sense of safety	LCAP Panorama Teacher Survey, Spring 2023: On the question, "For students who need extra support, how difficult is it for them to get the support that they need?" teachers responded as follows: 100% responded "Not at all difficult"	LCAP Panorama Teacher Survey, Spring 2023: On the question, "For students who need extra support, how difficult is it for them to get the support that they need?" teachers responded as follows: 71% responded "Not at all difficult"

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Multi-Tiered System of Supports • Support social and Emotional well-being of students, including providing access to meet basic needs • Student engagement supports, materials, and incentives for: Aztec coupons, Aztec of the Week raffle, Fun Friday, quarterly awards, etc • Support clubs on campus with materials, incentives, etc • Mental Health supports	Multi-Tiered System of Supports • Teachers received training on accessing data and using resources & lessons from Panorama Education to support student engagement and SEL needs. • Student engagement supports were expanded with the introduction of the Five Star Students Awards & Incentive program. • A Yearbook and Frisbee Golf Club were added to join our club offerings of E-Sports and Service Clubs. All clubs received material and/or equipment support. For example: yearbooks were purchased for all students	MTSS Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,000.00	MTSS Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	and frisbee golf nets were purchased. • A counselor provides academic and tier 1 SEL support and a full-time mental health therapist continues to provide counseling and support students' mental well-being. An assistant principal was added this year to help improve student behavior outcomes with counseling, interventions, and student monitoring.		
Safe Schools Plan	Safe Schools Plan • A Safe Schools Coordinator makes relevant updates on the school safety plan, coordinates safety drills, and ensures emergency supplies are up-to-to-date, etc. • Anti-bullying and anti-drug awareness events are coordinated and promoted during the school year.	Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00	Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $192.00
		Health Care Aide - 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $21,374	Health Care Aide - 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $15,771
		Teacher Hourly Professional Development for School Safety plan 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $300.00	Teacher Hourly Professional Development for School Safety plan 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0
Transportation to/from School Ensure all students have needed supports to get to/from school including bus passes and access to transportation options	Transportation to/from School: The bell schedule was adjusted by switching from a minimum Tuesday dismissal to a late start Thursday schedule to be better aligned with the	Student Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000	Student Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	comprehension high schools and support our students' bussing needs.		

Analysis

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

A Multi-Tiered System of Support was in place to provide academic and behavioral strategies for students with various needs. A team of staff members were available to provide academic and behavioral support for all students in need, including; an SST Coordinator, a Guidance Coordinator, a Mental Health Counselor, and a an Assistant Principal. A referral process, with MFI Recovery, was in place for students needing substance use and/or mental health treatment.

A School Safety Coordinator updated the Safe School Plan who met with representatives from Cal Fire, local police department, and city board members to stay current on important safety information. Safety Coordinators were responsible for updating safety packets which included a list of roles and responsibilities for staff members, the evacuation map, and injured/missing status report forms for teachers. Safety Coordinators were responsible for purchasing emergency supplies as needed. Safety Coordinators planned and conducted emergency drills throughout the year to help ensure the safety of all students and staff. Mental health support was available through various means including; a full-time Mental Health Counselor who provided behavioral counseling for students on an as needed basis, a full-time Guidance Coordinator who provided emotional support for students as needed, a referral process with MFI Recovery for students needing substance use and/or mental health treatment, and JUSD's Parent Involvement Community Outreach program (P.I.C.O.) was available to provide families with resources and link them with services within the community. An Assistant Principal was added this year, which supported improving student behavioral outcomes by implementing interventions such as counseling, following up with families, and making appropriate referrals for needed services.

To support student transportation needs, the bell schedule was adjusted by switching from a minimum Tuesday dismissal to a late start Thursday schedule to better align with the comprehension high schools. Staff promoted bus passes and referred students to the office to get assistance with applications, guidance on navigating MyPaymnets Plus, and if needed, used site funds to purchase bus passes for students. Administration were available to pick-up passes directly from the transportation office reducing the time for students to receive theri passes.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A Multi-Tiered System of Support was in place to provide academic and behavioral support. This year's suspension rate of 3.4% remained under half the 2018/2019, pre-pandemic, suspension rate of 7.0%. The expected outcome for Student Attendance Percentage rate was not met again this year. Attendance continues to be a concern, which may be attributable to a number of factors related to the pandemic. As a result, we'll continue to look to improve attendance rates. A data team focused on monitoring and improving attendance was established this year, the Five Star Student Awards and Incentives program is helping promote and incentivize attendance. The results of the Student Survey showed that again, 82% of students responded favorably to feeling safe at Nueva Vista, while only 38% of students responded favorably to feeling a sense of belonging at Nueva Vista. As before, these results do not offer an accurate reflection based on the fact that the survey was conducted at a time when a large majority of students were new to Nueva Vista, but it demonstrates an area of focus for our site.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures to support mental health supports were funded through local grant, district resources, and medi-cal billing. Much of the funding to support transportation needs was not utilized since we adjusted the bell schedule by switching from a minimum Tuesday dismissal to a late start Thursday schedule to better align with the comprehension high schools. This schedule change ensured students had more consistent and reliable transportation to and from school everyday of the week. As needed, bus passes were purchased for students experiencing financial hardships, which was determined on a case by case basis.

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

No significant changes will be made but the actions will be supported for full implementation.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation on School Site Council	2022-2023 Parent Participation on School Site Council: 3	2022-2023 Parent Participation on School Site Council: 3
Develop trainings for parents	2022-2023 Parent trainings: 2	2022-2023 Parent trainings: 0
Increase of students participating in ASB sponsored events	2022-2023 Student Participation in ASB sponsored events: 100%	2022-2023 Student Participation in ASB sponsored events: 100%
Parent participation in the NVHS ELAC	2022-2023 Parent participation in ELAC: 3+	2022-2023 Parent participation in ELAC: 3
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Panorama Parent/Family Survey, Spring 2023: On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" parents that took the survey responded as follows: 60% responded "Extremely Important" 40%"Quite Important"	LCAP Panorama Parent/Family Survey, Spring 2023: On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" parents that took the survey responded as follows: (0 responses) responded "Extremely Important" (0 responses) "Quite Important"
P5: Survey of Parents on Student Engagement	LCAP Panorama Parent/Family Survey, Spring 2023: On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" parents that took the survey responded as follows:	LCAP Panorama Parent/Family Survey, Spring 2023: On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" parents that took the survey responded as follows:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	70% responded "Extremely Important" 20%"Quite Important"	(0 responses) responded "Extremely Important" (0 responses) "Quite Important"
P5: Survey of Teachers on Student Engagement	LCAP Panorama Teacher Survey, Spring 2023: On the following question, "On most days, how enthusiastic are the students about being at school?" teachers that took the survey responded as follows: 25% responded "Quite Enthusiastic" 5% "Extremely Enthusiastic"	LCAP Panorama Teacher Survey, Spring 2023: On the following question, "On most days, how enthusiastic are the students about being at school?" teachers that took the survey responded as follows: 0% responded "Quite Enthusiastic" 0% "Extremely Enthusiastic" 83% "Somewhat Enthusiastic"
P5: Survey of Students on Student Engagement	LCAP Panorama Student Survey, Spring 2023: On the following question, "Overall, how much do you feel like you belong at your school?" students that took the survey responded as follows: 35% responded "Belong quite a bit" 25% "Completely belong"	LCAP Panorama Student Survey, Spring 2023: On the following question, "Overall, how much do you feel like you belong at your school?" students that took the survey responded as follows: 20% responded "Belong quite a bit" 13% "Completely belong"

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Parent Engagement • Site-based parent outreach opportunities including but not limited to intake meetings, parent meetings and workshops, award ceremonies, graduation, communication, materials, and refreshments • Opportunities for parents to attend and serve on advisory	Increase Parent Engagement • Funds were used to arrange for a taco truck to support our back to school night and Title 1 parent meetings. Refreshments and foods and materials were provided at parent meetings such as ELAC & SSC, award ceremonies, etc. • Parent Square and social media messages were sent	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1832.00
		Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $260	Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $260.00
		Teacher Hourly	Teacher Hourly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
councils including ELAC and SSC	to notify students & families and promote parent meetings, graduation information, college & career reminders, school safety & spirit campaigns. • Parents were invited and recruited to participate on ELAC, SSC, district advisory councils, and our WASC visit this year.	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500.00	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3249.00
		Printing and Communication/Mailing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $300.00	Printing and Communication/Mailing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0
		$	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $643.50
Increase Student Engagement • Student opportunities including student meetings, awards ceremonies, incentives for student achievement, communication, materials, and refreshments • Providing welcoming and useful spaces for campus-wide activities • Provide student apparel and incentives to promote school spirit and culture	Increase Student Engagement • Five Star Student Awards & Incentive was purchased to increase student engagement & participation, and improve attendance by incentivising various aspects of school. Funds were used to purchase student incentives (including school spirit apparel) and support student meetings, awards ceremonies, student achievement, communication, materials, and refreshments. • The college & career center was moved to a larger and more student accessible room 22. The Five Star Student Store is also in this room. Funds were also use to start an ASB Snack and Beverage Store.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6000	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $7831.00
		$	Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $110.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• The district has agreed to relascape the central quad area by flattening the hill, replanting trees, and adding a shade structure to improve student spaces.		
Development of Student Support Center • Establish a care closet to provide student supplies and materials • Provide access to a washer/dryer for students as needed • Provide tutoring services and supports utilizing a resident sub • Establish a collaborative and creative space with access to supplies	Development of Student Support Center • New appliances (refrigerator, washer, & dryer, microwaves were purchased to support the student support center. Funds were also set aside to replace the flooring in this room. • The care closet will continue to undergo development. • ELO was offered to support credit recovery. Resident subs when available could respond to teacher requests to support students with tutoring/academic assistance in their classrooms.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00 Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0

Analysis

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

Parent engagement was encouraged through the use of various forms of communication including; phone calls, social media, Q emails, Parent Square, Parent Connect, and weekly check-ins. Parents were invited to participate in SSC/ELAC, Back-to-School Night, and Award Ceremonies. Students were regularly recognized for their good deeds and achievements through the use of Five-Star Students, Aztec coupons, weekly raffles, social media, and morning announcements. Students were encouraged to participate in various community service opportunities hosted by ASB, which included; blood drives, Teens for Jeans, and Valentines for Vets. Students were also encouraged to participate in Breast Cancer Awareness events, the annual sock drive, and The Random Acts of Kindness challenge. The Service Club offered multiple opportunities for students to give back to the community by creating cards for hospitalized children, making blankets to be sent to foster care or elderly facilities, and helping to organize donated personal care items for individuals and families in need from the

Jurupa area. The eSports club offered students an opportunity to spend their lunchtime playing video games and cheering each other on as they competed for victory. Yearbook Club and the Frisbee Golf Club offered more opportunities for students to get involved at school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Encouraging parents to participate, through various forms of communication, resulted in some parents committing to SSC and ELAC. The Yearbook and Frisbee Golf clubs were introduced, in addition to ASB, the eSports and Service clubs. This increased the number of opportunities students had to participate in the various events held on campus. This year, the board approved allowing graduation under the state minimum requirements, but only at NVHS requiring all seniors opting for this opportunity to be funnelled through NVHS. As a result, the community service hours graduation requirement was relaxed to support these students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Many of the planned actions were implemented and beyond due to additional funding from ESSER and CSI. For instance, new appliances for our care closet, more student incentives, various equipment and materials, and site improvements were made available because of the additional funding.

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

No changes are proposed, but actions will be supported to be implemented fully.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	24647
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	242,067.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	22080	0.00
Title I Parent Involvement -- 3010 1902	359	0.00
Title III LEP -- 4203	2208	0.00
LCFF Suppl/Conc -- 0707	37558	0.00
LCFF District -- 500 0707	179862	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	179,862.00
LCFF Suppl/Conc -- 0707	37,558.00
Title I Basic -- 3010	22,080.00
Title I Parent Involvement -- 3010 1902	359.00
Title III LEP -- 4203	2,208.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,940.00
2000-2999: Classified Personnel Salaries	182,562.00
4000-4999: Books And Supplies	36,607.00
5000-5999: Services And Other Operating Expenditures	7,850.00
5800: Professional/Consulting Services And Operating Expenditures	6,108.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	179,862.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	5,240.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	2,700.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	25,568.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	4,050.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	3,700.00
4000-4999: Books And Supplies	Title I Basic -- 3010	10,380.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	4,200.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	359.00
4000-4999: Books And Supplies	Title III LEP -- 4203	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	1,908.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
James Wandrie	Principal
Lucy Centeno	Classroom Teacher
Sergio De Leon	Classroom Teacher
Jared Zimmerman	Classroom Teacher
Diane Sleyko	Other School Staff
Dylan Medrud	Secondary Student
Nallely Gonzalez	Secondary Student
Daniela Natividad	Secondary Student
Victor Gonzalez	Parent or Community Member
Starr Avila	Parent or Community Member
Sandra Ramos	Parent or Community Member
Vanessa Lozano (alternate)	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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 .

Attested:

Principal, James Wandrie on 5/23/23

SSC Chairperson, Nallely Gonzalez on 5/23/23

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program