

School Year:

2020-21



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	Jenna Saugstad
District Name	Jurupa Unified School District
SPSA Revision Date	May 28, 2020
Schoolsite Council (SSC) Approval Date	May 28, 2020
Local Board Approval Date	June 22, 2020

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

Nueva Vista High School is to ensure that all stakeholders are dedicated to working collaboratively as a professional learning community to ensure that all students receive an education that reflects data-driven decisions, current curriculum, and research-based practices. The goal of Nueva Vista High School is to break down barriers between students and their success and to guide students in obtaining 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 focused 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, Wednesdays, Thursdays, and Fridays at 7:29 a.m. and end at 1:22 pm. The day consists of a 21 minute Advisory period and five 50 minute periods. We also have a weekly Minimum Day built into our schedule, which runs on Tuesdays from 7:30 a.m. until 12:03 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, Balanced Math, Next Generation Science Standards, and Positive Behavior Intervention and Support.

Staffing for Nueva Vista consists of an Administrator, 17 highly qualified teachers full time teachers, and 23 staff members, which also include 2 Campus 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 subject Units of Study. These resources are allocated to increase student achievement on the ELA and Mathematics CAASPP tests that all 11th grade students take. 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

Nueva Vista's is most proud of our Graduation Rate in the Academic Engagement state indicator. Although we had a decrease in our graduation rate from 2018-2019, we still had a 76.6% graduation rate and that is the area that we want to celebrate for our students. As a continuation school, students enter our campus being credit deficient and many do not have the focus on graduation or obtaining a diploma. Our main focus is to support students in credit obtainment and help them prepare to get a diploma and be college and career ready.

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

College/Career: While a low percentage of our graduates were considered to technically be "Prepared" for College/Career in 2019, we maintained the percentage of graduates who are considered to technically be "Prepared" from 2018. In order to improve in this area, we have placed a greater emphasis on NVHS students completing a CTE pathway either prior to enrolling at NVHS or while enrolled at NVHS in our CTE Distribution and Logistics courses.

English Language Arts: In order to address student deficiencies in English Language Arts, we will increase expenditures on certificated and/or classified hourly to provide extra support to work in collaboration with English teachers and to tutor students in reading and writing. Additionally, we plan to incorporate CAASPP English Language Arts test practice and test-taking strategies into our Advisory curriculum.

Mathematics: In order to address student deficiencies in Mathematics, NVHS will re-allocate our allotted FTEs to increase the number of full-time math teachers from 2 to 3 beginning in 2019-2020. This re-allocated staffing will not only help mitigate the master schedule constraints of the JUSD third year math requirement that just started affecting NVHS, but it will also provide us with the ability to offer multiple sections of math support classes in our master schedule. The budgetary impact of this change will be negligible, due to overall staffing changes at NVHS. Additionally, we plan to incorporate CAASPP Mathematics test practice and test-taking strategies into our Advisory curriculum.

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

College/Career: While a low percentage of our graduates were considered to technically be "Prepared" for College/Career in 2019, we maintained the percentage of graduates who are considered to technically be "Prepared" from 2018. In order to improve in this area, we have placed a greater emphasis on NVHS students completing a CTE pathway either prior to enrolling at NVHS or while enrolled at NVHS in our CTE Distribution and Logistics courses.

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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

Comprehensive Support and Improvement

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 children 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Since the beginning of the 2018-2019 school year, the Principal has been evaluating the implementation of the SPSA each year. The initial 2019-2020 Nueva Vista LCAP budget was presented to the Principal by District administration in February of 2019. The Principal presented the initial LCAP budget to the NVHS School Site Council in February and feedback was provided. The Principal incorporated that feedback into goals and objectives that he presented to District administration later in February. The Principal took feedback from that meeting and drafted the SPSA/Annual Review and Update. The Principal then presented the completed SPSA to the NVHS School Site Council for review and approval in May 2019.

Throughout the 2019-2020 school year, the SPSA and LCAP has been outlined, reviewed and modified as the needs on campus have arisen. Areas of emphasis have been updated throughout the annual review of this document and changes have been 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 2020-2021 was brought to SSC during meetings in March and June and was approved in June 2020.

NVHS has also been allotted Comprehensive School Improvement [CSI] funds to support strengthening the academic programs in all core subject areas. It has been used to create opportunities for tutoring, substitute 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.

With supplemental and Comprehensive Support and Improvement (CSI) funding, no resource inequities have been identified at this time. With the upcoming issues due to the COVID19 pandemic, we will be addressing budget issues throughout the year to determine the needs for our students and programs to ensure they are supported and programs experience little or no interruptions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	%	0.51%	1		1
African American	0.93%	2.3%	1.03%	2	5	2
Asian	%	0.46%	0.51%		1	1
Filipino	%	0.46%	0%		1	0
Hispanic/Latino	90.19%	89.4%	91.28%	193	194	178
Pacific Islander	%	0.46%	0%		1	0
White	7.94%	5.53%	5.64%	17	12	11
Multiple/No Response	0.47%	0.92%	1.03%	1	2	0
Total Enrollment				214	217	195

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 11	47	39	34
Grade 12	167	178	161
Total Enrollment	214	217	195

Conclusions based on this data:

- Enrollment has dropped during the 2018-2019 school year. With the increase in credit recovery programs outlined on the comprehensive campuses, there have been students who are often choosing to remain at their home site during their 11th grade year and 12th grade year, when the enrollment counts are taken. We have seen a fluctuation of our enrollment go from 200 to 300 throughout each quarter, due to the needs of the comprehensive sites and the outlined needs of the students.

2. We have also seen a significant increase in our Hispanic students to over 90%+ and but the number of overall students serviced in that subgroup has maintained about the same for the last three years. We have decreased the number of African American students from 2018-2019 to 2019-2020, but it is still a small number overall.
3. We are looking to increase the number of students serviced on our campus with the 2020-2021 school year. Although, it will hinge on the number of students that accept enrollment and the number of students that are offered at the comprehensive sites.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Mathematics



Red

College/Career



Red

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. We realize that we still have numerous areas to work on to support and outline needs for students. Although not always reflected on the dashboard, we know that Nueva Vista is successful at creating an environment where credit deficient students can make up credits and earn their high school diplomas. With a small decrease in graduation rate, it is still outlined as an area of success for students.
2. Nueva Vista is successful at maintaining an environment with conditions and a climate where the frequency of student behavior incidents is low. Although the suspension rate is outlined in the Orange category, the overall percentage of suspension is small and the increase of 1%. We still find that we are at 7% overall and we are looking to establish programs that will continue to create ways to keep our behavior incidents below 7%.

3. The performance of Nueva Vista students on the ELA and Mathematics sections of the CAASPP did not meet the standard during the 2018-2019 school year. We realize that we still have many areas of need to support our students, but we also realize that due to when students test and when they enroll at NVHS, there is a potential that they are not as prepared for CAASPP. We are looking for ways to help create supports for overall academic achievement, and feel confident that students are more prepared when they graduate from our campus.

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:

Goal #1: 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, we plan to incorporate CAASPP Mathematics test practice and test-taking strategies into our Advisory curriculum and work to create interventions and built in supports for all students to increase mathematics conversations and computations.

Goal #2: 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 and Advisory classes to increase critical reading and writing and work to create interventions to support English development for all students.

Goal #3: 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.

Goal #4: Increase the focus on SEL for all students with the focus on teaching Habits of the Mind 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	2018-2019 Mean Score: 2404.6	2020-2021 increase by at least 15+ points to move our site from red to orange in the dashboard. With an increase of 15 points, we would have a Mean Average score of 2419.6. We are hopeful to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		increase enough to reach a mean average of at least 2425+, which would be a large amount of growth over the expected and desired 15+ points.
English Language Arts CAASPP Scores	2018-2019 Mean Score: 2417.6	2020-2021 increase by at least 15+ points to move our site from red to orange in the dashboard. With an increase of 15 points, we would have a Mean Average score of 2432.6. We are hopeful to increase enough to reach a mean average of at least 2435+, which would a large amount of growth over the expected and desired 15+ points.
FAFSA/Dream Act Submission Percentage	2018-2019 FAFSA/Dream Act Applications Submitted: 59 active students during school year 95 total [includes grads from previous school years]	2020 FAFSA/Dream Act Applications Submitted: 60+ active students during school year 100+ total
CTE Pathway Completion	2019 CTE Pathway Completers: 11	2020 Pathway Completers: 20+
Increase students passing ELA, Math, SS, Science and Electives with first enrollment at site	2019 Passage rate is under 60% for students in all classes with first attempts/enrollment in course at NVHS	2020-2021: Increase to 65%+ students passing classes on first attempt/enrollment
Increase student support in Advisory class receiving information and support skills training	2019 Average Attendance rate for Advisory: 60% or lower	2020-2021: Increase to 70% or higher of students attending and working through the advisory curriculum and expectations

Planned Strategies/Activities

Action 1.1

Technology support in core subject areas to add supplemental curriculum

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>Provide support for core subject areas, UOS, including CCS-aligned resources and intervention materials for all students on-going throughout the year. Consideration for digital learning needs.</p>	<p><u>X</u> All Students</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500.00</p> <p>Technology Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$858.00</p> <p>Professional development 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 \$1900.00</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000.00</p> <p>ELA and Math Evidence-Based Materials 4000-4999: Books And Supplies ESSA CSI -- 3182 \$8000</p>
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Action 1.2

Non-technical core subject and elective subject support

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> -Increase student enrollment and successful completion of CTE pathway courses. 	<p><u>X</u> All Students</p>	<p>Professional Fees 5000-5999: Services And Other Operating Expenditures LCFF CTE -- 0766 \$1,000.00</p>

- -Decrease % of Elective courses completed in JOLT classes by the end of the year.
- -Support for materials and time to increase development of electives for students on campus.

Materials and supplies for CTE and elective courses
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$2000.00
 CTE Textbooks
 4000-4999: Books And Supplies
 LCFF CTE -- 0766
 \$5,000.00
 CTE Materials and supplies
 4000-4999: Books And Supplies
 LCFF CTE -- 0766
 \$4,700.00
 CTE Equipment Lease
 5000-5999: Services And Other Operating Expenditures
 LCFF CTE -- 0766
 \$1,000.00

Action 1.3

Student post-secondary education preparation, planning, and support

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> • -Increase % of graduates who complete the FAFSA or Dream Act application. • -Increase % of graduates who complete application and all required entrance assessments for college by the end of the year. 	<p>X All Students</p>	<p>Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46,741.00 Supplies for CC 4000-4999: Books And Supplies ESSA CSI -- 3182 \$500.00 Materials and Supplies for incentive and goals achieved 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p>

Action 1.4

Technology utilization

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
Increase the use of technology used in the classroom to increase student achievement and other educational experiences.	<input checked="" type="checkbox"/> All Students	Technology and software expansion 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6000.00 EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46,467.00 Copy machine lease 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,500.00 Technology and software expansion 4000-4999: Books And Supplies ESSA CSI -- 3182 \$40,000.00

Action 1.5

Core subject and elective subject support for EL students

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
Core and elective subject support for EL students	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Other student group(s) English Learners	Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1000.00

Action 1.6

Increase support for college and career readiness

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Increase student attendance on field trips outside of the school.	<u>X</u> All Students	Transportation 5000-5999: Services And Other Operating Expenditures ESSA CSI -- 3182 \$3500.00 Transportation 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$800.00

Action 1.7

Support of increased achievement in ELA, Math, UOS and Elective subject areas with tutoring and intervention support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> • -Provide support for Units of Study, including CCS-aligned resources and intervention materials for all students on-going throughout the year. • -Develop Intervention and tutoring support for students in all subject areas • - Support to work with intervention program for students in all subject areas 	<u>X</u> All Students	Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00 Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3500.00 Classified support for intervention program 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$75,600.00

Action 1.8

Habits of the Minds training and materials to support implementation in Advisory

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> -Develop and supply Advisory course with materials to support ongoing program and expansion of new curriculum -Build and implement Habits of the Mind trainings for all staff 	<p>X All Students</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$3000.00</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$2000.00</p> <p>Materials and supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$2000.00</p>

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:

- Goal #1: Increase student attendance on campus
- Goal #2: Decrease student suspension and expulsion percentages
- Goal #3: Increase students feeling of safety, support and security on campus

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance	2018-2019 Student Attendance Percentage (Oct.): 76.83%	2019-2020 Student attendance percentage rate: increase overall average attendance 83% or greater
Student Behavior	2018-2019 Suspension Percentage: 7.00%	2019-2020 Suspension Percentage: decrease by 1% to 6% or lower
Student Survey	2018 Healthy Kids survey data reports 69% felt safe and supported on campus 2018 End of Year survey data reported 76% felt safe while on campus	2019-2020 increase to 78% or greater feel safe and supported on campus

Planned Strategies/Activities

Action 2.1

MTSS

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
MTSS Support and Training	<input checked="" type="checkbox"/> All Students	MTSS Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00

Action 2.2

Safe Schools Plan

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Safe Schools Plan Implementation and Supplies	<input checked="" type="checkbox"/> All Students	Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00 Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$16,722.00 Teacher Hourly Professional Development for School Safety plan 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00 Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$500.00

Action 2.3

Mental Health Support

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Expand and improve Mental Health support for grief, parenting, drug and emotional services for parents and students.	<input checked="" type="checkbox"/> All Students	Teacher/Counselor Hourly to support intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00 Teacher/Counselor Hourly to support intervention 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$6,000.00

Action 2.4

Student Bus Transportation

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Ensure all qualifying students have required bus passes to provide transportation to and from school.	<input checked="" type="checkbox"/> All Students	Student Transportation 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$149.00

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:

Goal #1: Increase student involvement in clubs and activities on campus

Goal #2: 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	2018-2019 Parent Participation on School Site Council: 2	2019-2020 Parent Participation on School Site Council: 2 official representatives and additional parents in attendance at meetings
Develop virtual and onsite trainings for parents	No virtual or onsite trainings have been completed at NVHS	Develop schedule of trainings for parents and work toward having at least 10+ parents participate in events
Increase of students participating in ASB sponsored events	2018-2019 saw appx. 40% of students participating in events outlined by ASB. The number fluctuates each quarter and with each event. No additional clubs for students to participate in.	2019-2020 increase to 50% of students each quarter participating in ASB sponsored events Development of 2 or more additional clubs for student involvement

Planned Strategies/Activities

Action 3.1

Increase Parent Engagement

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Site-based parent outreach opportunities (Intake meetings, Parent Meeting, Awards Ceremony, Communication, Materials, and Refreshments)	<input checked="" type="checkbox"/> All Students	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00 Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$593.00 Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00 Printing and Communication/Mailing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300.00

Action 3.2

Increase Student Engagement

	<input checked="" type="checkbox"/> New Action	
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Planned Actions/Services	Students to be served	Budget and Source
Site-based student outreach opportunities (Student Meeting, Awards Ceremony, Incentive for student achievement, Communication, Materials, and Refreshments)		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3500.00 Materials and Supplies 4000-4999: Books And Supplies

		Title I Basic -- 3010 \$651.00 Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$7000.00
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Action 3.3

Development of MakerSpace/Learning Lounge for students

	<u>X</u>	New Action	
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Planned Actions/Services	Students to be served	Budget and Source
Create space for students to expand their learning while on campus	<u>X</u> All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00 Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$3000.00

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Mathematics CAASPP Scores	2018-2019 Mean Score: 2435+	<p>Fall Data Dashboard information 2018-2019 Mean Score: 2404.6</p> <p>Our CAASPP scores dipped last year and did not make the expected outcome as listed. In the 2017-2018 school year, we were in the red for math being at 208.8 points below standard. This created an opportunity to receive Comprehensive School Improvement [CSI] funds to support additional services to support students in math.</p> <p>Data Dashboard shows 222.3 points below standard, a DECLINE in Math 13.4 points from the 2017-2018 school year.</p> <p>* EL: 239.1 points below standard DECLINE 20.2 points * SED: 242.1 points below standard DECLINE 26.8 points * Hispanic: 227.3 points below standard DECLINE 25.1 points</p> <p>White and Students with Disabilities are the other two subgroups on campus but due to having less than 11 records on file, there is no data outlined. But we know that based on the overall site score, we have areas of improvement there as well.</p> <p>2017 - 198.8 points below standard 2018 - 208.8 points below standard 2019 - 222.3 points below standard</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>We see that we are continuing to make declines in our distance from standard and will be working to implement supports to create a different outcome for the 2019-2020 school year.</p>
<p>English Language Arts CAASPP Scores</p>	<p>2018-2019 Mean Score: 2445+</p>	<p>Fall Data Dashboard information 2018-2019 Mean Score: 2417.6</p> <p>Our CAASPP scores dipped last year and did not make the expected outcome as listed. In the 2017-2018 school year, we were in the red for ELA being at 168.2 points below standard. This created an opportunity to receive Comprehensive School Improvement [CSI] funds to support additional services to support students in English.</p> <p>Data Dashboard shows 174 points below standard, a DECLINE in English 5.8 points from the 2017-2018 school year.</p> <ul style="list-style-type: none"> * EL: 187.3 points below standard but MAINTAINED with 2.6 points * SED: 174.2 points below standard but INCREASED by 5.9 points * Hispanic: 174 points below standard DECLINE 14.4 points <p>White and Students with Disabilities are the other two subgroups on campus but due to having less than 11 records on file, there is no data outlined. But we know that based on the overall site score, we have areas of improvement there as well.</p> <p>2017 - 140.5 points below standard 2018 - 168.2 points below standard 2019 - 174 points below standard</p> <p>We see that we are continuing to make declines in our distance from standard and will be working to implement supports to create a different outcome for the 2019-2020 school year.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
FAFSA/Dream Act Submission Percentage	2020 FAFSA/Dream Act Applications Submitted: 50+	<p>2020 FAFSA/Dream Act Applications Submitted:</p> <p>FAFSA Submissions by active students* last school year 2018-2019 (Award Year: 2019-2020)</p> <ul style="list-style-type: none"> * Submissions before March 2nd: 44 * Submissions after March 2nd (late): 15 * Total submissions by active students: 59 * Total submissions including grads from previous school years: 95 <p>FAFSA Submissions by active students* this school year 2019-2020 (Award Year: 2020-2021)</p> <ul style="list-style-type: none"> * Submissions before March 2nd: 40 * Submissions after March 2nd (late): N/A * Total submissions by active students: 40 * Total submissions including grads from previous school years: 53 <p>Additional students may have submitted their application on time or late, but do not appear on Nueva Vista's initial upload report; possibly matched to home high school.</p> <p>Race to Submit Data October 1st - March 2nd</p> <ul style="list-style-type: none"> * C/O 2019 Submissions: 37 * C/O 2020 Submissions : 38
CTE Pathway Completion	2019 Pathway Completers: 8+	<p>College/Career Readiness Dashboard Fall 2019</p> <p>With both the class of 2018 and 2019, we had .5% of our students listed at Prepared for College/Career. We have maintained the status over the last two year but due to the limitations of our campus access to areas that will help support CCR on the dashboard, it makes it difficult for our students to be deemed ready by the dashboard standards.</p> <p>CTE Pathway Completers:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		2019 - 2 completers This is short of the goal of 8+ that was set for our 2019. However, as of now, we are slated to have 11 completers for Class of 2020 and have a potential of an additional 6 depending on schedule and passage of class.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology support in core subject areas Provide support for Units of Study, including CCS-aligned resources and intervention materials for all students on-going throughout the year.	Teachers are working to increase use of technology in the classroom and we are working ensure that all areas are supported for increase usage A. Technology support in core areas <ul style="list-style-type: none"> • -Copy machine maintenance contract • -UOS and NGSS teachers have been given trainings and work days, when requested, and all materials have been allocated to support B. Technology supplies utilized <ul style="list-style-type: none"> • -1:1 DG implementation (i.e., teacher integration level, student engagement) software/hardware (include purpose and any program data)	Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00 Technology Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,000.00 Professional development 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 \$25,000.00 Teacher hourly 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$55,000.00	Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000 Technology Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1800.00 \$ \$

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

[Empty box for Planned Actions/Services]

- All students will participate in two Common Sense lessons throughout this quarter
- All staff have taught lessons and will be Common Sense certified
- Technology coordinator works to offer PD during staff meetings to support new programs and initiatives
- Peardeck has been shared and used by staff
- All staff have been trained on SMART boards with the possibility of purchase and use

to increase support in the areas for the 2020-2021 school year.

Non-technical core subject and elective subject support

- Increase student enrollment and successful completion of CTE pathway courses.
- Decrease % of Elective courses completed in JOLT classes by the end of the year.

Logistics and Distribution program started under CTE for JUSD.

A. Logistics and Supply Chain Operations is now up and running.

- CTE pathway development and student placement has been a priority for schedule to

Professional Fees
5000-5999: Services And Other Operating Expenditures
LCFF CTE -- 0766
\$1,000.00

Professional Fees
5000-5999: Services And Other Operating Expenditures
LCFF CTE -- 0766
\$1000.00

Printing
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$3,032.00

Printing
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$3440.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>increase completion</p> <ul style="list-style-type: none"> -Classrooms were completed fabricated to mimic a warehouse space and teacher has the ability to mimic industry conditions for students -Materials, training, field trips have all be developed to support CTE pathway -CTE resources purchased; teacher professional development and training <p>B. Adding an Anatomy and Physiology class for Quarter 4 to begin the process of increasing electives for students now and in future school years.</p>	<p>CTE Textbooks 4000-4999: Books And Supplies LCFF CTE -- 0766 \$5,007.00</p> <p>CTE Materials and supplies 4000-4999: Books And Supplies LCFF CTE -- 0766 \$3,600.00</p> <p>CTE Equipment Lease 5000-5999: Services And Other Operating Expenditures LCFF CTE -- 0766 \$1,000.00</p> <p>CTE Materials and supplies 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$6,486.00</p>	<p>CTE Textbooks--No Textbooks Needed 4000-4999: Books And Supplies LCFF CTE -- 0766 \$0</p> <p>CTE Materials and supplies 4000-4999: Books And Supplies LCFF CTE -- 0766 \$0</p> <p>CTE Equipment Lease 5000-5999: Services And Other Operating Expenditures Voc Ed CTE -- 3550 \$8992.25</p> <p>CTE Teacher--Logistics 5000-5999: Services And Other Operating Expenditures LCFF CTE -- 0766 \$0</p>
<p>Student post-secondary education preparation, planning, and support</p> <ul style="list-style-type: none"> -Increase % of graduates who complete the FAFSA or Dream Act application. -Increase % of graduates who complete application and all required entrance assessments for college by the end of the year. 	<p>Our College/Career Center counselor is focused on increasing access for all students and increasing the amount of students taking advantage of the opportunities that have been created.</p> <p>A. College and career center clerk meets with students to prepare, plan, and support them as they transition from NVHS to college and career.</p> <ul style="list-style-type: none"> -College Career Kick off day in October 	<p>Career Center Clerk (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46,741.00</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$25,000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,494.00</p>	<p>Career Center Clerk (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46741.00</p> <p>Teacher hourly and sub support for field trips 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$1000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2494.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> -Offering FAFSA workshops -Multiple RCC application workshops -Multiple RCC field trips for all students throughout the year -RCC liaison has come to campus on multiple occasions to work with students on application completion. 	Other administrative support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,215.00	Other administrative support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0
Technology utilization Increase the use of technology used in the classroom to increase student achievement and other educational experiences.	Increase technology use to engage students. A. Create ways for teachers to increase access for students with materials and supplies <ul style="list-style-type: none"> -Copy machine lease for 2018-2019 -Copy machine purchased in February 2019 B. Active EMCC to support the growing needs of technology with our 1:1 Chromebooks C. Resources have been provided to support primary instruction	Technology and software expansion 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,850.00	Technology and software expansion 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1850.00
Core subject and elective subject support for EL students	Our numbers of EL students fluctuate between 60-80 ELL students ranging	Teacher hourly with Benefits	Teacher hourly with Benefits
		EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46,467.00	EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46467.00
		Copy machine lease 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,500.00	Copy machine lease 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core and elective subject support for EL students	<p>from level 1-5 throughout the school year. There is an ongoing need to ensure that we are able to provide embedded ELD support into our current programs. We do not have any sheltered or ELD courses on campus but work to create ways for all students to be successful in the classroom.</p> <p>A. Teachers attended multiple trainings on support for EL students across curriculum.</p> <ul style="list-style-type: none"> • -all staff have been trained in ELL Cultural responsiveness by Language Services • -Working with new ELD standards to begin to embedded into online and offline assignments <p>B. The Oware system used by many students has capability to translate lessons and activities, as determined by student and teacher</p> <p>C. Resident subs work to intervene with all students, but ELL if outlined, as we find that they need additional supports when in the classroom</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,600.00</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,567.00</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1567.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Counselor support for college and career readiness Increase student attendance on field trips outside of the school.</p>	<p>Our CC center and College/Career counselor was established in Jan. 2017 and now is a viable part of the NVHS culture.</p> <p>A. Multiple field trips [RCC, UTI, Ben Clark Training center, etc]</p> <ul style="list-style-type: none"> -Increased amount of trips and experiences from 3 to 7 during the school year <p>B. Various guest speakers to help students to get information regarding opportunities once they graduate</p> <p>C. Develop and create lesson on College and Career readiness for Advisory</p> <ul style="list-style-type: none"> -Lessons are outlined for College Weds to help promote being college and career ready <p>D. Offer the ASVAB at least 2x during the school year to inform students of their aptitudes and abilities</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$228.00</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$445.00</p> <p>\$</p>
<p>Teacher hourly to support implementation of Units of Study and NGSS Provide support for Units of Study, including CCS-aligned resources and intervention materials for all students on-going throughout the year.</p>	<p>Professional development (include site/district initiatives, i.e., AVID, Digital Gateway, Balanced Math, early literacy, UOS and NGSS).</p> <p>A. Teachers attended training for to support growth and professional development.</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,850.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,185.00</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3850.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3185.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Content for Planned Actions/Services column

<ul style="list-style-type: none"> -All staff participate in all district trainings with the understanding that we may have to <p>modify to support our model of instruction</p> <ul style="list-style-type: none"> -Math teachers have participated in all math trainings and we have two members on <p>SMPC</p> <ul style="list-style-type: none"> -Math teachers participated in MathThinks conference to support instructional <p>techniques.</p> <ul style="list-style-type: none"> -Science teachers are have participated in all science NGSS trainings -One teacher has been trained in Focus note taking -Committee of teachers have participated in CSI training to help devise needs analysis <p>and plan for 20-21 school year</p> <p>B. NGSS Implementation</p>
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Professional development 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 \$25,000.00
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Certificated Support for increased tutoring and support 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$40,100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • -Purchased material for Science classroom/lab in compliance with NGSS • -Begin interactive notebooks in Biology and sharing best practices with department and <p>cross curricular</p> <p>C. Resident subs in Math and ELA to support teachers and students throughout the school day</p> <ul style="list-style-type: none"> • - Working with students work in small groups, organize work, support student who are <p>struggling before they fail a class [this is done with CSI monies]</p> <ul style="list-style-type: none"> • -Creates ability to give release time for teachers to have the opportunity to participate in <p>planning and training throughout the year</p>		

Analysis

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

The importance of being College and Career Ready is the number one goal at Nueva Vista. Although our student population changes every nine weeks and students come to us deficient in credits, the main focus once they arrive is to help students create a plan that will help them develop confidence in their abilities, get on the a path of credit attainment and create pathways for students post graduation. We have worked to incorporate strategies/activities on our campus to

support student success. As a campus, the main area of success for this year has been the increase of students going through the CTE Logistics program. We have been able to create many more pathway completers and give students a true, hands on way to gain work experience for when they leave our campus.

Our College/Career Center counselor has created many more opportunities for students to have access to future planning and given them ways to see the opportunities that await them once they graduate. We have fully implemented the focus on getting more students to understand the importance of completing the FAFSA and having a plan when they graduate. Our teachers have taught multiple lessons through advisory to inform students of ways to take control of their future and we have put a strong emphasis on building student capacity for self-advocacy when looking at their future. Our Guidance Coordinator meets with students regularly to help them understand where they stand with their credits, gives them guidance for future decisions and outlines ways for support if they are struggling. Our College/Career Center counselor is focused on increasing access for all students and increasing the amount of students taking advantage of the opportunities that have been created.

Where we need to have more implementation and focus as we move forward is on the need to increase technology use in the classroom for student engagement and to create more ways to support our students' academic needs. Our teachers have been training and continue to look forwards to bring innovative and enriching lessons to our students. They seek out conferences and are continuing to seek out ways to support students in the classroom. We have not shown a significant amount of growth in the area of technology use during this school year, but with the increase of funding through the CSI funds and an increased focus on student need of engagement, we have been working to develop a plan for the 2020-2021 school year. We have already taken part in SMART board training and are using a demo model to give teachers and students an ability to work with and increase technology in the classroom. With the introduction of Q communications, teachers are also working to increase the use of technology and communication with parents and students. We still have many more steps to take to bring more innovation to our classrooms but we are starting to find ways to engage students.

One of the other areas of interest that we are working on but have not fully implemented is the need to increase electives for students. It has been seen that many of our students come to us "elective heavy" and there is a stronger need to ensure they are in ELA and math classes with direct teacher support. However, we also are finding that we want to create more opportunities for students to work with classes that are not online. We now have our fully functioning CTE program, which allows for students to take an elective that also will give them hands on experience in the field, we have close to a full slate of fine art classes and we have just recently started offering Anatomy and Physiology. We are looking to increase sections of all electives with the 2020-2021 school year.

Our staff is also working regularly to support the UOS in ELA and math, NGSS in science and our outlining ways that we can create opportunities for our students to be successful. Although with our 9 week quarter model, it makes the full implementation of UOS and NGSS district initiatives difficult due to time, teachers work to modify lessons and incorporate the needed material for student success into each classroom. Our teachers attend the trainings and hear best practices and work to create ways to allow equitable access for all students to interact with the most critical pieces of the material. We also offer ERWC for our seniors and our ERWC teacher has attended all trainings and workshops to ensure that there is an understanding of the full course and has modified to work with our 9 week model. It is a continued focus of all staff to find ways to support students in the classroom toward the goal of being College and Career ready.

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

We understand that there is still work that needs to be done to work to achieve our goal, however, we do feel that with the programs that we currently have in place, we are making a significant impact on the social and emotional support of our students and offering them the needed guidance and programs that will help them succeed once they graduate. NVHS staff feel that they have a strong handle on the needs of our students; emotionally, socially and academic and we are focused on creating ways to make students feel supported while on campus. Due to the nature of when students arrive on campus and when they are assessed with the CAASSP, we understand the challenges that come with students who are often showing two-three year of deficiencies in ELA and math. With the amount of graduates and the anecdotal evidence that we have with students, we have found that we the strategies of developing relationships, small class size and focused support on student needs is having a large affect on students, even if it is not always documented in the dashboard data.

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

There has not been any significant difference between the proposed and estimated actual for this year. The main areas of expense have been the addition of two resident subs with ESSA CSI monies. We also had a slight increase in the purchase of needed materials for the CTE course but it has not altered other areas. We have increased the amount of field trips funded by using both the LCAP and ESSA CSI monies to support more students attending activities off campus. Future funding will be outlined to work support an increase in professional development, introduction to Habits of the mind and creating a stronger incentive program for students in the academic and attendance areas. NVHS staff feel the materials that we have to support student learning is sufficient to support student growth. We will also work to outline more funding for teacher collaboration and work to create a system of support and intervention for all students.

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.

As we look to the 2020-2021 school year, we will continue to build on the focus and attention that has been set up for student success. Teachers and staff have a strong understanding about the needs of the students who come to NVHS but there as we move forward there is still a need to create more programs, interventions and supports that will give students a stronger sense of self and ability to create plans for when they graduate from high school. We will continue to focus on strong, best first instruction in the classroom to challenge students but also work to meet them where they are. We understand that most of our students enter our doors with 2-3 years of credit deficiency in ELA and math and are often times more than 3-4 grade levels behind their peers. Staff have expressed a desire to continue work with advisory with a focus on building up foundational skills in academic areas, teaching coping and learning habits for success and building relationships that help students to feel comfortable at school again. We will continue to strive for increases in our ELA and math areas and are working to develop ways to do that with our CSI planning committee. We will continue to focus on creating opportunities through our College/Career center to give students options to help them prepare for their future. All areas listed above will continue to remain in the focus for the 2020-2021 school year.

Goals for 2020-2021

* Rework our Advisory program with focus on student SEL/PBIS needs

- -Working to create lessons with Habits of the mind as a focus
- -Increasing College and Career readiness lessons
- -Embed Common sense media lessons for digital footprint. The goal is to have four total lessons for students embedded in Advisory for the 20-21 school year
- -Working toward utilize focus note taking and organizational skills to work with all students in the 20-21 school year
- -Working to adopt and implement some WICOR strategies school wide for the 20-21 school year

*Increase Incentive and student recognition program

- -Increase awards and recognition for attendance incentives
- -Increased awards and recognition for course completion and student achievement

*Adopt Habits of the Mind work schoolwide

- -Working to “adopt” a Habit that can be a targeted focus throughout the month or quarter
- -Lessons in Advisory to support that habit
- -Classrooms focused on how that habit looks in their classroom
- -All teachers PD with Habits of the mind

*Building an interventions within the school day to support student success

- -Increase supports with tutoring during the school day with resident subs

- -Continue to use the ELA and Math subs to develop system of support for the students
- -Offering course for the students who need the most support and have demonstrated that they are still struggling, even after our "normal" supports are in place

Currently opening 2 sections of PSR and have strategically placed students who have demonstrated a lack of success in the classroom. This course will serve to have a much more intense focus on supporting students with their everyday skills, learning levels and outlined needs to help create another way of supporting students. Goal is to have all students who have failed 4 or more classes while at NVHS to take this course, to help them to build foundational skills, organizational skills and responsibility to be more successful in the classroom. Students will work for a quarter with the teacher on note taking, organization, review of core content, study skills, developing strong listening and speaking skills, etc.

*Continue to increase technology, course offerings and supplemental materials to increase student engagement

- -Working to purchase SMART boards for classrooms to increase student engagement, equity and accessibility for students in classrooms
- -Bring in additional courses to support CCR and credit obtainment [Anatomy and Physiology]
- -Work to develop a second CTE pathway on campus
- -Work to create opportunities with the other sites for students dual enrollment in college courses

Since many of our students take the bus back to their home site and many of the dual enrollment college courses are being offered after school, we need to work to see about opening up opportunities for our students to take courses, when they desire, to help them build their college and career readiness.

*Increase the number of PD opportunities for teachers

- -MTSS strategies and Trauma informed classrooms
- -Ways to increase engagement in the classroom
- -Instructional Design strategies

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance	2018-2019 Student Attendance Percentage (Oct.): 80.96%	<p>Student attendance rates for October 2018-2019 was 76.83%.</p> <p>We did not meet our goal of 80.96% as originally outlined for outcomes. We are working to increase attendance during this year. For first semester 8/7/2019-1/24/2020 we have had an overall attendance of 82.47% so we are moving in the right direction for supporting our overall attendance goal.</p>
Student Behavior	2018-2019 Suspension Percentage: 8.45%	<p>Fall 2019 Dashboard suspension information: 7%</p> <p>Our suspension rate shows that we increased by 1% the amount of students suspended during the 2018-2019 school year. This was a lower rate than what was outlined in the expected outcomes but it still moved our campus into the orange due to it being considered an increase from the 2017-2018 year.</p> <p>* EL: 8.4% suspended at least once INCREASE 1.7%</p> <p>* SED: 7.6% suspended at least once INCREASE .9%</p> <p>* Hispanic: 6.5% suspended at least once INCREASE .7%</p> <p>*SWD: 4.8% suspended at least once DECREASE 3.3%</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

Based on district data, the significant majority of suspensions are for drugs and paraphilia. With an outlined look at 31 our of 356 students suspended during the 2018-2019 school year, 80.6% were for C violation.

Strategies/Activities for Goal 2

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

PBIS
PBIS Training

Throughout staff meetings and prior to the 2018-2019 school year, all teachers and staff trained have been trained with Social Emotional Learning. Additional need for training will be outlined for 2020-2021.

PBIS Resources and Materials
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,400.00

PBIS Resources and Materials
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1800.00

A. Currently our staff is working to create relationships with students and enforce successful completion of coursework and demonstration of our schoolwide learner outcomes [PRIDE]

- -We did a Pancakes for PRIDE breakfast at the end of Sem 1 that recognized students who exemplifies our PRIDE values
- -Will be doing another breakfast incentive for students at end of Sem 2

B. We work to outlined expectations of positive behaviors where it has to do with attendance and academic success

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

- -AZTEC student perfect attendance is awarded at the end of each quarter
- -Award Exceptional AZTEC students every Friday through a drawing. Students recognized by teachers with a ticket and then a drawing is conducted by ASB and prizes are given for winners
- -Fun Fridays are conducted on the last Friday of every month. All students may take part in the food and games at lunch to build relationships and connectivity to campus

C. Multiple field trips to support the emotional and social growth of students

- -ASB has taken students to Student Unity conference, Next Generation leadership Conference, WE day fundraising and conference
- - Selected 11th grade girls attended S.E.L.F.I.E conference for empowerment of women

D. Purchase of student incentives to support students connectivity to campus

E. Staff PD for building supports for students MTSS needs

- - Principal attended Equity conference

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

[Empty Planned Actions/Services box]

- ASB teachers attending leadership and development conferences

F. ASB

- Work to help promote a safe, healthy school environment with Red Ribbon week and Anti-Bullying week
- Developed relationship with Sunnyslope to support Book Buddies. Students walk to Sunnyslope and work with Pre-k and K students to help with teaching literacy, appropriate behaviors and develop connectivity to school
- Build relationships and connectivity on campus through lunch time games and activities for all students

G. Campus supervisors have all attended trainings that focus on de-escalating student conflict and building relationships with students

H. Early development of Intervention program for students with most need of classroom support to help develop better attendance and learning habits

Safe Schools Plan
Implementation and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,500.00

Safe Schools Plan
Implementation and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$200.00

Safe Schools Plan
Safe Schools Plan Implementation and Supplies

Nueva Vista High School's Mission Statement includes a desire for academic and social success with the assistance of a safe and caring learning environment.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>A. School safety committee has reviewed and updated school safety plan to accommodate new staff and the new realities of schools and school safety</p> <ul style="list-style-type: none"> • -School Safety coordinators have attended training to support the writing of plans • -Release time to review current systems and practices and work to create new systems of need <p>B. Emergency supplies purchased</p> <ul style="list-style-type: none"> • -Basic supplies; tarps, medical supplies, etc have been purchased to ensure that they are available when needed <p>C. Addition of part-time Health Clerk Aide salary and benefits is now being taken care of through the district LCAP. We have changed position to am to help support students</p> <ul style="list-style-type: none"> • -Develop health and safety tips for students for posting • -Following up with all students to ensure they are up to date on vaccines <p>D. Student handbook and Parent guide are given to each student at each intake to help outline the expectations of keeping a safe and caring campus</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,665.00</p> <p>Health Care Aide (.30) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,966.00</p> <p>Health Care Aide (.20) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4,250.00</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14665.00</p> <p>\$</p> <p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>E. Our Guidance Coordinator works to address all issues quickly and efficiently and serves in the role of designee when the Principal is off campus in order to maintain school safety</p> <p>F. Raptor is used for any visitors to ensure they are checked in properly and are approved to be on campus</p> <p>G. Full time SRO on campus to support the needs of student safety</p>		
<p>Mental Health Support Expand and improve Mental Health support for grief, parenting, drug and emotional services for parents and students.</p>	<p>We have worked to provide multiple layers of support for all students in need of mental health supports.</p> <p>A. Referred students to mental health support provider for counseling and support.</p> <ul style="list-style-type: none"> • -Full time Mental Health Counselor on campus to support students with their concerns and issues • -Help and program referrals are provided to those students in need of assistance <p>B. Operation SafeHouse and Cup of Happy are available to students on campus during school hours</p> <ul style="list-style-type: none"> • -The Cup of Happy is a program offered that visits our campus to support the students in their mental health and provides them 	<p>Social Worker Consultant Stipend 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00</p> <p>Professional development 5800: Professional/Consulting Services And Operating Expenditures ESSA CSI -- 3182 \$12,000.00</p> <p>Counselor hourly 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$30,000.00</p>	<p>Mental Health Counselor on Campus- No monies</p> <p>\$</p> <p>\$</p> <p>\$</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

[Empty cell for Planned Actions/Services]

with resources and ways to cope with stress, anxiety, depression, and anger

C. Guidance Coordinator works with all students to support all aspects of the students' needs

D. All students under the influence of drugs or alcohol on school grounds and all students that express addiction or usage with a teacher, counselor, or other staff member will be referred to MFI (My Family, Inc.) a family addiction center. Program includes drug counseling for teens and family therapy

E.. Students receive support from all teachers and staff and are monitored by their advisory teacher throughout the year

- -Advisory classes do not change in order to provide the students with at least one constant staff member throughout the year

F. Full time RSP teacher and support aides for students with IEPs

G. PBIS and 504 Coordinator on campus to support students and work to develop programs for all students

H. Flexible schedule offered with Allbee and Bullock to create opportunities for students who need a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>shorter day or an IS learning environment to support their mental health needs</p> <ul style="list-style-type: none"> -Allows for students to have classes once a week, shorten day, later start time, etc but still work toward credit obtainment 		
<p>Student Bus Transportation Ensure all qualifying students have required bus passes to provide transportation to and from school.</p>	<p>Ensuring students are in attendance is a main focus at NVHS. We understand that we still have a significant amount of students who are classified as students with chronic attendance issues but we want to ensure that transportation is not the reason limiting them from coming to campus.</p> <p>A. When a need is outlined, we work to purchased bus passes for qualifying students</p> <ul style="list-style-type: none"> -Student transportation and support to facilitate bus passes is done at each intake meeting when students are given the outlined objectives for attendance at NVHS - If a student misplaces a bus pass and cannot work to afford a new one, we work to ensure that this will not be a reason that they cannot attend school 	<p>Student Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100.00</p>	<p>Student Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

B. Work with transportation to help build relationships with students and parents to ensure safe bus riding and the ability to come to school each day

Analysis

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

NVHS is a safe, clean, and orderly place that nurtures learning, safety, and relationships. Resources include two full time campus supervisors who maintain roving positions to aid in securing the campus and monitor student behavior; three additional activity supervisors monitoring at lunch; one full time counselor who addresses discipline issues and monitors students before school, during lunch and after school; a full time mental health counselor and a full time resource officer from the Riverside County Sheriff's Department. Periodically, a contraband dog is used to do random searches on campus. Our facilities have been maintained and updated and are currently up to date with all classrooms are in order for instruction. We have an outlined plan for school safety and we have reviewed safety and emergency preparedness with the staff. We have participated in one drill and will be having one more during the school year.

At Nueva Vista High School, Multi-Tiered System of Support (MTSS) is in use as a preventative and responsive approach to student behavior and discipline. It is designed to decrease disruptions, increase instructional time, and improve student behavior and academic outcomes. Therefore, the Behavior Referrals have decreased since the implementation of the former program--PBIS (Positive Behavioral Intervention and Supports)--as well as the current program. With the current PBIS/MTSS structures in place, teachers stand outside of classrooms during passing periods to ensure the safety and timeliness of students. During passing periods, break, and lunch counselors, admin, select office staff, and some teachers roam the campus to monitor students, maintain accessibility, as well as to build relationships with the students and get to know them. One will often observe teachers/admin/counselors and students chatting at lunch. We have incorporated more opportunities to award our students for their positive behaviors and actions and have found more students feeling validated and rewarded on campus. We have increased our incentive program and are looking to get more teachers training in MTSS methods of support. Will look to continue to build on ways that we can recognize our students with the 2020-2021 school year. Currently monies are budgeted for incentive items for reward system for our students for attendance and this will continue to be a focus in the future. Any major behavioral incidents are addressed immediately by counselors and administration. MTSS is a helpful tool when applied consistently, and that suspension and expulsion rates remain low due to the positive relationships teachers, administrators, and classified staff have with the students. From our SRO's standpoint, the year was relatively calm in terms of crime. Nueva will continue to monitor the student's safety and address issues that may arise as a collective team.

Teachers input their classroom behavioral referrals into the Behavior Module of Student Visits in Q. There were a total of 64 incidents recorded in the Student Behavior section of Q. Examples of behavioral incidents recorded by teachers include: disruption, defiance, technology use, and inappropriate language. Although we found that we increased the amount of suspensions during the 2018-2019 school year, we have seen that the majority of violations are from drugs and paraphilia and we are working to find ways to counselor our students on safer habits and choices. School rules are consistently enforced, with 94% of students strongly in agreement. According to the final parent survey, after attending NVHS for two or more quarters, 76% of their students strongly agree to the statement. "I feel safe at school." Additionally, 24% of students "feel somewhat safe" at NVHS.

Based on our data, Nueva Vista High School believes that attendance has remained on an upward trend with a 78.24 percentage attendance rate but we still have a need to focus on getting more students to campus, on time and ready to learn. We still have a significantly high amount of students who are listed in the chronic absenteeism group. Currently we are 44%, which is much higher than all other schools in the district, but based on our unique campus structure, our enrollment and student population come from a pool of students that have been disengaged in school at some point and attendance is one way that they have come to our campus. There is a disconnect between school and the students. We need to continue to focus on ways to address the issues of students not

attending school. We do not have a designated attendance clerk but our TCT is always focused on supporting students and attendance issues, works to create ways to reward students who have demonstrated positive attendance, a staff that is diligent in following up with students when they are chronically absent and a dedicated 3 hour TCT to support attendance that supports our campus by making calls, check in, etc to our most chronically absent students.

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

Nueva Vista is a very caring, focused and supportive environment for all students. We have shown success in the goals listed above but still have areas that we can work on to ensure that students are experiencing a safe, healthy and productive school environment. We have worked to create a strong outline of supports but need to continue to build on the systems in place. Advisory is one area that we need to work with to use the time with students and the relationships outlined through that program, to create more ways to equip students with the tools they need to be successful. We are still experiencing a high level of attendance issues with our students, so there is an ongoing need to fund and develop programs to work to ensure students are on campus and ready to learn.

The data states that students and parents feel safe on campus and we will continue to work to create opportunities to support students mental health issues as well. The School site safety committee has updated the plan with the need to ensure all students and staff safety in mind and we are working on a single point of entry on campus to ensure that our campus does not have access points where people can come on and off without checking in. Effectiveness has been shown with a decrease in behavior incidents and an increase in our attendance rate for 2019-2020 school year.

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

There has not been any significant difference between the proposed and estimated actual for this year. We did outline that we would be outlining monies for Social Worker Consultant but that has not been put into place due to the additional supports we are trying to work with through our current systems and structures. There may be a need to increase support in that area to help work on students that are chronically absent. There is a need to increase the amount of professional develop for staff on handling students mental health needs. This was outlined in the plan but was not utilized this year due to the change in administration and desire to find a school wide program that will help build students in all areas of social, emotional and academic needs. Some teachers have attended trainings in these areas but school-wide PD has not been outlined during this school year.

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

With the start of the 2020-2021 school year, we will continue to build on the focus and attention on providing support and systems that give students the ability to be safe and healthy. Teachers and staff have a strong understanding about the needs of the students who come to NVHS but there as we move forward there is still a need to create more programs, interventions and supports that will give students a stronger sense of self and ability to create plans for when they graduate from high school. We will continue to work on building relationships with students and creating a safe and productive learning environment where students want to attend. Staff have expressed a desire to continue work with advisory with a focus on building up foundational skills in academic areas, teaching coping and learning habits for success and building relationships that help students to feel comfortable at school again. We will continue to strive for increases in our attendance with a reality that if students are not on campus, they cannot learn the skills we are looking to teach them with coping and making good choices. We will continue to keep an eye on safety with our SRO and current Guidance coordinator and mental health counselor as support but look to expand programs and services to be able to offer supports to all students, as needed. It is our continued need to ensure that NVHS is a safe and orderly place for learning. We will continue to monitor progress and address issues through student input, parent surveys and staff feedback.

Goals for 2020-2021 school year

*Work to get all staff PD on areas that they can create safer and more equitable classrooms

- -Trauma Informed classrooms PD
- -Mental health first aider PD

* Increase opportunities to reward students for course completion and passage rates

*Increase Incentive and student recognition program

- -Increase awards and recognition for attendance incentives
- -Increased awards and recognition for course completion and student achievement

*Purchase of school safety materials for each classroom

- -Purchase bathroom buckets and food to keep on hand in each classroom for lockdown and emergency situations.
- -Large scale training for all staff regarding how to support and enact emergency services, if needed
- -Work to outline ways to share expectations of emergency preparedness with students, once each semester
- -Additional materials and first aid kits and supplies will be purchased for classrooms and office to ensure we have enough for emergency situations

*Rework our Advisory program with focus on student SEL/PBIS needs

- -Working to create lessons with Habits of the mind as a focus
- -Increasing College and Career readiness lessons
- -Embed Common sense media lessons for digital footprint. The goal is to have four total lessons for students embedded in Advisory for the 20-21 school year
- -Working toward utilize focus note taking and organizational skills to work with all students in the 20-21 school year
- -Working to adopt and implement some WICOR strategies school wide for the 20-21 school year

*Adopt Habits of the Mind work schoolwide

- -Working to “adopt” a Habit that can be a targeted focus throughout the month or quarter
- -Lessons in Advisory to support that habit
- -Classrooms focused on how that habit looks in their classroom
- -All teachers PD with Habits of the mind

*Increase supports to already establish attendance system to increase areas of reaching out to most chronically absent students

- -Teacher hourly to develop attendance intervention plan

*Increase the amount of club opportunities for students

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation on School Site Council	2018-2019 Parent Participation on School Site Council: 2	Parent Participation on SSC 2018-2019 is outlined as two parents but their participation was not consistent throughout the school year. With the 2019-2020 school year, we have increase parent participate with having two parents and an alternative on SSC. However, due to work schedules and meetings, only one parent has been able to consistently show up for SSC meetings.

Strategies/Activities for Goal 3

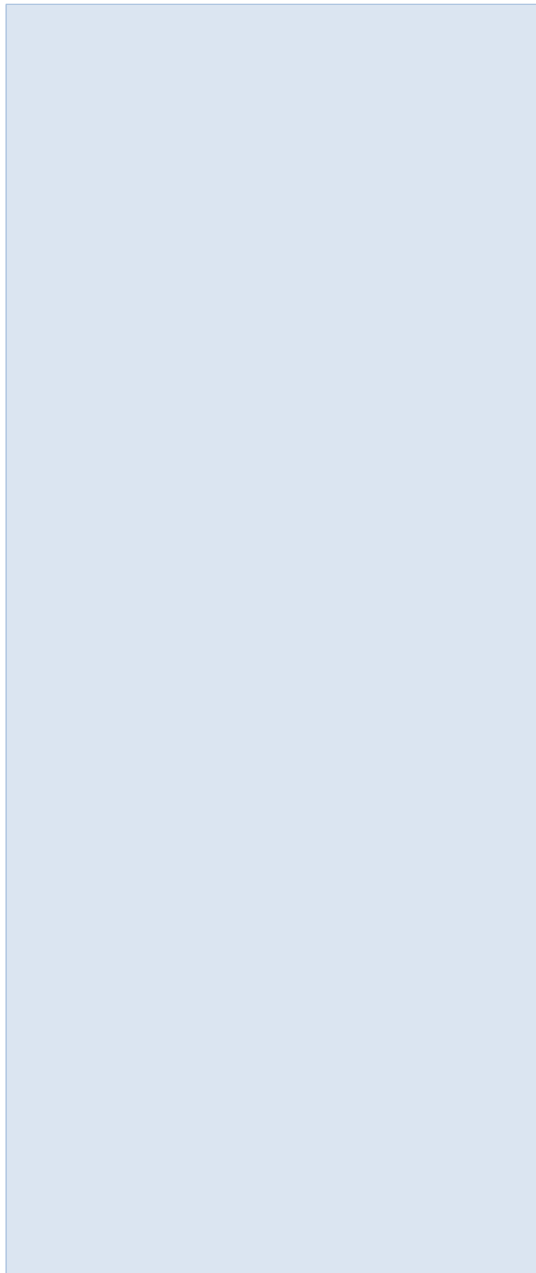
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent and Student Engagement Site-based parent and student outreach opportunities (Intake meetings, Summer AAA Parent Meeting, Awards Ceremony, Communication, Materials, and Refreshments)	We have found that we need to continue to find ways to reach out our parents and work with getting them to feel welcome and part of our the NVHS campus. A. Relocated intake meetings from District Board Room to the Parent Center <ul style="list-style-type: none"> -With each intake meeting, translation services are provided 	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00 Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$630.00	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$250.00 Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$117.66

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



- -Staff work to outline needs and expectations of the campus
- -Staff work to support parents in completing transportation paperwork while at the intake so that students have an easy transition to NVHS

B. With our Back to School Night we providing food and drinks to all attendees to support getting more students and parents to attend

C. Increased in communication to parents by teachers and office staff

- -With the implementation of Q communications, all staff are able to provide ways that give parents an opportunity to discuss student success or struggles with staff
- -Office staff is trained in Q communications to help support teachers and parents in the set up and utilization of their accounts

D. Increased use of Parent Connect by teachers and parents

- -Teachers are using gradebook on a regular basis to help outline the progress of students

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>E. Increased use of site-based social media and District Public Relations and Communications</p> <ul style="list-style-type: none"> • -Facebook account has been regulated and set up by Administration. To date, there has been a significant increase in page views and posts • -We have increased our our followers by more than 50%. It is still a small number but we are working to get more engagement on the page • -Our ASB has continued to use the Instagram account to share positive outcomes of students and information with parents 		

Analysis

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

At Nueva Vista, we understand the importance of having parents, student and community involvement and we welcome the opportunity to reach out to each group to have them beel part of the NVHS family. We know that there is still areas of growth needed in getting more parents to be part of the campus. We have done a significant job at creating opportunities for students to feel connected to their campus and there is a strong sense of pride and dedication to NVHS by the staff and the students. Throughout MTSS/PBIS focus and the relationships that all staff build with students, student engagement, when on campus is high. ASB does a fantastic job at working to include all students and are constantly looking for ways to increase participation and acknowledgement of all students. Staff have expressed a strong love and devotion to the campus and students at NVHS and are willing to go above and beyond to support student success. We do find that we are working to increase parent and community engagement (include opportunities and participation) but we still have areas of growth.

We have Increased use of Q communications by staff to inform parents of student progress, increased activity on social media with both Facebook and Instagram platforms. We have used Peachjar and Q communications regularilary to send out important information to students and parents. We are continuing to use our website to ensure that information is accessible to all students and parents. With our active ASB, we create a variety of ways to ensure that we are building connectivity to the campus for all students, through activities and events. With ongoing activities planned by ASB; Blood drives, Jean drives, Sunnyslope book buddies on Weds., WE day participation, Fun Fridays at the end of each month and Mini-grad ceremonies at end of each quarter as well as large scale graduation in May, we are providing many opportunities to build rapport, feel connected and develop positive interactions on campus. We have currently added a student representative to the School Board meetings to be the voice of NVHS for the board, District officials and community. We will continue to communicate activities, meetings, important dates and events through our website, social media, Peachjar Q communications and marquee.

We have an intake process at the start of each quarter and a parent/guardian is required to attend with the new student. All policies, procedures and processes of the school are outlined and information regarding transportation, our school model and connection to Guidance coordinator our outlined. All office staff and teachers have an open communication policy and work to return calls, emails and offer support and guidance within a 24 hour time frame. We have a small parent center in the front office and our office staff is always willing to help parents to set up parent connect accounts, do bus or food services applications or make payments through MyPaymentsPlus accounts. Our classified staff has been trained in positive interactions and our full staff work to ensure that all that come to NVHS are greeted with a smile and given support and guidance.

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

We are moving in the right direction by creating a safe and fulfilling environment for our students. Through anecdotal evidence, we have found that we are working to create an environment that supports students and that helps parents. However, we do not have significant amounts of survey data to help support that at this time and the limited amount of activities that are designed specifically for parents, we know that there are still areas that we can work on to increase the connectivity that is felt by parents on the campus. .

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

Funds will be allocated differently to ensure that we can increase the amount of parent outreach opportunities offered. We will look to create additional ways for teachers and administration to reach out to parents and create open conversations and provide assistance to support student learning and involvement.

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.

Focusing on the 2020-2021 school year, we will look for ways to increase the engagement of parents with our campus. There is a strong sense that students feel engaged and safe when on campus, but we still are lacking in opportunities for parents and community members to be part of the support for NVHS students. More of an effort will be placed on creating areas for parent involvement and we will strive to get more student, parent and community surveys completed so that we have strong data to help guide our future decisions. We will continue to monitor progress and address issues through student input, parent surveys and staff feedback. We continue to have a low turnout in parents, students and staff with the LCAP surveys, so we will work to ensure that more stakeholders complete the information so that we can make appropriate decisions based on the findings.

Goals for 2020-2021 school year

* Increase the amount of club opportunities for students

*Continue to build capacity for student involvement with ASB

* Increase the opportunities that we have to share information with parents. Work to plan parent seminars/viral videos to allow for more parents to gather information and feel connected to the campus

- -Back to School night - August
- -Develop Parent Seminars

Oct/Nov – FAFSA & Systems of Higher Ed.

January – Mental Health supports

February – RCC info

April – Cyber Security

May - TBD based on feedback from students and parents

*Develop Quarterly meetings with Principal

- - Opening up sessions to share upcoming events, ideas and concerns based on the needs of the parents in attendance

*Create a makerspace/ learning lab/ multi-purpose room with one of our current classroom to increase student connectivity to campus

- -Additional furniture to support that transition and will look to order with CSI monies to complete this task
- -Working to create a space that is appealing to students and provides connectivity to the campus

*Increase Incentive and student recognition program

- -Increase awards and recognition for attendance incentives
- -Increased awards and recognition for course completion and student achievement

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	26,293.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	317,781.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	18900.00	0.00
Title I Parent Involvement -- 3010 1902	593.00	0.00
Title III LEP -- 4203	1858.00	0.00
LCFF Suppl/Conc -- 0707	24800.00	0.00
LCFF District -- 500 0707	109930.00	0.00
LCFF CTE -- 0766	11700.00	0.00
ESSA CSI -- 3182	150000	0.00

School Site Council Membership

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

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

Name of Members	Role
Edgar Sanchez-Segura	Secondary Student
Diane Sleyko	Parent or Community Member
Lucinda Blackstone	Classroom Teacher
Suzanne Murray	Classroom Teacher
Janice McWilliams	Parent or Community Member
Cassie Rivera	Secondary Student
Jenna Saugstad	Principal
Lillianna Lopez	Other School Staff
Eufemia Muralles	Other School Staff
Willa Fjeld	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 May 28, 2020.

Attested:



Principal, Jenna Saugstad on 05-28-20



SSC Chairperson, Lucinda Blackstone on 05-28-20



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- **Policy posted on school website and links on social media platforms.**
- **Policy given to all parents at start of school year with registration materials.**
- **Policy is posted on campus, in both ELA and Spanish.**
- **Policy is reviewed annual, survey sent out at beginning of year for input, changes made and taking to SSC for update.**

To involve parents in the Title I, Part A programs, the following practices have been established:

- **Parents will be offered the opportunity to participate in the planning review and improvement of the school plan through School Site Council (SSC) and English Language Advisory Committee (ELAC).**
- **Parents may submit comments through the Principal, and/or the SSC if they are not satisfied with the school plan.**
- **Parents will be sent survey information at beginning of each school year to get input and share information for update and review.**

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- **Parents are invited to annual Title I meeting during Back to School night each year. Information will be shared regarding the plan and the opportunities to get involved and add input to the plan.**
- **Information will also be posted on school website and social media platforms.**

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- **Parent meetings are held throughout the school year. Meetings will address a variety of school program information and will outline a process for communicating with parents throughout the year.**
- **Parents are invited and encouraged to attend SSC meetings to receive information regarding school, LCAP and upcoming events.**
- **Information, PowerPoints, and videos will be posted on school website and social media platforms to allow for access for any parent at any time.**

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- **Parents will be offered the opportunity to participate in the planning review and improvement of the school plan through School Site Council (SSC) and English Language Advisory Committee (ELAC).**
- **Parents may submit comments through the principal, and/or the SSC if they are not satisfied with the school plan.**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- **Information is posted on school website and links on social media platforms.**
- **Information given to all parents at start of school year with registration materials and throughout the year, as needed.**
- **Information and updates are sent using Q communications – Text, email and phone system.**

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- **Assessment information reflecting student academic progress will be shared with parents through progress reports, continuously through parent accounts such as Parent Connect, formal and informal communication by teachers, and printouts of standardized tests and transcripts. Student progress/ assessment in relation to state assessments, and formative site assessments will be available to parents.**
- **Assessment information is outlined in Parent Connect.**

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- **Parent meetings are held throughout the school year. Meetings will address a variety of school program information and will outline a process for communicating with parents throughout the year.**
- **Meetings are held with parents by Guidance coordinator throughout year, regarding progress of student.**
- **Parents can request a meeting with administration and/or teachers at any time throughout the year.**
- **Parents are invited and encouraged to attend SSC meetings to receive information regarding school, LCAP and upcoming events.**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **Parents will be offered the opportunity to participate in the planning review and improvement of the school plan through School Site Council (SSC) and English Language Advisory Committee (ELAC).**
- **Assessment results are sent to parents and information posted on school website and social media platforms to outlined how to understand information given.**
- **Guidance coordinator creates graduation plans with each student and reviews progress on a quarterly basis, sending information home with student and setting up phone/face to face meetings, when needed and/or requested.**
- **School administrators and teachers will present information through SSC and ELAC to assist parents in understanding the standards their children must meet and how their children’s progress be evaluated. These meetings will focus on the national educational goals, the state/district standards, and the state and local assessments.**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **Assessment information reflecting student academic progress will be shared with parents through progress reports, continuously through parent accounts such as Parent Connect, formal and informal communication by teachers, and printouts of standardized tests and transcripts.**
- **Student progress/ assessment in relation to state assessments and formative site assessments will be available to parents.**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **School leaders will determine who is responsible for the coordination of parent involvement activities at the site. A parent volunteer, an employee, a staff committee, the leadership team and or the SSC may be considered school leaders.**
- **Persons responsible shall monitor the implementation of the parent involvement activities in the plan, help to administer the needs assessment to parents, and assist in designing the evaluation of the parent involvement program.**
- **School ASB program works to outline events for student and parent involvement.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **An annual survey will be given to parents to conduct a needs assessment and to evaluate the effectiveness of the parent involvement activities. The school leadership group and SSC will use these annual evaluation results to plan and improve the parental involvement program.**
- **Changes and programs will be developed and implemented based on the results from the annual survey and the needs of the Nueva Vista School Community.**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- School information will be distributed in all major languages spoken by families of the students at the school. NVHS will employ both English and Spanish when communicating with the parents, to the extent possible.
- Meetings will be conducted in a language parents understand. As available, interpreters will be present to translate for parents at meetings conducted in English only. To the extent possible, someone will be available in the school office that communicates with parents who speak a language other than English.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parents will be offered the opportunity to participate in the planning review and improvement of the school plan through School Site Council (SSC).
- The annual survey outlines areas of need and growth.
- Administration has open door policy for input and information from parents.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- School information will be distributed in all major languages spoken by families of the students at the school. NVHS will employ both English and Spanish when communicating with the parents, to the extent possible.
- Meetings will be conducted in a language parents understand.

[School-Parent Compact for Nueva Vista 2019-2020](#)

This policy was adopted by the Nueva Vista Continuation High School on January 30, 2020 and will be in effect for the period of (January 2020 – January 2021).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (February 1, 2020).

Type signature here.

Signature of Authorized Official

Enter date approved.

Date