

School Year:

2022-23



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

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Principal

Jorge Galvan

District Name

Jurupa Unified School District

SPSA Revision Date

May 18, 2022

Schoolsite Council (SSC) Approval Date

May 18, 2022

Local Board Approval Date

June 13, 2022

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 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, 16 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. Due to the Covid pandemic resources and programs were developed to support online learning throughout the year. 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

- Graduation Rate Indicator: Students with Disabilities had a 76.9% graduation rate which is greater than the overall.
- English Learner Enrollment: Increase in students being reclassified in 2020-21 compared to previous years.
- 2021-22 Failure Rate: The mathematics failure rate was 6%
- The college and Career Center has been successful at offering field trips, workshops, and presentations throughout the year.
- Suspension rate (YTD April 2022) is 3.17% which is nearly half of the 2019 dashboard suspension rate
- 82% of students feel safe at school (LCAP 2022 survey)

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

Greatest Needs

- Graduation Rate Indicator: English Learners are underperforming compared to overall
- College/Career Measures: To meet the AB104 graduation requirements, students were enrolled in core courses. Students were not enrolled in elective courses to complete a CTE Pathway.
- ELPAC results are potentially not accurately capturing the students' true level of language proficiency and there is a need for incentives to encourage student participation.
- 2021-22 Failure Rate: Elective failure rate was 30%
- Student motivation to complete work on time and are working significantly below grade level.
- Student attendance continues to be a concern and the chronic absenteeism rate is high
- Transportation of students to get to/from school is a concern
- Increase the feeling of students to feel that they belong to school (45%, but 20-39th percentile, LCAP 2022 survey)
- Increase parent opportunities

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

Performance Gaps

- Graduation Rate Indicator: English Learners are underperforming compared to overall
- College/Career Measures: Address student credit deficiencies to support CTE Pathway completion.
- 2021-22 Failure Rate: Failure rate in Elective courses is higher than in core content areas

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

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 and the site-based team have been evaluating the implementation of the SPSA each year. An annual review for the 2021-22 SPSA was conducted during Spring 2022 by the leadership team and staff at large and actions were modified based on identified needs. The annual review was presented to SSC in April 2022, and feedback from the members was taken into consideration. Additionally, the NVHS Leadership Team collaboratively met in May 2022 to review and revise actions to respond to the comprehensive needs assessment. The Nueva Vista 2022-23 SPSA and 2022-23 tentative budget were presented School Site Council in May.

Throughout the 2021-2022 school year, the SPSA and LCAP have 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 2022-2023 was brought to SSC in May and was approved in May 2022.

NVHS will receive supplemental Comprehensive School Improvement [CSI] funding to support strengthening the academic programs in all core subject areas and to address student engagement and school culture. It has been used to create opportunities for tutoring, substitute teacher support for teachers to collaborate and support students and outline additional ways to prepare students for College and Career readiness.

Resource Inequities

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

Through the comprehensive needs assessment, it was found that students are credit deficient and require additional instructional supports and interventions. Additionally, it was also determined that elective offerings have the highest failure rate and an effort to understand which CTE Pathways and electives are of most interest for students needs to be implemented. Additionally, based on the LCAP survey results, only 45% of students feel that they belong to the school and there

is a desire to establish a Student Support Center which would provide opportunities for tutoring, student engagement activities, and an area to meet student needs. These conditions of learning, engagement, and pupil outcomes needs exceed the available resources through the consolidated application funding and LCFF and will be addressed through the use of supplemental CSI funding.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 11	39	34	6
Grade 12	178	161	187
Total Enrollment	217	195	193

Conclusions based on this data:

1. Through the 20-21 school year, we have seen a consistent amount of enrollment for our students but with the pandemic, we have not pushed to increase beyond the number of students we had. Throughout the school year and with the intake of new students each quarter, our enrollment goes up and down based on the need throughout the district and the students. Although enrollment has dropped during the 2019-2020 school year, we look to increase with the coming 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 2022-2023 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. Due to the 20-21 pandemic and lack of students on campus, we are continuing our outlined abilities of the enrollment and our intention is to continue to offer the services to the district and look to increase based on student need.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	101	66	68	46.5%	33.8%	35.2%
Fluent English Proficient (FEP)	50	70	73	23.0%	35.9%	37.8%
Reclassified Fluent English Proficient (RFEP)	3	3	10	3.2%	3.0%	15.2%

Conclusions based on this data:

1. The percentage of ELL students has decreased significantly between 2018-2019 and 2020-2021. Moving from 46% to 35%, we have found that we have not enrolled as many students that are classified as English Learners. We are still working to ensure that all students are supported in classes with strategies that will help and support all learners. With our focus on increasing enrollment in the 2022-2023 school year, we anticipate more ELL working in our classrooms for support. We have been working to continue building support as we look to offer all students support at NVHS.
2. We also saw a significant increase in the number/percentage of students the are outlined as FEP students. With an increase of 23 more students, there was a significant jump. We are outlining ways to continue to support all students, in all classes.
3. From the 2019-2018 to the 2020-2021 school year, we increased the number of students that have been outlined as RFEP. Due to the outlined expectations to get a student to be reclassified, it has been challenging for students to be able to prove their reclassification status. We will continue to work on ways to support all students and outline ways for students to demonstrate their ability to be reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	143	85	63	142	83	0	142	83	0	99.3	97.6	0.0
All Grades	143	85	63	142	83	0	142	83	0	99.3	97.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2428.1	2417.6		0.00	0.00		4.23	3.61		19.72	10.84		76.06	85.54	
All Grades	N/A	N/A	N/A	0.00	0.00		4.23	3.61		19.72	10.84		76.06	85.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.70	2.41		33.10	19.28		66.20	78.31	
All Grades	0.70	2.41		33.10	19.28		66.20	78.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		14.79	13.25		85.21	86.75	
All Grades	0.00	0.00		14.79	13.25		85.21	86.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.41	2.41		40.14	33.73		58.45	63.86	
All Grades	1.41	2.41		40.14	33.73		58.45	63.86	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.20		27.46	19.28		72.54	79.52	
All Grades	0.00	1.20		27.46	19.28		72.54	79.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Due to the pandemic, we do not have any updated scores for ELA CAASPP. We know, based on narrative data, that our students are still struggling in ELA standards and our goal is to continue to build programs of support. Based on the data, we have found that students are still struggling to increase

their overall ELA CAASPP scores. The data shows our numbers have increase in the percentage of students scoring in the Below Standard range in all testing areas.

2. We did find that during the 2018-2019 school year, that we did have an increase, although small, in the percentage of students scoring above standard in three out of four of the individual testing areas. With a full growth of at least one percent, we saw students score in the % above standard in Reading, Listening and Research/Inquiry. We are hopeful that as we continue to create programs and supports for our students, we will see an increase in all areas, and specifically in the areas outlined as needing the most support.
3. When looking at completion rate, we saw a 2% decrease but based on the actual numbers of students tested, it was a difference of two students. It also is interesting to note that in the 2018-2019 school year, the amount of students tested was far smaller than in previous years. With a difference of over 50+ students less in testing, makes it difficult to compare the true view of student testing. We have found that with distance learning, we are having much more difficulty with getting students to log in and take tests. We anticipate that our completion rate will be much lower but as we work to reinstate these tests, our goal is to continue to create a testing environment that is successful for students and we can increase our completion rate.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	143	84	63	142	83	0	142	83	0	99.3	98.8	0.0
All Grades	143	84	63	142	83	0	142	83	0	99.3	98.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2427.8	2404.6		0.00	0.00		0.00	0.00		6.34	0.00		93.66	100.0	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		6.34	0.00		93.66	100.0	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		2.82	0.00		97.18	100.0	
All Grades	0.00	0.00		2.82	0.00		97.18	100.0	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		18.31	15.66		81.69	84.34	
All Grades	0.00	0.00		18.31	15.66		81.69	84.34	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		33.80	30.12		66.20	69.88	
All Grades	0.00	0.00		33.80	30.12		66.20	69.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. During the current pandemic, we have not be able to outline Math CAASPP data. Based on narrative information and feedback from teachers, we know that our students are still struggling in math and we anticipate that our students will continue to need support, if not more, based on the current pandemic and the potential learning lost. There has continued to be a decrease in the number of students that are in the at or near standard percentage rank for NVHS students. We have seen continued increases in the % of students in the below standard area overall and in each individual testing area. The percentage of students whose Math CAASPP scores exceeded the standard has stayed consistent over the last 3 years and we are still working to get students to be near or above standard.
2. We saw a significant drop in the 2018-2019 school year in students that were scoring at the % at or near. From 6.3% in 2017-2018, to 0% in 2018-2019, we found that we still have a need to continue focus on student ability in math. There is an understanding that much of the CAASPP math tests students in concepts up thru Math II and we realize that with our students enrollment and focus on credit deficiency, students often have not taken the necessary math courses to be as prepared for CAASPP.
3. When looking at completion rate, we saw a 1% decrease but based on the actual numbers of students tested, it was a difference of one students. It also is interesting to note that in the 2018-2019 school year, the amount of students tested was far smaller than in previous years. With a difference of over 50+ students less in testing, makes it difficult to compare the true view of student testing. We have found that with distance learning, we are having much more difficulty with getting students to log in and take tests. We anticipate that our completion rate will be much lower but as we work to reinstate these tests, our goal is to continue to create a testing environment that is successful for students and we can increase our completion rate.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	1553.6	1521.8	*	1538.9	1514.3	*	1567.8	1528.8	*	59	20	11
12	1550.0	1559.5	1560.6	1533.7	1570.1	1553.3	1565.6	1548.4	1567.3	43	73	53
All Grades										102	93	64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	27.12	0.00	*	33.90	15.00	*	32.20	60.00	*	*	25.00	*	59	20	*
12	25.58	15.07	13.64	27.91	31.51	40.91	44.19	36.99	36.36	*	16.44	9.09	43	73	44
All Grades	26.47	11.83	13.46	31.37	27.96	40.38	37.25	41.94	36.54	*	18.28	9.62	102	93	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	47.46	5.00	*	35.59	30.00	*	*	55.00	*	*	10.00	*	59	20	*
12	39.53	24.66	31.82	34.88	46.58	47.73	*	20.55	15.91	*	8.22	4.55	43	73	44
All Grades	44.12	20.43	28.85	35.29	43.01	48.08	15.69	27.96	19.23	*	8.60	3.85	102	93	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	0.00	*	18.64	10.00	*	40.68	35.00	*	23.73	55.00	*	59	20	*
12	*	6.85	4.55	27.91	16.44	20.45	44.19	34.25	52.27	*	42.47	22.73	43	73	44
All Grades	13.73	5.38	3.85	22.55	15.05	21.15	42.16	34.41	53.85	21.57	45.16	21.15	102	93	52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	45.76	0.00	*	42.37	60.00	*	*	40.00	*	59	20	*
12	41.86	5.48	6.98	51.16	67.12	81.40	*	27.40	11.63	43	73	43
All Grades	44.12	4.30	5.88	46.08	65.59	82.35	*	30.11	11.76	102	93	51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	54.24	50.00	*	38.98	40.00	*	*	10.00	*	59	20	*
12	46.51	76.71	55.56	51.16	16.44	40.74	*	6.85	3.70	43	73	27
All Grades	50.98	70.97	54.84	44.12	21.51	41.94	*	7.53	3.23	102	93	31

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	20.34	0.00	*	32.20	25.00	*	47.46	75.00	*	59	20	*
12	*	12.33	7.69	44.19	36.99	58.97	44.19	50.68	33.33	43	73	39
All Grades	16.67	9.68	6.52	37.25	34.41	60.87	46.08	55.91	32.61	102	93	46

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	27.12	0.00	*	69.49	80.00	*	*	20.00	*	59	20	*
12	30.23	2.74	15.91	65.12	80.82	79.55	*	16.44	4.55	43	73	44
All Grades	28.43	2.15	15.69	67.65	80.65	80.39	*	17.20	3.92	102	93	51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 77% of 12th grade students scored a Level 2 or Level 3 on the 2020-21 summative ELPAC.
2. The written language domain was an area where the least percentage of 12th-grade students showed a "somewhat/moderately" or "well developed" level.
3. We did find that overall, our 12th graders scored an higher average in the Overall and Oral language domains. We still have areas to work on to support our students but this helps to show that our seniors, once they are with us for two years, are getting some supports in their overall language skills.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
193	86.5	35.2	

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	68	35.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	167	86.5
Students with Disabilities	23	11.9

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	1.6
American Indian or Alaska Native	1	0.5
Asian	1	0.5

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino		
Hispanic	180	93.3
Two or More Races		
Native Hawaiian or Pacific Islander	1	0.5
White	7	3.6

Conclusions based on this data:

1. With the high percentage of Socioeconomically Disadvantaged students and the high percentage of English Learners, Nueva Vista has many students who belong to both subgroups. It is important to create programs and supports to meet the needs of these learners..

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. Due to the Dashboard suspension, we have not had the data that is necessary to make significant changes on the dashboard. We realize there are a number of areas that we need to address in order to better support the various needs of our students. Although not reflected on the dashboard, 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%. NVHS will continue to establish programs and 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.

School and Student Performance Data

Academic Performance English Language Arts

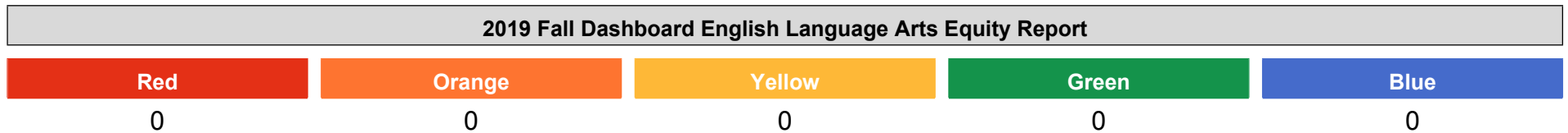
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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




This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Red

174 points below standard

Declined -5.8 points

35

English Learners



No Performance Color

187.3 points below standard

Maintained ++2.6 points


16

Foster Youth


No Performance Color


0 Students

Homeless


No Performance Color

0 Students

Socioeconomically Disadvantaged



No Performance Color

174.1 points below standard

Increased ++5.9 points

27









Students with Disabilities


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 174 points below standard Declined -14.4 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 10

Conclusions based on this data:

1. Due to the Dashboard suspension, we have not had the data that is necessary to make significant changes on the dashboard.

2. The performance of students in all sub-groups declined on the ELA CAASPP from 2018 to 2019; there was a decrease by 5.8 points. NVHS will continue to monitor student progress and create opportunities for student success. NVHS did maintain the performance levels of our ELL students, although still not meeting grade level standards.
3. It was good to see that we did have a 5.9 point increase in our students with Socioeconomically disadvantaged students and we hope to continue this positive growth in the coming years.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance



Red



Orange



Yellow



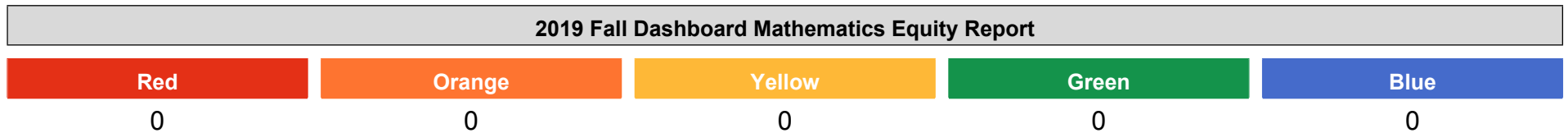
Green



Blue

Highest Performance


This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



 Red

222.3 points below standard

Declined -13.4 points

35

English Learners


 No Performance Color

239.1 points below standard


Declined Significantly -20.2 points

16

Foster Youth

Homeless

Socioeconomically Disadvantaged



 No Performance Color

242.1 points below standard

Declined Significantly -26.8 points






27

Students with Disabilities


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 227.3 points below standard Declined Significantly -25.1 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 10

Conclusions based on this data:

1. In all demographic areas we have seen the declined in the Student Assessment Results in the area of Mathematics during the 2018-2019 school year. NVHS will continue focusing on the needs of our students in gaining math proficiency
2. Due to the Dashboard suspension, we have not had the data that is necessary to make significant changes on the dashboard.

School and Student Performance Data

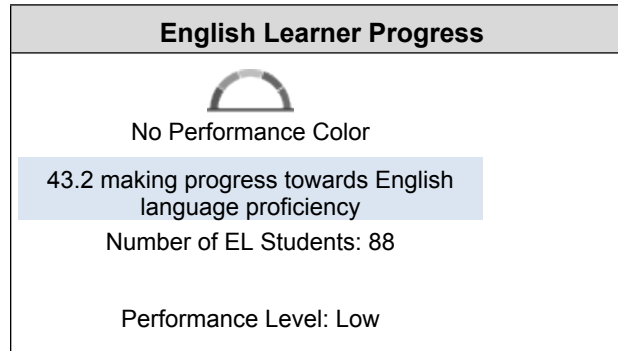
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.4	28.4	4.5	38.6

Conclusions based on this data:

1. Due to the Dashboard suspension, we have not had the data that is necessary to make significant changes on the dashboard.
2. We have found that 43% of our students are making progress with their learning goals in English language proficiency. We have found that out of 88 EL students 25 EL students decreased one ELPI level. This data will have an impact on programs and opportunities needed for our NVHS EL students. The staff will work collaboratively in supporting our EL students and meeting their needs with their English language development.

3. NVHS had 34 students who made progress in at least one ELPI level and 29 students who maintained their level. We are experiencing some growth, but we know that there are areas of need to support our EL population.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	265	100
African American	6	2.3
American Indian or Alaska Native	2	0.8
Asian	1	0.4
Filipino	2	0.8
Hispanic	239	90.2
Native Hawaiian or Pacific Islander	2	0.8
White	11	4.2
Two or More Races	1	0.4
English Learners	86	32.5
Socioeconomically Disadvantaged	227	85.7
Students with Disabilities	26	9.8
Foster Youth	4	1.5
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	4.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	10	4.2
Native Hawaiian or Pacific Islander		
White	1	9.1
Two or More Races		
English Learners	3	3.5
Socioeconomically Disadvantaged	9	4
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. 4.9% of students in the cohort completed a CTE pathway.
2. Students with Disabilities had 0% of students complete a CTE pathway.
3. English Learners and Socioeconomically Disadvantaged students had a lower CTE pathway completion rate than overall percentage.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

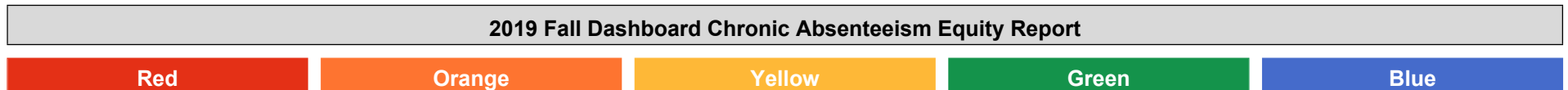
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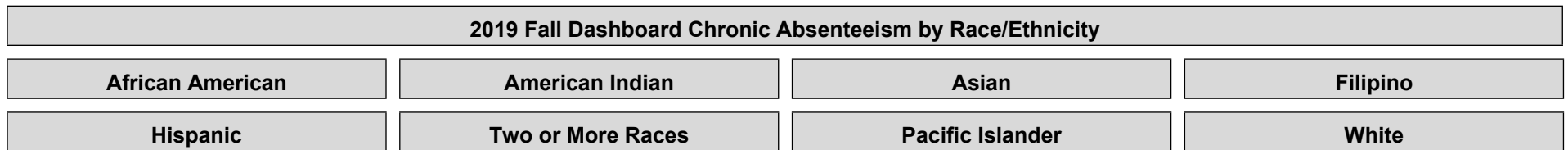
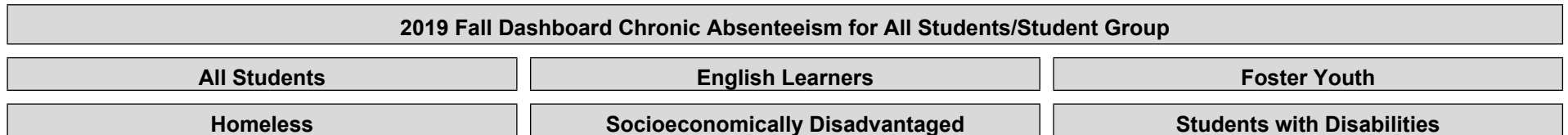
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. With the current pandemic during the 2020-21 school year, we have not had the data that is necessary to make significant changes on the dashboard.

2. We have seen a significant increase in our absentee rate during the current school year based on the distance learning pandemic. We are hopeful that as we return to campus, we will see an increase in student attendance and we will be able to reflect and focus on our students who continue to have absentee issues.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	265	191	0	72.1
English Learners	86	56	0	65.1
Foster Youth	4		0	
Homeless				
Socioeconomically Disadvantaged	227	158	0	69.6
Students with Disabilities	26	20	0	76.9
African American	6		0	
American Indian or Alaska Native	2		0	
Asian	1		0	
Filipino	2		0	
Hispanic	239	172	0	72
Native Hawaiian or Pacific Islander	2		0	
White	11	9	0	81.8
Two or More Races	1		0	

Conclusions based on this data:

1. The overall graduation rate for the class of 2021 was 72%.

2. Our Socioeconomically Disadvantaged and English Learners had a lower graduation rate of 69% and 65%, respectively. The NVHS staff will develop support systems for students to work through their credit deficiany status and ensure that students are able to get their diploma at the end of their education with NVHS.
3. Our Students with Disabilities had a higher graduation rate than the overall average with 76.9%.

School and Student Performance Data

Conditions & Climate Suspension Rate

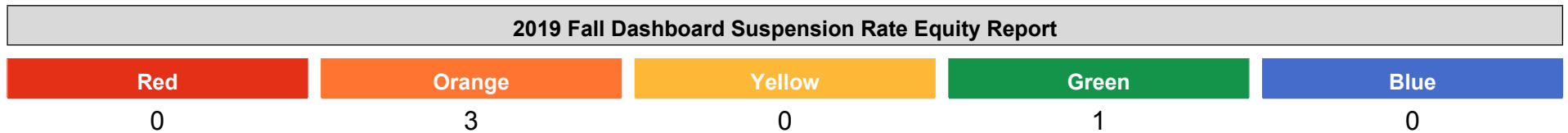
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

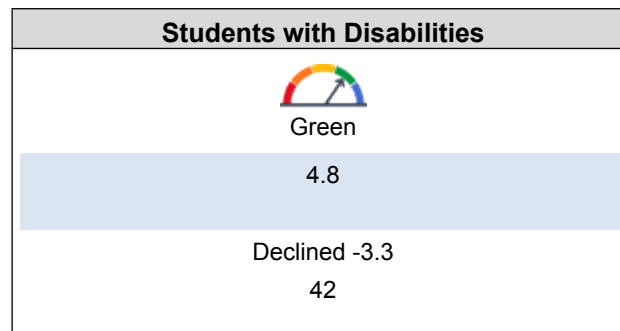
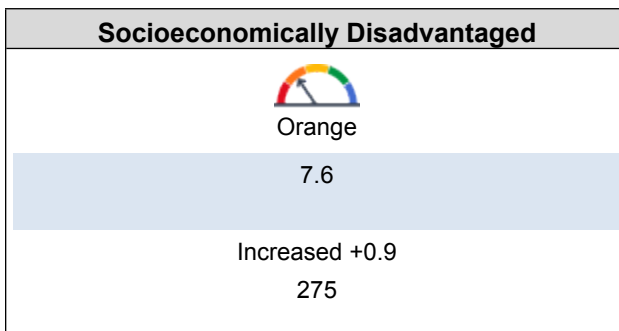
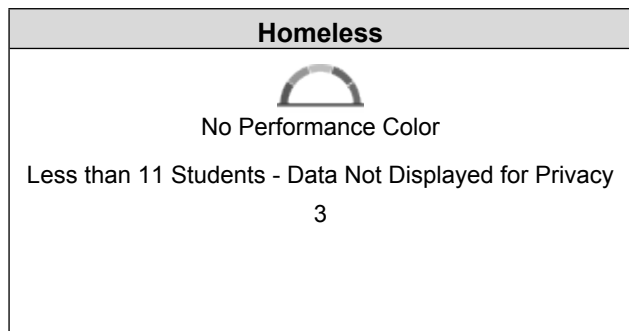
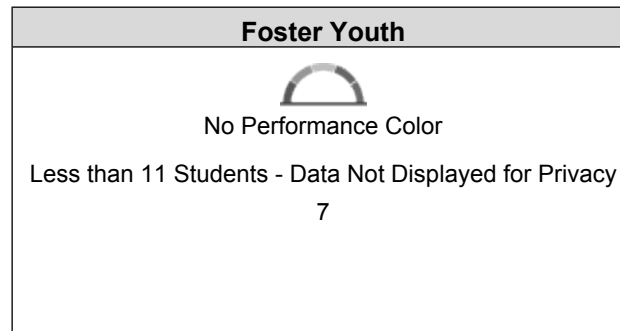
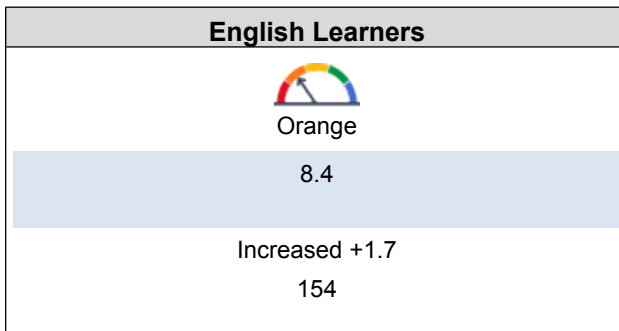
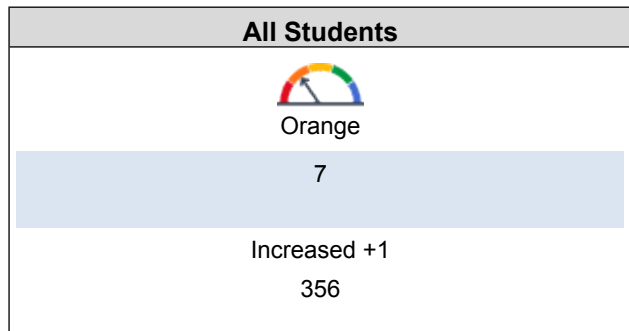


This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 7	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5 Increased +0.7 323	 No Performance Color Less than 11 Students - Data Not 3	 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color 5.6 Declined -1.6 18

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6	7

Conclusions based on this data:

- Due to the Dashboard suspension, we have not had the data that is necessary to make significant changes on the dashboard.
- In 20-21 and 21-22, we have seen a decrease in our suspension rates. With the data that we have, the percentage of NVHS students who were suspended in 2019 was slightly on the rise by 1%. Students in both the EL Socioeconomically Disadvantage subgroups experienced a slight rise, both areas were under 2% in increase.
- One area of success, was the decline of students with Disabilities suspension rate by 3.3%. Our efforts in keeping that rate under 5% is on the correct path as we continue to support all students and meet all their needs.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

- Improve academic achievement in Mathematics. With a focus on developing ways to increase ability for all students with basic mathematics learning through increased collaboration and tutoring to support all students. Additionally, work to create interventions and built-in supports for all students to increase mathematics conversations and computations.
- Improve academic achievement performance in English Language Arts. In order to address student deficiencies in English Language Arts, we will develop ways to provide extra support to work in collaboration with English teachers and to tutor students in reading and writing, develop curriculum in ELA to increase critical reading and writing and work to create interventions to support English development for all students.
- Increase critical thinking and literacy in Science, Social Studies, and Electives to support the development of student academic achievement. Through additional increase in critical thinking and literacy in all subject areas, students will have continued practice to increase skills which will translate to more readiness for College and Career choices after high school.
- Increase the focus on SEL skills to support all students. In order to help students prepare a plan for College and Career readiness and to feel confident that they can learn and increase academic achievements in all areas, students must feel that they have the skills to be successful.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics CAASPP Scores	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	2021-2022 Math Mean Score: 2425+

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Scores	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	2021-2022 ELA Mean Score: 2435+
FAFSA/Dream Act Submission Percentage	2021-2022 FAFSA/Dream Act Applications Submitted: 66+	2022-2023 FAFSA/Dream Act Applications Submitted: 75+
CTE Pathway Completion	2020-2021 CTE Pathway Completers: 13 (4.9%) All 0 (0%) African Americans 3 (3.5%) English Learners 9 (4%) Socio-Economic Disadvantaged 0 (0%) Students With Disabilities 0 (0%) Foster Youth	2021-2022 Pathway Completers: 20+ All (%) African Americans (%) English Learners (%) Socio-Economic Disadvantaged (%) Students With Disabilities (%) Foster Youth
Increase students passing ELA, Math, SS, Science and Electives	2021-2022 Failure Rate: ELA - Q1: 18%, Q2: 26%, Q3: 20%, Q4: TBD Overall (YTD): 21% Math - Q1: 4%, Q2: 9%, Q3: 5%, Q4: TBD Overall (YTD): 6% Science - Q1: 17%, Q2: 23%, Q3: 24%, Q4: TBD Overall (YTD): 22% Social Studies - Q1: 10%, Q2: 14%, Q3: 15%, Q4: TBD Overall (YTD): 13% Electives - Q1: 18%, Q2: 28%, Q3: 30%, Q4: TBD Overall (YTD): 30%	2022-2023 Failure Rate: Reduce the failure rate by 2% in each subject area for the full year. ELA - Q1: (15%), Q2: (23%), Q3: (17%) Overall (YTD): (18%) Math - Q1: (3%), Q2: (7%), Q3: (4%), Overall (YTD): (5%) Science - Q1: (14%), Q2: (20%), Q3: (21%), Overall (YTD): (20%) Social Studies - Q1: (8%), Q2: (12%), Q3: (13%), Overall (YTD): (11%) Electives - Q1: (15%), Q2: (23%), Q3: (25%), Overall (YTD): (25%)
Increase student support in Advisory class receiving information and support skills training	2021-2022 Advisory Attendance Rate: 60.4%	2022-2023 Advisory Attendance Rate: 70% +
P4: Percentage of English Learner pupils who make progress towards English proficiency as	2020-21: *13.46% Proficient *Level 1 (Minimally Developed) 9.62%	2021-22: (18%) Proficient Level 1 (Minimally Developed) (9%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	*Level 2 (Somewhat Developed) 36.54% *Level 3 (Moderately Developed) 40.38% *Level 4 (Well Developed) 13.46%	Level 2 (Somewhat Developed) (30%) Level 3 (Moderately Developed) (45%) Level 4 (Well Developed) (16%)
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2020-21: 5 (7.6%) of students redesignated Fluent English Proficient (FEP)	2021-22: (15%) of students redesignated Fluent English Proficient (FEP)
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA: 2020-21: 19.61% met college preparedness in the EAP for ELA 0% exceeded college preparedness in the EAP for ELA	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA: 2021-22: (25%) met college preparedness in the EAP for ELA (2%) exceeded college preparedness in the EAP for ELA
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math 2020-21: 1.11% met college preparedness in the EAP for Math 0% exceeded college preparedness in the EAP for Math	P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math 2021-22: (5%) met college preparedness in the EAP for Math (2%) exceeded college preparedness in the EAP for Math
P4: Percent increase in A-G course completion rate	P4: Percent increase in A-G course completion rate 2020-21: .35% A-G course completion rate	P4: Percent increase in A-G course completion rate 2021-22: (3%) A-G course completion rate
P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB)	P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB) 2020-2021: 0 (0%) All 0 (0%) African Americans 0 (0%) English Learners 0 (0%) Socio-Economic Disadvantaged 0 (0%) Students With Disabilities 0 (0%) Foster Youth	P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB) 2021-2022: (3%) All (3%) African Americans (3%) English Learners (3%) Socio-Economic Disadvantaged (3%) Students With Disabilities (3%) Foster Youth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Graduation Rate	P5: Graduation Rate 2021: 191 (72.1%) All 0 (0%) African Americans 56 (65.1%) English Learners 158 (69.6%) Socio-Economic Disadvantaged 20 (76.9%) Students With Disabilities 0 (0%) Foster Youth	P5: Graduation Rate 2022: (80%) All (80%) African Americans (80%) English Learners (80%) Socio-Economic Disadvantaged (80%) Students With Disabilities (80%) Foster Youth
P7: Percent of students enrolled in CTE courses	P7: Percent of students enrolled in CTE courses 2021-22: 39.48%	P7: Percent of students enrolled in CTE courses 2022-23: (50%)

Planned Strategies/Activities

Action 1.1

Support in core subject areas to add supplemental curriculum

	<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"> Supplemental materials to support content standards Tutoring supports for students Supplemental software to support content standards Incentives to support academic achievement Increase access to smartboards in the classroom Professional Development for teachers to support subject areas 	<u>X</u> All Students	Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$857.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010

		<p>\$4070</p> <p>Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p> <p>Teacher Sub Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,650.00</p> <p>Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$49,591</p>
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Action 1.2

Elective subject 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"> • Supplemental materials to support electives and CTE pathways • Supplemental software to support electives and CTE pathways • Incentives to support electives and CTE pathways • Professional Development for teachers to support electives and CTE pathways • Develop and administer a student survey on electives and CTE pathway interest • Provide access to students for electives and CTE pathway interest 	<u>X</u> All Students	<p>Materials and supplies for CTE and elective courses 4000-4999: Books And Supplies Title I Basic -- 3010 \$4000</p>

Action 1.3

Student post-secondary education preparation, planning, and support

X

Modified Action

Planned Actions/Services

- Provide field trips, workshops, and presentations including, but not limited to, financial literacy, college enrollment, career pathways, etc.
- Support students in obtaining a work permit
- Materials to promote career center activities
- Provide incentives and refreshments to support College and Career Kickoff event, FAFSA, Dream Act, etc.
- Provide student awards and recognition to support progress towards graduation

Students to be served

X All Students

Budget and Source

Career Center Clerk
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$66,844
Supplies for CC
4000-4999: Books And Supplies
Title I Basic -- 3010
\$5,000.00
Materials and Supplies for incentive and goals achieved
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3,000.00

Action 1.4

Supports for English Language Learners

X

Modified Action

Planned Actions/Services

- Core and elective subject support for EL students
- Provide supplemental materials to support integrated ELD
- Provide professional development to support ELD
- Provide incentives to support student engagement on ELPAC testing
- Provide refreshments for ELAC and parent events to support EL student achievement

Students to be served

X All Students
X Other student group(s) English Learners

Budget and Source

Materials and supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$743
Materials and supplies
4000-4999: Books And Supplies
Title III LEP -- 4203
\$1612

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance Rate	2021-2022: Student Attendance Percentage (YTD): 76.21% 2021-2022 (Aug 6-Dec 17) Actual Present % Enrollment: Grade 11-83.14% Grade 12-76.98% Grade 12 (Special Education)-37.21%	2022-23 Student Attendance Percentage: 80% +
P6: Pupil suspension rate	2020-21 Suspension Percentage: 0 (0%) 2021-2022 Suspension Percentage: 3.17% as of April 2022	2022-23 Suspension Percentage: 5% or less

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility reports indicate 100% Good or Better on FIT reports (2022-23 FIT Reports)
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	2020-21: Overall Chronic Absenteeism Rate 186 (56%)	2021-22: Overall Chronic Absenteeism Rate (30%)
P5: High School dropout rates	2020-21: NVHS: 2.4% (Source: DataQuest, 2020-21 4-year Adjusted Cohort Outcome)"	2021-22: NVHS: 2% (Source: DataQuest, 2021-22 4-year Adjusted Cohort Outcome)"
P6: Pupil expulsion rate	2020-21 Expulsion Percentage: 0 (0%)	2021-22 Expulsion Percentage: (0%)
P6: Survey of pupils on sense of safety	LCAP Panorama Student Survey, Spring 2022: On the question, "How often do you worry about violence at your school?" students responded as follows: 70% of students that took the survey responded "Almost Never" 14% of the student that took the survey responded "Once in a while"	LCAP Panorama Student Survey, Spring 2023: On the question, "How often do you worry about violence at your school?" students responded as follows: 80% of students that took the survey responded "Almost Never" 10% of the student that took the survey responded "Once in a while"
P6: Survey of parents on sense of safety	LCAP Panorama Parent/Family Survey, Spring 2022: On the question, "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" parents responded as follows: 33% of the parents that took the survey responded "Quite Well" 17% of the parents that took the survey responded "Extremely Well"	LCAP Panorama Parent/Family Survey, Spring 2023: On the question, "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" parents responded as follows: 40% of the parents that took the survey responded "Quite Well" 25% of the parents that took the survey responded "Extremely Well"
P6: Survey of teachers on sense of safety	LCAP Panorama Teacher Survey, Spring 2022: On the question, "For students who need extra support, how difficult is it for them to get the support that they need?" teachers responded as follows:	LCAP Panorama Teacher Survey, Spring 2023: On the question, "For students who need extra support, how difficult is it for them to get the support that they need?" teachers responded as follows:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	100% responded "Not at all difficult"	100% responded "Not at all difficult"

Planned Strategies/Activities

Action 2.1

Multi-Tiered System of Supports

	<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"> Support social and Emotional well-being of students, including providing access to meet basic needs Student engagement supports, materials, and incentives for: Aztec coupons, Aztec of the Week raffle, Fun Friday, quarterly awards, etc Support clubs on campus with materials, incentives, etc Mental Health supports 	<u>X</u> All Students	MTSS Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00

Action 2.2

Safe Schools Plan

	<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"> Safe Schools Plan Implementation and Supplies Support Red Ribbon Week activities 	<u>X</u> All Students	Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00

	Health Care Aide - 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$21,374 Teacher Hourly Professional Development for School Safety plan 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00
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Action 2.3

Transportation to/from School

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
Ensure all students have needed supports to get to/from school including bus passes and access to transportation options	<u>X</u> All Students	Student Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

-Increase parent involvement and engagement at Nueva Vista

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation on School Site Council	2021-2022 Parent Participation on School Site Council: 2	2022-2023 Parent Participation on School Site Council: 3
Develop trainings for parents	2021-2022 Parent trainings: 0	2022-2023 Parent trainings: 2
Increase of students participating in ASB sponsored events	2021-2022 Student Participation in ASB sponsored events: 100%	2022-2023 Student Participation in ASB sponsored events: 100%
Parent participation in the NVHS ELAC	2021-2022 Parent participation in ELAC: 2	2022-2023 Parent participation in ELAC: 3+
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	<p>LCAP Panorama Parent/Family Survey, Spring 2022:</p> <p>On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" parents that took the survey responded as follows:</p> <p>50% responded "Extremely Important" 50%"Quite Important"</p>	<p>LCAP Panorama Parent/Family Survey, Spring 2023:</p> <p>On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" parents that took the survey responded as follows:</p> <p>60% responded "Extremely Important" 40%"Quite Important"</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Parents on Student Engagement	<p>LCAP Panorama Parent/Family Survey, Spring 2022:</p> <p>On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" parents that took the survey responded as follows:</p> <p>67% responded "Extremely Important" 17%"Quite Important"</p>	<p>LCAP Panorama Parent/Family Survey, Spring 2023:</p> <p>On the following survey question, "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" parents that took the survey responded as follows:</p> <p>70% responded "Extremely Important" 20%"Quite Important"</p>
P5: Survey of Teachers on Student Engagement	<p>LCAP Panorama Teacher Survey, Spring 2022:</p> <p>On the following question, "On most days, how enthusiastic are the students about being at school?" teachers that took the survey responded as follows:</p> <p>11% responded "Quite Enthusiastic" 0% "Extremely Extremely Enthusiastic"</p>	<p>LCAP Panorama Teacher Survey, Spring 2023:</p> <p>On the following question, "On most days, how enthusiastic are the students about being at school?" teachers that took the survey responded as follows:</p> <p>25% responded "Quite Enthusiastic" 5% "Extremely Enthusiastic"</p>
P5: Survey of Students on Student Engagement	<p>LCAP Panorama Student Survey, Spring 2022:</p> <p>On the following question, "Overall, how much do you feel like you belong at your school?" students that took the survey responded as follows:</p> <p>28% responded "Belong quite a bit" 22% "Completely belong"</p>	<p>LCAP Panorama Student Survey, Spring 2023:</p> <p>On the following question, "Overall, how much do you feel like you belong at your school?" students that took the survey responded as follows:</p> <p>35% responded "Belong quite a bit" 25% "Completely belong"</p>

Planned Strategies/Activities

Action 3.1

Increase Parent Engagement

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> • Site-based parent outreach opportunities including but not limited to intake meetings, parent meetings and workshops, award ceremonies, graduation, communication, materials, and refreshments • Opportunities for parents to attend and serve on advisory councils including ELAC and SSC 	<p><u>X</u> All Students</p>	<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$260</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Printing and Communication/Mailing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300.00</p>

Action 3.2

Increase Student Engagement

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> • Student opportunities including student meetings, awards ceremonies, incentives for student achievement, communication, materials, and refreshments • Providing welcoming and useful spaces for campus-wide activities • Provide student apparel and incentives to promote school spirit and culture 		<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6000</p>

Action 3.3

Development of Student Support Center

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> Establish a care closet to provide student supplies and materials Provide access to a washer/dryer for students as needed Provide tutoring services and supports utilizing a resident sub Establish a collaborative and creative space with access to supplies 	<input checked="" type="checkbox"/> All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00 Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Mathematics CAASPP Scores	<p>2021-2022 increase by at least 15+ points to move our site from red to orange in the dashboard.</p> <p>With an increase of 15 points, we would have a Mean Average score of 2419.6. We are hopeful to 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.</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>
English Language Arts CAASPP Scores	<p>2021-2022 increase by at least 15+ points to move our site from red to orange in the dashboard.</p> <p>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.</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>
FAFSA/Dream Act Submission Percentage	<p>2021-22 FAFSA/Dream Act Applications Submitted: 60+ active students during school year 100+ total</p>	<p>2022 FAFSA/Dream Act Applications Submitted: 66+</p>
CTE Pathway Completion	<p>2021 Pathway Completers: 20+ or at least 10%</p>	<p>2022 CTE Pathway Completers: 13+</p>
Increase students passing ELA, Math, SS, Science and Electives	<p>2021-2022: Reduce the rate of failure by 2% in each subject area for the full year. Work to have a</p>	<p>2021-2022 Failure Rate: ELA - Q1: 18%, Q2: 26%, Q3: 20%, Q4: TBD Overall (YTD): 21%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	failure rate of less than 20% in each core subject area each quarter.	Math - Q1: 4%, Q2: 9%, Q3: 5%, Q4: TBD Overall (YTD): 6% Science - Q1: 17%, Q2: 23%, Q3: 24%, Q4: TBD Overall (YTD): 22% Social Studies - Q1: 10%, Q2: 14%, Q3: 15%, Q4: TBD Overall (YTD): 13% Electives - Q1: 18%, Q2: 28%, Q3: 30%, Q4: TBD Overall (YTD): 30%
Increase student support in Advisory class receiving information and support skills training	2021-2022: Increase to at least 70% or higher of students attending and working through the advisory curriculum and expectations	2022 Advisory Attendance Rate: 60.4%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology support in core subject areas to add supplemental curriculum 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.	Smartboards were purchased to support students in core subject areas. These interactive boards provided students with an enriched learning experience by projecting visual elements and allowing teachers to accommodate different learning styles. The use of this innovative technology ensured that both teachers and students were developing 21st century skills. Alludo training was provided to support technology. Aleks software was provided to support the math department. Professional development training was provided for Technology Coordinator.	Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000.00 Technology Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$857.00 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,099 Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000.00 Professional Development	Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2700 Technology Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3500 Teacher hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0 Professional Development

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,650.00	5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
		ELA and Math Evidence-Based Materials 4000-4999: Books And Supplies ESSA CSI -- 3182 \$20,000	ELA and Math Evidence-Based Materials 4000-4999: Books And Supplies ESSA CSI \$0
<p>Non-technical core subject and elective subject support</p> <ul style="list-style-type: none"> -Increase student enrollment and successful completion of CTE pathway courses. -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. 	<p>A new CTE pathway on Cyber Security was implemented along with the CTE pathway of Distribution and Logistics. This allowed for more students to be on the path towards CTE pathway completion. Along with the new CTE Pathway on Cyber Security, Anatomy & Physiology was added to the master schedule. This increased the selection of in-person elective courses, which led to a decrease in the percentage of elective courses completed through Odysseyware (JOLT).</p>	Professional Fees 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00	Professional Fees 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0
		Materials and supplies for CTE and elective courses 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,500.00	Materials and supplies for CTE and elective courses 4000-4999: Books And Supplies Title I Basic -- 3010 \$408
		CTE Materials and supplies 4000-4999: Books And Supplies LCFF CTE -- 0766 \$5,543.00	CTE Materials and supplies 4000-4999: Books And Supplies LCFF CTE 0766 \$0
<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>Financial aid resources, career exploration, and college search tools were available through CaliforniaColleges.edu lessons.</p> <p>Partnership with RCC provided workshop series; outreach, orientation, registration.</p> <p>A school-wide College & Career Kickoff Day was held and included guest presentations, financial aid &</p>	Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$52,143	Career Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$52143
		Supplies for CC 4000-4999: Books And Supplies ESSA CSI -- 3182 \$7,000.00	Supplies for CC 4000-4999: Books And Supplies ESSA CSI \$7000
		Materials and Supplies for incentive and goals achieved 4000-4999: Books And Supplies	Materials and Supplies for incentive and goals achieved 4000-4999: Books And Supplies

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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college application workshops, along with a college & career fair.

Individual meetings were held to discuss post-secondary plans and/or assist with FAFSA/CADAA as well as the completion of college applications. Parent/student meetings/phone calls, as well emails, and social media posts were utilized to provide application tips/reminders, upcoming events, college resources.

February Financial Aid Workshops were held every Friday for the month of February. Students were entered into weekly raffles if they were identified in the CSAC report as having completed a FAFSA or CADAA.

Interested students had the opportunity to tour local campuses including San Joaquin Valley College (SJVC-Ontario) and Universal Technical Institute (UTI-Rancho Cucamonga).

Students were given the opportunity to gain information from various guest speakers, both in-person & virtually, from multiple agencies including; Military branches, La Sierra University, FIDM, SJVC, RCC, Norco College, Chaffey College, GCU, UTI, Amazon, Ross.

Dual Enrollment opportunities were available through RCC.

LCFF Suppl/Conc -- 0707
\$3,000.00

LCFF Suppl/Conc -- 0707
\$3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Technology utilization Increase the use of technology used in the classroom to increase student achievement and other educational experiences.</p>	<p>Smart Boards were utilized in classrooms. Loaner Chromebooks/chargers were available for students as needed. Various software programs were provided and utilized in classrooms including; Kami, Cahoot, Blooket, PowerSchool, Pear Deck, Canvas, Aleks, Go Formative, Kuta.</p>	<p>Technology and software expansion 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$47,225</p> <p>Copy machine lease 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00</p> <p>Technology and software expansion 4000-4999: Books And Supplies ESSA CSI -- 3182 \$55,000.00</p>	<p>Technology and software expansion 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$74</p> <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$47225</p> <p>Copy machine lease 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Technology and software expansion 4000-4999: Books And Supplies ESSA CSI \$28683</p>
<p>Core subject and elective subject support for EL students Core and elective subject support for EL students</p>	<p>Instructional aides were available as needed for EL student support. Tutoring support was available for EL students. Aleks and Odysseyware programs offered the ability to translate to multiple languages. The Ellevation program provided a resource for teachers to access supplemental materials to support ELD and PD was provided to support implementation.</p>	<p>Materials and supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$3,000</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,093.00</p>	<p>Materials and supplies 4000-4999: Books And Supplies ESSA CSI \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p>
<p>Increase support for college and career readiness Strengthen CTE pathways for stronger alignment to the workforce and post-graduation training programs.</p>	<p>A new CTE pathway on Cyber Security was implemented along with the CTE pathway of Distribution and Logistics for stronger alignment to the</p>	<p>CTE support materials 4000-4999: Books And Supplies K12 SWP \$10,000.00</p>	<p>CTE support materials 4000-4999: Books And Supplies K12 SWP \$68882</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

workforce and post-graduation training programs.
CTE resources were provided including; SkillStruck, a web based learning tool where students work through lessons that teach programming, web development, and other tech skills. Primarily used for programming using the Python language.
CTE Professional development provided; a three part professional development, and a 3 day webinar hosted by Parallax on their Micro:bit and cyber:bot systems.
Early release time was approved for CTE teacher to visit exemplary program implemented at neighboring school.

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

- 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

Tutoring was provided to increase achievement in ELA and Math subject areas by support from resident certificated substitutes. The Odysseyware program was provided to increase achievement in Elective subject areas. The following Extended Learning Opportunities were available as additional intervention support; Academic Support/Credit Recovery Support, Odysseyware In-person Credit Recovery, Virtual Odysseyware Credit Recovery, Social Science Study Hall, ELA Academic Support, Math Tutoring Support, and ELA Interventions.

Teacher hourly
1000-1999: Certificated
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$700.00

Teacher hourly
1000-1999: Certificated
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$0

Materials and supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3500.00

Materials and supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$11250

Substitute teacher support for
intervention program
1000-1999: Certificated
Personnel Salaries
ESSA CSI -- 3182
\$40,000.00

Substitute teacher support for
intervention progr
1000-1999: Certificated
Personnel Salaries
ESSA CSI
\$19526

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Habits of the Minds training and materials to support implementation in Advisory</p> <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>Quarterly Digital Advisory Workbooks were provided to support ongoing program and expansion of new curriculum.</p>	<p>Professional Development 5000-5999: Services And Other 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 \$4,500.00</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries ESSA CSI \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies ESSA CSI \$0</p>

Analysis

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

A new CTE pathway on Cyber Security was implemented in addition to our already existent CTE pathway on Distribution and Logistics. This allowed for more students to be on the path toward CTE pathway completion. Along with the new CTE Pathway on Cyber Security, a new science elective in Anatomy & Physiology was added to the master schedule. This increased the selection of in-person elective courses, which led to a decrease in the percentage of elective courses completed through Odysseyware (JOLT).

Smart Boards were purchased to support students in core subject areas. These interactive boards provide students with an enriched learning experience by projecting visual elements and allowing teachers to accommodate different learning styles. The use of this innovative technology ensured that both teachers and students are developing 21st century skills.

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

Tutoring/academic intervention was provided to increase achievement in ELA and Math subject areas during the instructional day by making two resident certificated substitutes available for this purpose. Teachers identified students in need of additional support and signed them up through a Google document, ensuring students were provided one-on-one or small group support from the substitute teacher providing tutoring/academic support.

EL students were provided with core and elective subject support through various means including; Instructional Aide support, tutoring support from resident certificated substitutes, Aleks and Odysseyware programs were provided and offered the ability to translate to multiple languages, and the Ellevation resource was provided for teachers to access supplemental materials to support ELD and PD.

Extended Learning Opportunities were available as additional intervention support. The following Extended Learning Opportunities were available; Academic Support/Credit Recovery Support, Odysseyware In-person Credit Recovery, Virtual Odysseyware Credit Recovery, Social Science Study Hall, ELA Academic Support, Math Tutoring Support, and ELA Interventions.

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

Tutoring was provided to increase achievement in ELA and Math subject areas, which appeared to have been successful. There was a significant decrease in the overall failure rate in both subject areas. Although a new CTE pathway was offered, there was a decline in the number of students who completed a pathway. Due to the passage of Assembly Bill 104, seniors were working toward meeting the California Minimum High School Graduation Requirements. This resulted in seniors not being scheduled in the CTE pathway courses this year, which reduced the overall number of students attempting to complete a pathway. For the same reason, there was a decrease in the number of students attending Advisory period. Despite efforts to support and expand new curriculum, seniors realized they did not need the elective credits earned by attending Advisory period. In short, the overall effectiveness of the strategies/activities was difficult to measure due to the passage of Assembly Bill 104.

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

Planned actions that were funded using Title I were not implemented as fiscally planned. An increase in estimated actual expenditures compared to proposed expenditures was incurred for support of the new CTE pathway.

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.

Habits of the Mind training and materials to support implementation in Advisory will no longer be reflected as a planned action/service. Build and implement Habits of the Mind trainings for all staff will be removed from planned action/service.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance	2021-22 Student attendance percentage rate: increase overall average attendance 85%.	2021-2022 Student Attendance Percentage (YTD as of April 2022): 76.21%
Student Behavior	2021-22 Suspension Percentage: use the data from prior to the shutdown to work to decrease by 2% to 6% or lower	2021-2022 Suspension Percentage (YTD as of April 2022): 3.17%
Student Survey	2021-22 to continue to build and create a safe and supported environment on campus. Our goal is to ensure that with our surveys to students each quarter that we are maintaining above 85% on all questions pertaining to safety, security and connectivity.	LCAP Student Survey 2022: Student Safety: 82% of students responded favorably School Belonging: 45% of students responded favorably

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MTSS MTSS Support and Training	<p>All students received high-quality curriculum and instruction in their classrooms. Supplemental instructional support was available as needed (e.g. tutoring, SST meetings, Instructional Aide support).</p> <p>All students were taught positive behavioral expectations. Aztec coupons were issued to students who displayed exceptional behavior. The</p>	MTSS Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.00	MTSS Resources and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3501

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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<p>coupons were entered into a weekly "Aztec of the Week" raffle. The Aztec of the Week won a prize and was announced for their good deed through the morning announcements and social media.</p> <p>Fun Fridays were planned events that took place on the last Friday of every month to encourage a positive environment and build positive relationships between students and staff.</p> <p>An SST coordinator was available to assist with conducting SST meetings for students needing additional support.</p> <p>A Guidance Coordinator was available to address behavioral and/or academic concerns.</p> <p>A Mental Health Counselor was available to offer mental health support for students needing social/emotional support.</p> <p>A Peer Behavior Specialist offered a mentoring program for students needing additional guidance and support.</p> <p>A referral process, with MFI Recovery, was in place for students needing substance use and/or mental health treatment.</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe Schools Plan Safe Schools Plan Implementation and Supplies</p>	<p>School Safety Coordinators (two) were responsible for creating the Safe School Plan. Safety Coordinators met with representatives from Cal Fire, local police department, and city board members to stay current on important safety information. Safety Coordinators were responsible for updating safety packets which included a list of roles and responsibilities for staff members, the evacuation map, and injured/missing status report forms for teachers. Safety Coordinators were responsible for purchasing emergency supplies as needed, including; backpacks, flashlights, notebooks, hard hats, gloves, whistles, goggles, and back-up batteries for flashlights. Safety Coordinators planned and conducted two emergency drills throughout the year to help ensure the safety of all students and staff.</p>	<p>Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$15,336</p> <p>Teacher Hourly Professional Development for School Safety plan 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p> <p>Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$500.00</p>	<p>Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$15536</p> <p>Teacher Hourly Professional Development for School Safety plan 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Safe Schools Plan Implementation and Supplies 4000-4999: Books And Supplies ESSA CSI \$0</p>
<p>Mental Health Support Expand and improve Mental Health support for grief, parenting, drug and emotional services for parents and students.</p>	<p>Students could be referred to a mentoring program led by a full-time Peer Behavior Specialist who provided guidance and support to students who were failing classes, had home stressors that affected their education, or any other factors that may have prevented their success in school.</p> <p>A full-time Mental Health Counselor, trained in ASIST, provided behavioral counseling for students on an as needed basis.</p> <p>A full-time Guidance Coordinator provided emotional support for</p>	<p>Teacher/Counselor Hourly to support intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p> <p>Teacher/Counselor Hourly to support intervention 1000-1999: Certificated Personnel Salaries ESSA CSI -- 3182 \$6,000.00</p>	<p>Teacher/Counselor Hourly to support intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Teacher/Counselor Hourly to support intervention 1000-1999: Certificated Personnel Salaries ESSA CSI \$0</p>

**Planned
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**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

students as needed. The Guidance Coordinator identified students who may have needed immediate emotional support at any given time and issued them a FAST Pass. The FAST Pass allowed students to present the pass to their teacher and leave the classroom without having to say anything. The student then sought immediate support from either the Guidance Coordinator or the Mental Health Counselor.

A referral process, with MFI Recovery, was in place for students needing substance use and/or mental health treatment.

Our district's Parent Involvement Community Outreach program (P.I.C.O.) was available to provide families with resources and link families to services within the community.

Student Bus Transportation
Ensure all qualifying students have required bus passes to provide transportation to and from school.

All students were required to attend an intake meeting along with a parent/guardian prior to enrollment. The transportation process was thoroughly explained during intake meetings. Students were required to indicate if they intended to ride the bus when they signed in for the meeting. The list of students who intended to ride the bus was sent to the transportation department informing them that the students on the list needed a bus pass to and from Nueva Vista. Those students were still

Student Transportation
5000-5999: Services And Other
Operating Expenditures
Title I Basic -- 3010
\$0

Student Transportation
5000-5999: Services And Other
Operating Expenditures
Title I Basic -- 3010
\$0

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

required to complete the district's online transportation application. Support to complete the application was offered during the intake meetings. A flyer with instructions on how to access the application, along with steps to complete the application, were provided. Office staff was available to support anyone who needed help completing the application at any time throughout the school year.

In Spring 2022, a late bus was provided to allow students to remain after school to attend ELO once a week.

Analysis

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

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

School Safety Coordinators (two) were responsible for creating the Safe School Plan. Safety Coordinators met with representatives from Cal Fire, local police department, and city board members to stay current on important safety information. Safety Coordinators were responsible for updating safety packets which included a list of roles and responsibilities for staff members, the evacuation map, and injured/missing status report forms for teachers. Safety Coordinators were responsible for purchasing emergency supplies as needed. Safety Coordinators planned and conducted two emergency drills throughout the year to help ensure the safety of all students and staff.

Mental health support was available through various means including; a mentoring program led by a full-time Peer Behavior Specialist, a full-time Mental Health Counselor who provided behavioral counseling for students on an as needed basis, a full-time Guidance Coordinator who provided emotional support for students as needed, a referral process, with MFI Recovery, for students needing substance use and/or mental health treatment, and JUSD's Parent Involvement Community Outreach program (P.I.C.O.) was available to provide families with resources and link them with services within the community.

In order to ensure all qualifying students had a required bus pass, the transportation process was thoroughly explained during intake meetings. Support was offered to complete the transportation application during the intake meetings. A flyer with instructions on how to access the application, along with steps to

complete the application, were available. Office staff was available to support anyone who needed help completing the application at any time throughout the school year.

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

A Multi-Tiered System of Support was in place to provide academic and behavioral support, which appeared to have been successful based on the 5.5% decrease in Suspension Percentage rate when compared to the 2018/2019, pre-pandemic, Suspension Percentage rate of 8.7%. The expected outcome for Student Attendance Percentage rate was not met. Attendance was severely impacted by various aspects of the pandemic. The results of the Student Survey showed that 82% of students responded favorably to feeling safe at Nueva Vista, while only 45% of students responded favorably to feeling a sense of belonging at Nueva Vista. These results do not offer an accurate reflection based on the fact that the survey was conducted at a time when a large majority of students were new to Nueva Vista.

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

Proposed expenditures to support mental health supports were funded through local grant, district resources, and medi-cal billing. As it relates to transportation cost to support after school ELO once a week, that cost was \$1261.00 and was not reflected under student transportation above using Title I funds, but was paid for with CSI funding.

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

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

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation on School Site Council	2021-2022 Parent Participation on School Site Council: 2 official representatives and additional parents in attendance at meetings	2021-2022 Parent Participation on School Site Council: 2
Develop virtual and onsite trainings for parents	Develop schedule of trainings for parents and work toward having at least 10+ parents participate in events	2021-2022 Parent Participation of Virtual and Onsite trainings: N/A
Increase of students participating in ASB sponsored events	2021-2022 increase to 50% of students each quarter participating in ASB sponsored events Development of 2 or more additional clubs for student involvement	2021-2022 Student Participation in ASB sponsored events: 95% of seniors attended an ASB sponsored event. Number of new clubs established: 2
Parent participation in the NVHS ELAC	Increase attendance at ELAC meetings. Work to have a minimum of 5 parents attend and be representatives of ELAC.	2021-2022 Parent participation in ELAC: 2

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Parent Engagement Site-based parent outreach opportunities (Intake meetings, Parent Meeting,	Parents/guardians were invited to participate in School Site Counsel meetings through various forms of communication including; Intake	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$213

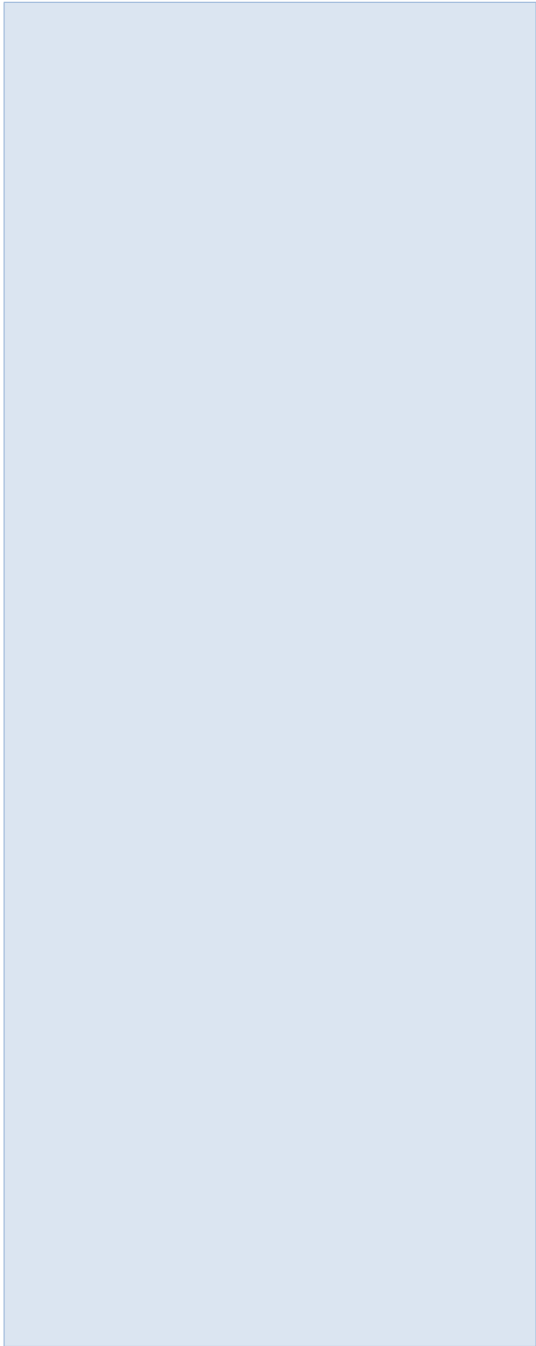
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Awards Ceremony, Communication, Materials, and Refreshments)	<p>meetings, phone calls, social media, and Parent Square. Refreshments were provided at every meeting.</p> <p>Parents/guardians were invited to participate in ELAC meetings through various forms of communication including; Intake meetings, phone calls, social media, and Parent Square. Refreshments were provided at every meeting.</p> <p>Parents/guardians were invited to attend Back to School Night through various forms of communication including Social Media and Parent Square. Refreshments were provided during Back to School Night.</p> <p>Parents/guardians of students who were receiving awards are provided with a formal invitation to the Awards Ceremony at the end of the school year. Refreshments were provided at the Awards Ceremony.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$630.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Printing and Communication/Mailing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300.00</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Printing and Communication/Mailing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
Increase Student Engagement Site-based student outreach opportunities (Student Meeting, Awards Ceremony, Incentive for student achievement, Communication, Materials, and Refreshments)	<p>Aztec coupons were issued to students who display exceptional behavior. The coupons were entered into a weekly "Aztec of the Week" raffle. The Aztec of the Week won a prize and was announced for their good deed through the morning announcements and social media.</p> <p>Pie Day was an event held for students passing all classes at the progress mark. Those students were given a ticket worth two pies. The pies</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$651.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$7000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6600</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies ESSA CSI \$0</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



could be thrown at teachers who volunteered for the event. All students were welcome to watch the event. The participating students were also entered into a raffle and the winner received a prize.

Fun Fridays were planned events that took place on the last Friday of every month to encourage a positive environment and build positive relationships between students and staff. Food was served by teachers and staff to all students. ASB hosted games and activities for entertainment.

Students were encouraged to participate in the six community service events hosted by ASB throughout the school year, which included; three blood drives, Teens for Jeans, Valentines for Vets, Veteran's Day Cards. Snacks were provided.

Students were encouraged to participate in the Random Acts of Kindness challenge hosted by ASB.

Breast Cancer Awareness was promoted through a door decorating contest hosted by ASB. The advisory class with the best decorated door received a donut party. Students were encouraged to wear as much pink as possible on the day the winner was announced.

The annual sock drive, Socktober, was promoted during the month of

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

October. Socktober is an annual event where students and staff are encouraged to donate new socks, which are then donated to a local shelter. Students were encouraged to enter a sock decorating contest for a chance to win a prize for the best decorated sock in each of the following categories; Aztec Pride, Most Colorful, Most Creative, and Silliest.

A new club, "Service Club", was introduced. Every Wednesday, students were encouraged to volunteer their time during lunch for community service. During Quarters 1 and 4, students were working to create cards for hospitalized kids. During Quarter 2, students worked to make blankets that were sent to foster care or elderly facilities. During Quarter 3, students helped organize donated personal care items for individuals and families in need from the Jurupa area. Snacks were provided for the student volunteers.

A new club, "Video Gaming & eSports Club", was introduced. The Video Gaming and eSports Club met every Thursday, in Room 1, during lunch. Students played Super Smash Brothers and Mario Kart on a Nintendo Switch. All students were welcome to join in and play, eat, and/or hang out and cheer on their favorite gamer.

An Awards Ceremony was held at the end of the year for students being

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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recognized for various achievements including; High Honor Roll, Quarterly Honor Roll, PRIDE, Most Improved, ASB, College enrollment, CTE Pathway Completion, Military enrollment, Top Scholar, and Top Scholar honoree. Parents/guardians of students receiving an award were formally invited to attend the ceremony. Refreshments were served.

Student/Staff "shout-outs" were made through the morning announcements that were conducted by ASB students.

Morning announcements, phone calls, social media, Q emails, Parent Square, Student Connect, Parent Connect, and weekly check-ins were forms of communication used to inform students and parents of important information, dates and events.

Students were encouraged to participate in Extended Learning Opportunities available to students after school including; Academic Support/Credit Recovery Support, Odysseyware In-person Credit Recovery, Virtual Odysseyware Credit Recovery, Social Science Study Hall, ELA Academic Support, Math Tutoring Support, and ELA Interventions. Snacks were provided.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Development of MakerSpace/Learning Lounge for students Create space for students to expand their learning while on campus</p>	<p>Makerspace and Learning Lounge was not developed as planned due to challenges related to reopening after distance learning.</p> <p>Teachers opened their classrooms to students after school for Extended Learning Opportunities. Snacks were provided.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies ESSA CSI -- 3182 \$5000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies ESSA CSI \$0</p>

Analysis

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

Parent engagement was encouraged through the use of various forms of communication including; phone calls, social media, Q emails, Parent Square, Parent Connect, and weekly check-ins. Parents were invited to participate in SSC/ELAC, Back-to-School Night, and Award Ceremonies.

Students were regularly recognized for their good deeds and achievements through the use of Aztec coupons, weekly raffles, social media, and morning announcements.

Students were encouraged to participate in various community service opportunities hosted by ASB, which included; blood drives, Teens for Jeans, Valentines for Vets, and creating Veteran's Day Cards. Students were also encouraged to participate in Breast Cancer Awareness events, the annual sock drive, and The Random Acts of Kindness challenge.

A new club called "Service Club" was introduced and offered multiple opportunities for students to give back to the community by creating cards for hospitalized children, making blankets to be sent to foster care or elderly facilities, and helping to organize donated personal care items for individuals and families in need from the Jurupa area.

A new club called, "Video Gaming and eSports Club" was introduced and offered students an opportunity to spend their lunchtime playing video games and cheering each other on as they competed for victory.

Teachers opened their classrooms to students after school for Extended Learning Opportunities including; Academic Support/Credit Recovery Support, Odysseyware In-person Credit Recovery, Virtual Odysseyware Credit Recovery, Social Science Study Hall, ELA Academic Support, Math Tutoring Support, and ELA Interventions.

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

Encouraging parents to participate, through various forms of communication, resulted in two parents committing to SSC and two parents committing to ELAC. The development of virtual and onsite trainings for parents was no longer necessary due to the return to in-person learning. Parents were once again welcome to come in with any questions or concerns. Therefore, there was no data to report for the Actual Outcome of Parent Participation of Virtual and Onsite trainings. Service Club and Video Gaming & eSports Club were introduced, in addition to ASB. This increased the number of opportunities students had to participate in the

various events held on campus. With the return to in-person learning, students were once again required to complete community service hours prior to graduating. This ensures every student will participate in some form of community service prior to graduating, which negates the need to document student participation for each individual quarter. 95% of seniors participated in a community service event hosted by ASB.

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

The proposed expenditures to support Maker Space and Learning Lounge were not implemented due to reopening challenges, but will remain an action in the SPSA for 2022-23.

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	21,892
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	184,601.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	20,020	0.00
Title I Parent Involvement -- 3010 1902	260	0.00
Title III LEP -- 4203	1,612	0.00
LCFF Suppl/Conc -- 0707	24,900	0.00
LCFF District -- 500 0707	137,809	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	137,809.00
LCFF Suppl/Conc -- 0707	24,900.00
Title I Basic -- 3010	20,020.00
Title I Parent Involvement -- 3010 1902	260.00
Title III LEP -- 4203	1,612.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,450.00
2000-2999: Classified Personnel Salaries	139,809.00
4000-4999: Books And Supplies	32,042.00
5000-5999: Services And Other Operating Expenditures	5,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	137,809.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	800.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	2,000.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	17,100.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	6,650.00
4000-4999: Books And Supplies	Title I Basic -- 3010	13,070.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	300.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	260.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,612.00

School Site Council Membership

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

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

Name of Members	Role
Jorge Galvan	Principal
Roberto Flores	Classroom Teacher
Ryan McFarland	Classroom Teacher
Kevin Brown	Classroom Teacher
Vanessa Lozano	Other School Staff
Aydee Tapia	Parent or Community Member
Juana Ruiz	Parent or Community Member
Alan Rodriguez	Secondary Student
Yuliana Rodriguez	Secondary Student
Martha Alarcon Pacheco	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2022.

Attested:



Principal, Jorge Galvan on May 18, 2022



SSC Chairperson, Roberto Flores on May 18, 2022

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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