



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Newark Memorial High School	01-61234-0130054	May 17, 2022	June 7, 2022

## 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
- Targeted 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.

Our plan is in direct alignment with our Local Control and Accountability Plan and all other federal, state, and local programs. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs 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. This plan achieves that desired outcome.

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. Our SSC has been part of formulating our plan, and has agreed to this plan.

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.

The School Plan for Student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources. Pursuant to California Education Code Section 64001, schools that receive state and federal funds are required to consolidate all school plans into a SPSA.

LCAP and SPSA Alignment: Each school site aligns its SPSA action items to the NUSD LCAP Goals

- Goal 1.1 Implement Common Core State Standards in Mathematics
- Goal 1.2 Implement Common Core State Standards in English Language Arts
- Goal 1.3 Implement NGSS and Common Core Literacy Standards Literacy
- Goal 1.4 Implement ELD Standards and Monitor English Language Proficiency Progress
- Goal 1.5 Promote College and Career Readiness for all students (high schools)
- Goal 2.1 Promote parent involvement in decision making and participation in various advisory groups as well as other parent/family activities
- Goal 2.2 Promote a school climate that centers around student engagement and allows students to feel safe and connected to the school community

- Goal 2.3 Promote a culture that values and supports mental health and social emotional learning (SEL)
- Goal 3.1 Provide access to a broad course of study (VAPA, Health, STEAM, PE, etc:)

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Throughout the course of the year, the administration team collected data from various stakeholders to get a deep understanding of the needs of our Newark Memorial Highschool community. Our comprehensive needs assessment process included the following surveys. The results of these surveys are included in the description:

### CHKS Survey:

- CHKS survey is currently being administered for 2021-22 school year. The data will be available in November.

### SPSA Input Survey:

\* Senior Exit Survey- The survey provided results on the graduating seniors next steps and feedback for areas of praise and improvement at NMHS.

- Trends for praise included: Access to co-curricular activities such as specific programs (PUENTE/MCA ), clubs, assemblies and athletics.
- Trends for Improvement included: Strengthening teacher and student relationships, continued focus on addressing students Social Emotional needs, facilities upgrades.
- Student next step results: 52% were accepted to a 4 year college or university, 56% were accepting or considering a 2 year college, 3% were enrolling in a trade school, and 2% were enrolling in the armed forces.

### \* SSC/LCAP Survey

- Additional Counselors needed to address student needs, including 4-year planning.

### \* WASC Feedback Surveys (Staff, Students, Community)

- Trends for praise include: Improved communication to all stakeholders, consistent leadership, and specific programs.
- Trends for improvement include: Facilities concerns, teacher retention, and student to counselor ratio.

### \* PD feedback Survey (Focus: Culturally Responsive Teaching and the Brain)

- Trends for praise: This topic is needed for the school to improve overall culture and climate. Staff most responsive to student panel in which student voice can be heard talking about their experience in the classroom.
- Trends for improvement included: The need to collaborate with departmental and non-departmental peers on topics such as developing relational trust. Teachers requesting more concrete strategies that stem from theories to mitigate classroom cultural bias and the inequities. Teachers also reported a desire to use data in conjunction with tangible takeaways in order to strengthen practices.

## **Classroom Observations**

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

Site administrators were able to conduct informal observations in which each department picked an area of focus to encourage language amongst students. These informal observations were followed by bite sized feedback provided to the teachers that were observed. At times, department heads were invited to these observations in order to see trends within their departments and whether teachers were using the strategy they identified.

Superintendent and Assistant superintendent accompany Principal on drop-ins. These are in addition to drop-ins done for evaluation purposes.

Trends included an increase of student engagement strategies such as equity cards, table talk, and Socratic seminars.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

The Newark Memorial Staff uses assessment results from CAASP, departmental benchmark assessments, survey results, D/F data review, and curriculum embedded assessments to improve student achievement. These data are presented in a variety of formats. The Principal and Department Chairs have bi-monthly collaborative meetings to review and address student achievement data. Department Chairs meet monthly with their department staff to focus on improving student achievement.

The site administrators and some teaching staff have been trained in the use of synergy and illuminate. This web-based system allows us to view assessment data, create common assessments, and meet students where they are academically.

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

Math and English departments have collaborated, created, and are implementing common benchmark assessments. Several departments also collaborate on common final exams to ensure they include the essential standards. Math and English departments, in addition to standardized testing data, use data from a variety of sources including common benchmark assessments and other assessments/rubrics created. All departments use teacher constructed tests, quizzes, student products, informal assessments and the like to continuously monitor progress toward meeting standards.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at the Newark Memorial High School are highly qualified according to NCLB requirements and are CLAD certified.

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

Teachers are hired for courses that they are credentialed in. Teachers are trained in culturally responsive pedagogy, safety precautions, effective teaching tools, and receive support from the department chairs on curriculum needs.

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

Staff development for 2021-22 school year focused on student engagement, social emotional learning, and culturally responsive pedagogy. Departments continued to focus on collaboration with construction of courses of study, pacing guides, creating benchmark assessments and data analysis. Staff also revisited prior strategies for best practices to engage all learners determine how to infuse them into current practice.

Data analysis shows persistent achievement gaps between student subgroups as an area of need. The needs of English Learners are addressed through professional development and coaching.

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

Department Chairs provide coaching and support for new and veteran teachers. All new teachers participate in the induction plan to clear their preliminary credentials which includes a coach with a similar credential to the candidate.

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

NMHS provides collaboration time on Wednesday's and Thursday's where students are released early. This time is used in a variety of scheduled ways including content area meetings, department meetings, specific program meetings (Puente, ELD, MCA), professional learning communities, team meetings, and WASC group meetings. Department Chairs meet bi-monthly with the Principal to report progress and monitoring.



## Teaching and Learning

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

Teachers participate in ongoing collaboration for curriculum alignment within and across departments during collaboration days. All courses are aligned with State standards and CCSS. Course descriptions are published annually in the course catalog and are aligned with Course of Study outlines authorized by Curriculum Council and the Board of Education.

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

Newark Memorial High instructional minutes exceed CDE requirements. Students are scheduled for Math and English classes based on progress toward District and CDE established criteria for high school graduation.

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

Lesson pacing is determined by course and aligned with State standards. A Course of Study is provided each year and all teachers submit syllabi at the beginning of the school year.

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

All students receive instruction using approved, standards-based materials. All students have been issued School Board approved textbooks and/or other appropriate materials.

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

English Learners use Edge Curriculum from National Geographic in all ELD except for our Beginning ELD courses which use NHL curriculum. Where appropriate, SBE adopted materials from mainstream English courses are also used. Our library, Newark Memorial provides a bilingual aide to support students who are newcomers in their general education courses. Students have access to the English Standards in their English course and English Language Development standards in their ELD courses. In addition, an ELD Coach had one release period to provide training and feedback to teachers who support the English Language Learners. Based on ELPAC results, students are provided appropriate services.

## Opportunity and Equal Educational Access

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

NMHS has a robust Coordination of Services Team (COST) which includes administrators, counselors, a school psychologist, mental health clinicians, a ACOE Health and Wellness Consultant and parent partner. Referrals are accepted by the COST team from staff, parents, and students. Based on these referrals, the team provide tiered supports based on need including but not limited to counselor check in's, parent partner referral, individual or group counseling, etc. An additional team that may receive referrals is the Student Advisory Team which reviews academic referrals for IEP's, 504's or students not passing multiple classes. Embedded into the school day on Wednesday and Thursday, students have access to a program called PAWS. This is a 50 minute tutorial period in whihc students can make up assignments, tests, receive intervention, or be retaught missed standards. The Library is open before school, during lunch and after school. Attendance monitoring and SART meetings with Assistant Principals occur monthly. NMHS is an equal opportunity school. For over ten years, all prerequisites for courses have been removed in order to ensure students who have a general interest in a course can take the course. Tutoring with nearby college students is available everyday after school.

Evidence-based educational practices to raise student achievement

In an effort to increase student engagement and address the needs of all learners, the teachers at NMHS underwent training for Culturally Responsive pedagogy and differentiation are our instructional focuses. This included a partnership with ACOE and a book study on Zaretta Hammond's book. The embedded tutorial time also is an evidence based practice as all students have access to receiving academic support during the day.

## Parental Engagement

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

Parent groups include School Site Council, Parent Teacher Student Association, Unidades Padres Hispanos, English Learner Advisory Committee, and Coffee with the Principal. These meetings allow local personnel or supports to present on other resources available such as meeting with MVROP, school SRO, counselors, College and Career Program Specialist, etc. In addition, all stakeholders named have access to write a COST referral if seeking support for a student. NMHS has partnerships with local groups such as Fremont Family and Youth Services when needs arise.

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

## Funding

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

Noted in the school SPSA, categorical funds provide additional staffing such as a counselor, bilingual aide, mental health clinician, and a Center for Alternative to Suspension Coordinator. The additional staff members provide services and supports that address barriers to learning causing students to underperform. They support mental health needs, attendance concerns, language barriers, and declining grades.

## Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, and community donations.

Fiscal support is identified in the Goals, Strategies, & Proposed Expenditures sections. There is an articulated source for each strategy and activity outlined.

## **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**

California Education Code Section 64001 requires that the School Site Council (SSC) develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the plan at least annually.

The SSC must seek the review, advice, and certification of applicable advisory committees, including the English Learner Advisory Committee (ELAC). Advisory committees may wish to present recommendations to the SSC in writing to facilitate communication. Advisory committee recommendations should be reflected in SSC meeting minutes.

Newark Memorial held our English Language Advisory Committee meetings on September 21st, October 19th, January 18th, May 17th, and June 21st. On May 17th, 2022, the English Language Advisory Committee convened to hear the budget allocations and provide input on the proposed SPSA.

Newark Memorial held our School Site Council Meetings on October 13th, November 4th, December 2nd, February 3rd, 16th, 17th, March 3rd, 10th April 17th, and May 5th. On May 5th 2022, the SSC held its final meeting of the school year in which input and adjustments were made to the SPSA that are indicated in this report. Every meeting had parity and a quorum.

# Resource Inequities

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

## Special Education

In NUSD, as well as at Newark Memorial, students with special needs encounter barriers that typically developing peers do not. The biggest hurdle and resource inequity continues to be the special education teacher shortage our state is experiencing. This has resulted in staffing our classrooms with teachers who have credentials to teach in these classrooms, but who lack experience or a connection to schools. Additionally, it also means that experienced teacher mentors and support providers are also in high demand.

Another resource inequality that our students with special needs encounter is a lack of access to tier 2 interventions. This inequality stems from inefficient scheduling that does not allow out of class support for both individualized IEP goals (tier 3) and support for more intensive tier 2 interventions such as CICO, mentorship, assigned classes and tutorial during PAWS and afterschool. Our students are receiving tier 1 and tier 3 supports, but tier 2 could mitigate the need for some or additional tier 3 supports. In the last few years, we have taken steps towards implementing tier 2 supports for all students but ensuring access to students with special needs as well. The pandemic has caused this margin to widen due to learning loss and navigating distance learning.

## English Learners

Much like the previous group, students learning English have additional needs that are not met with consistency. At Newark Memorial, in previous years the students were placed in sheltered courses to support the needs for translation in the content courses. Although this may have helped understanding of the items, it did not support their English acquisition. Continuing the work we began in the 2020-2021 school year, the students will be included in all courses yet still have the supporters in their English course. Although we have made strides to integrate more ELD support within the classroom this year, this change will improve acquisition moving forward. Also, the families of English Learners could continue to benefit from education on the acquisition of the English language, the benefits of being multilingual, and the disadvantages of being a long term English Learner. When newcomers arrived to the site, they received additional support in the form of a bilingual aide. In the 2022-2023 school year, the teachers implemented the newly adopted curriculum in ELD courses ensuring students have access to the English Language Development standards.

The pandemic has caused this margin to widen due to learning loss and navigating distance learning.

# 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 9	413	436	459
Grade 10	463	405	434
Grade 11	438	429	397
Grade 12	397	398	423
<b>Total Enrollment</b>	1,711	1,668	1,713

### Conclusions based on this data:

1. SBAC data is needed to monitor student progress.
2. More restorative practices need to be in place to address the inequities in Suspension data.
3. An additional counselor is needed to address the low College and Career Indicator Index.

# 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	154	176	225	9.0%	10.6%	13.1%
Fluent English Proficient (FEP)	809	776	734	47.3%	46.5%	42.8%
Reclassified Fluent English Proficient (RFEP)	7	21	0	3.9%	13.6%	0.0%

### Conclusions based on this data:

1. EL aide is needed to support students in content area classes.
2. Library Resources that supports EL with CCSS and targets their reading level, interest level, and culture are needed.
3. More efforts are needed to support reclassification efforts and honoring students accomplishments.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	411	397	389	402	394	0	399	394	0	97.8	99.2	0.0
All Grades	411	397	389	402	394	0	399	394	0	97.8	99.2	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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2576.	2598.		23.31	24.37		29.07	36.29		19.80	18.78		27.82	20.56	
All Grades	N/A	N/A	N/A	23.31	24.37		29.07	36.29		19.80	18.78		27.82	20.56	

### 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	26.82	30.46		47.37	43.40		25.81	26.14	
All Grades	26.82	30.46		47.37	43.40		25.81	26.14	

### 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	32.83	35.53		37.84	42.64		29.32	21.83	
All Grades	32.83	35.53		37.84	42.64		29.32	21.83	

### 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	21.30	22.08		59.65	63.20		19.05	14.72	
All Grades	21.30	22.08		59.65	63.20		19.05	14.72	

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	30.58	32.23		40.10	50.51		29.32	17.26	
All Grades	30.58	32.23		40.10	50.51		29.32	17.26	

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. Need to increase students performing in the above standard range for all areas of ELA.
2. PD and Collaboration for departmental and non-departmental learning communities are needed to identify common strategies.
3. The need to develop an assessment calendar for all assessments including quarterly department benchmarks and days for analysis of all data to adjust teaching practices.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	410	396	389	398	393	0	398	393	0	97.1	99.2	0.0
All Grades	410	396	389	398	393	0	398	393	0	97.1	99.2	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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2533.	2552.		7.04	9.41		14.82	18.07		26.13	25.19		52.01	47.33	
All Grades	N/A	N/A	N/A	7.04	9.41		14.82	18.07		26.13	25.19		52.01	47.33	

### 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	12.56	18.32		26.13	21.63		61.31	60.05				
All Grades	12.56	18.32		26.13	21.63		61.31	60.05				

### 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	9.55	10.69		42.96	50.64		47.49	38.68	
All Grades	9.55	10.69		42.96	50.64		47.49	38.68	

### 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	10.55	13.99		53.27	55.73		36.18	30.28	
All Grades	10.55	13.99		53.27	55.73		36.18	30.28	

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. Need to increase students performing in the above standard range for all areas of mathematics.
2. Develop an assessment calendar for all assessments including quarterly department benchmarks and days for analysis of all data and adjustment to teaching.
3. PD and Collaboration for departmental and non-departmental learning communities are needed to identify common strategies.

# 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
<b>9</b>	1499.5	1546.1	1532.4	1473.9	1545.9	1530.2	1524.7	1546.0	1534.1	37	34	41
<b>10</b>	1530.9	1504.4	1551.0	1517.0	1509.2	1547.2	1544.2	1499.2	1554.4	51	33	50
<b>11</b>	1507.0	1523.6	1491.1	1485.2	1504.9	1468.5	1528.3	1541.7	1513.0	49	38	16
<b>12</b>	1500.4	1507.1	*	1476.4	1489.9	*	1523.8	1523.9	*	25	33	11
<b>All Grades</b>										162	138	118

### 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
<b>9</b>	*	23.53	8.33	*	38.24	22.22	35.14	17.65	44.44	35.14	20.59	25.00	37	34	36
<b>10</b>	21.57	12.12	13.33	37.25	30.30	51.11	*	15.15	22.22	21.57	42.42	13.33	51	33	45
<b>11</b>	*	5.26	14.29	32.65	28.95	14.29	28.57	39.47	42.86	34.69	26.32	28.57	49	38	14
<b>12</b>	*	9.09	*	*	6.06	*	44.00	33.33	*	*	51.52	*	25	33	*
<b>All Grades</b>	11.11	12.32	10.58	30.86	26.09	37.50	29.63	26.81	33.65	28.40	34.78	18.27	162	138	104

### 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
<b>9</b>	*	41.18	25.00	*	26.47	36.11	37.84	11.76	22.22	*	20.59	16.67	37	34	36
<b>10</b>	33.33	21.21	33.33	31.37	30.30	37.78	*	12.12	20.00	*	36.36	8.89	51	33	45
<b>11</b>	*	7.89	21.43	42.86	34.21	28.57	*	39.47	21.43	*	18.42	28.57	49	38	14
<b>12</b>	*	9.09	*	56.00	18.18	*	*	36.36	*	*	36.36	*	25	33	*
<b>All Grades</b>	23.46	19.57	26.92	35.19	27.54	38.46	21.60	25.36	21.15	19.75	27.54	13.46	162	138	104

### 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
<b>9</b>	*	2.94	2.78	*	17.65	13.89	*	52.94	52.78	51.35	26.47	30.56	37	34	36
<b>10</b>	*	0.00	8.89	21.57	33.33	22.22	23.53	21.21	46.67	35.29	45.45	22.22	51	33	45
<b>11</b>	*	5.26	14.29	24.49	15.79	0.00	*	47.37	35.71	53.06	31.58	50.00	49	38	14
<b>12</b>	*	3.03	*	*	9.09	*	*	15.15	*	56.00	72.73	*	25	33	*
<b>All Grades</b>	9.26	2.90	6.73	19.75	18.84	18.27	23.46	34.78	46.15	47.53	43.48	28.85	162	138	104

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
<b>9</b>	*	8.82	5.56	32.43	70.59	69.44	48.65	20.59	25.00	37	34	36
<b>10</b>	35.29	9.09	6.67	49.02	60.61	75.56	*	30.30	17.78	51	33	45
<b>11</b>	*	2.63	0.00	40.82	47.37	69.23	42.86	50.00	30.77	49	38	13
<b>12</b>	*	3.03	*	60.00	21.21	*	*	75.76	*	25	33	*
<b>All Grades</b>	22.84	5.80	4.85	44.44	50.00	72.82	32.72	44.20	22.33	162	138	103

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
<b>9</b>	*	55.88	53.33	51.35	26.47	33.33	*	17.65	13.33	37	34	30
<b>10</b>	45.10	42.42	73.81	39.22	24.24	16.67	*	33.33	9.52	51	33	42
<b>11</b>	48.98	44.74	42.86	36.73	42.11	28.57	*	13.16	28.57	49	38	14
<b>12</b>	56.00	48.48	*	*	21.21	*	*	30.30	*	25	33	*
<b>All Grades</b>	42.59	47.83	62.77	40.12	28.99	24.47	17.28	23.19	12.77	162	138	94

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
<b>9</b>	*	5.88	5.71	*	55.88	40.00	67.57	38.24	54.29	37	34	35
<b>10</b>	*	9.09	11.11	39.22	36.36	48.89	43.14	54.55	40.00	51	33	45
<b>11</b>	*	7.89	15.38	32.65	44.74	30.77	65.31	47.37	53.85	49	38	13
<b>12</b>	*	3.03	*	*	24.24	*	64.00	72.73	*	25	33	*
<b>All Grades</b>	9.26	6.52	9.90	32.10	40.58	44.55	58.64	52.90	45.54	162	138	101

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
<b>9</b>	*	11.76	5.88	59.46	67.65	79.41	32.43	20.59	14.71	37	34	34
<b>10</b>	*	6.06	4.44	66.67	60.61	80.00	*	33.33	15.56	51	33	45
<b>11</b>	*	5.26	7.14	61.22	78.95	64.29	*	15.79	28.57	49	38	14
<b>12</b>	*	0.00	*	80.00	69.70	*	*	30.30	*	25	33	*
<b>All Grades</b>	13.58	5.80	4.90	65.43	69.57	77.45	20.99	24.64	17.65	162	138	102

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. There is a need to address the written skills of our ELL students as many are performing in the beginning stage.
2. A need for professional development in modifying and adapting curriculum for all learners including but not limited to English Language Learners in order to better access skills and curriculum.
3. The students are learning skills to improve their speaking skills. There is a need to focus on the writing and reading standards.

# 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
1713	53.5	13.1	0.2
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	225	13.1
Foster Youth	3	0.2
Homeless	65	3.8
Socioeconomically Disadvantaged	917	53.5
Students with Disabilities	207	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	3.5
American Indian or Alaska Native	5	0.3
Asian	225	13.1
Filipino	193	11.3
Hispanic	928	54.2
Two or More Races	64	3.7
Native Hawaiian or Pacific Islander	33	1.9
White	198	11.6

### Conclusions based on this data:

- English Language Learners as they make up 13% of the NMHS population.

2. Culturally responsive teaching is necessary as our population is widely diverse.
3. Staff needs to gauge the needs of students and families as 53% of our community is socio-economically disadvantaged with varying types of supports needed for success.






# 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	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. The data indicates a need to address our college and career pathways as well as a way to gauge graduating students future endeavors.
2. The data indicates a need to improve student understanding in mathematics standards.
3. The data indicates a need to address how we evaluate progress and growth of the English Language Learners at NMHS.



# School and Student Performance Data

## Academic Performance English Language Arts

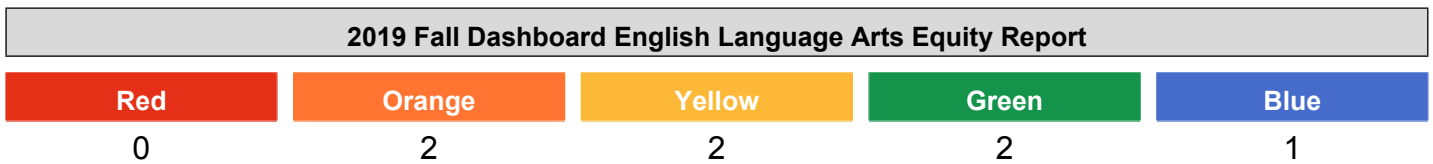
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<p><b>All Students</b></p> <p>Green</p> <p>17.6 points above standard</p> <p>Increased Significantly ++22.2 points 390</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>104.3 points below standard</p> <p>Increased Significantly ++26.1 points 52</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>9.5 points below standard</p> <p>Increased Significantly ++31.5 points 192</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>125.7 points below standard</p> <p>Increased Significantly ++26.5 points 38</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 13.3 points below standard Increased Significantly ++52 points 21	 No Performance Color 0 Students	 Blue 86.1 points above standard Increased Significantly ++28.7 points 54	 Green 48.7 points above standard Increased ++5.3 points 46
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.2 points below standard Increased Significantly ++20.1 points 196	 No Performance Color 8.8 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 33.8 points above standard Increased ++10.5 points 55

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
148.2 points below standard Increased ++8.2 points 30	44.4 points below standard Increased Significantly ++16.6 points 22	29.4 points above standard Increased ++11.7 points 166

**Conclusions based on this data:**

1. The data indicates a need to improve student outcomes in ELA standards for students with disabilities.
2. The data indicates a need to improve student outcomes in ELA standards for students who are socio-economically disadvantaged.
3. The data indicates a need to improve student outcomes in ELA standards for English Language Learners.

# School and Student Performance Data

## Academic Performance Mathematics

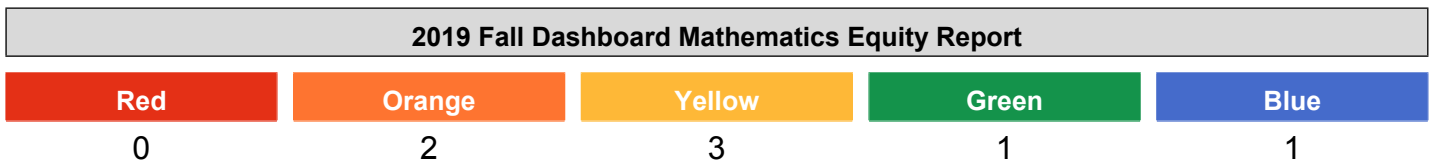
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:










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		
<p><b>All Students</b></p> Yellow 72.9 points below standard Increased Significantly ++17.6 points 388	<p><b>English Learners</b></p> Orange 177.3 points below standard Increased ++13.4 points 51	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 104.3 points below standard Increased Significantly ++17.7 points 190	<p><b>Students with Disabilities</b></p> Orange 202.2 points below standard Increased Significantly ++17.2 points 37

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 105.6 points below standard Increased Significantly ++25.5 points 21		 Blue 33.2 points above standard Increased Significantly ++12.2 points 54	 Green 30.7 points below standard Increased Significantly ++22.1 points 46
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 109.9 points below standard Increased Significantly ++21.0 points 194	 No Performance Color 119.3 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 56 points below standard Declined -8.3 points 55

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
230.1 points below standard Declined Significantly -31.8 points 29	107.7 points below standard Increased Significantly ++62.2 points 22	69.1 points below standard Declined -3.4 points 166

#### Conclusions based on this data:

1. The data indicates a need to improve student outcomes in Math standards for students with disabilities.
2. The data indicates a need to improve student outcomes in Math standards for English Language Learners.
3. The data indicates a need to improve student outcomes in Math standards for our socio-economically disadvantaged students.

# School and Student Performance Data

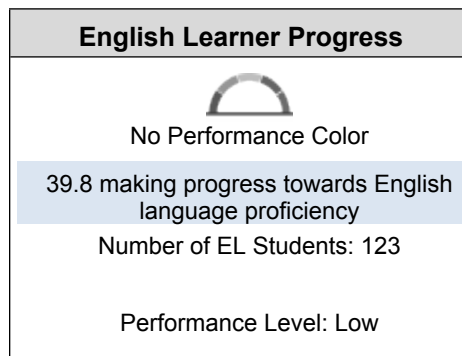
## Academic Performance English Learner Progress

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
16.2	43.9	0.8	39.0

#### Conclusions based on this data:

1. This indicated the need to provide services to increase reclassification rate by 5%. Reclassification Rate (CDE Dataquest) School Year 2019-20.13.6%
2. This indicates the need to address English Language Proficiency Progress (CA Dashboard) Fall 2019 39.8%,
3. This indicates the need to have additional assessment measures to determine growth through the year and adjust teaching practices.

# 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.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	416	100
<b>African American</b>	15	3.6
<b>American Indian or Alaska Native</b>	1	0.2
<b>Asian</b>	56	13.5
<b>Filipino</b>	47	11.3
<b>Hispanic</b>	212	51
<b>Native Hawaiian or Pacific Islander</b>	7	1.7
<b>White</b>	58	13.9
<b>Two or More Races</b>	16	3.8
<b>English Learners</b>	28	6.7
<b>Socioeconomically Disadvantaged</b>	252	60.6
<b>Students with Disabilities</b>	48	11.5
<b>Foster Youth</b>	1	0.2
<b>Homeless</b>	26	6.3

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	75	18.1
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	23	41.1
<b>Filipino</b>	11	23.4
<b>Hispanic</b>	28	13.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	9	15.8
<b>Two or More Races</b>	3	18.8
<b>English Learners</b>	2	7.1
<b>Socioeconomically Disadvantaged</b>	37	14.7
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	4	15.4

\* 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.

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

\* 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.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	13	3.1
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	1.8
<b>Filipino</b>	4	8.5
<b>Hispanic</b>	6	2.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	1.7
<b>Two or More Races</b>	0	0
<b>English Learners</b>	1	3.6
<b>Socioeconomically Disadvantaged</b>	8	3.2
<b>Students with Disabilities</b>	2	4.2
<b>Foster Youth</b>		
<b>Homeless</b>	1	3.8

\* 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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	176	42.3
<b>African American</b>	6	40
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	37	66.1
<b>Filipino</b>	22	46.8
<b>Hispanic</b>	78	36.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	25	43.1
<b>Two or More Races</b>	8	50
<b>English Learners</b>	3	10.7
<b>Socioeconomically Disadvantaged</b>	87	34.5
<b>Students with Disabilities</b>	4	8.3
<b>Foster Youth</b>		
<b>Homeless</b>	7	26.9

\* 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).



<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	5	1.2
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	1.8
<b>Filipino</b>	2	4.3
<b>Hispanic</b>	2	0.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	3	1.2
<b>Students with Disabilities</b>	1	2.1
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* 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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* 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).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

\* 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).

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

\* 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. The data indicates the need to increase student percentage of completion of A to G requirements .
2. The data indicates the need for more students to gain access to a CTE or College Pathway.
3. The data indicates the need for more students to gain access to dual enrollment courses..

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

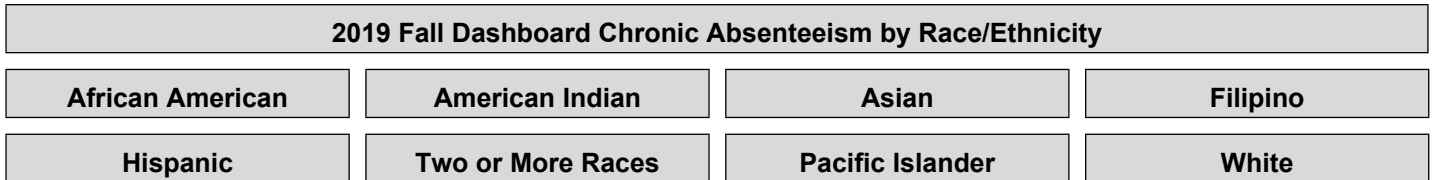
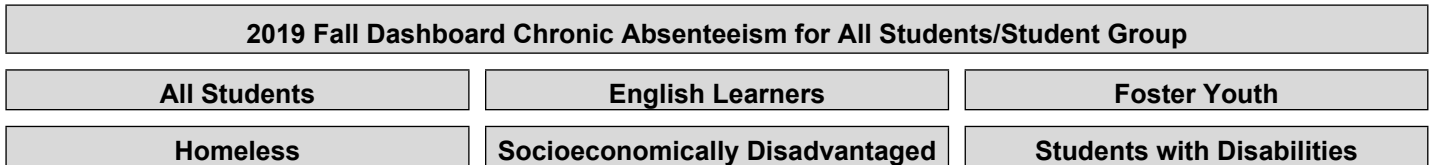
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides 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. While there is no data, after the pandemic, there is a need to address absenteeism for the chronically absent.
2. While there is no data, after the pandemic, there is a need to address absenteeism of our students with disabilities.
3. While there is no data, after the pandemic, there is a need to address students not attending a full day.

# 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	416	375	2	90.1
English Learners	28	17	0	60.7
Foster Youth	1		0	
Homeless	26	21	0	80.8
Socioeconomically Disadvantaged	252	217	1	86.1
Students with Disabilities	48	38	1	79.2
African American	15	13	0	86.7
American Indian or Alaska Native	1		0	
Asian	56	54	0	96.4
Filipino	47	46	0	97.9
Hispanic	212	182	1	85.8
Native Hawaiian or Pacific Islander	7		0	
White	58	55	1	94.8
Two or More Races	16	15	0	93.8

### Conclusions based on this data:

1. This data indicates that we need to increase graduation rates.
2. This data indicates that we need to increase graduation rates for our students with disabilities.
3. This data indicates that we need to increase graduation rates for English Learners.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

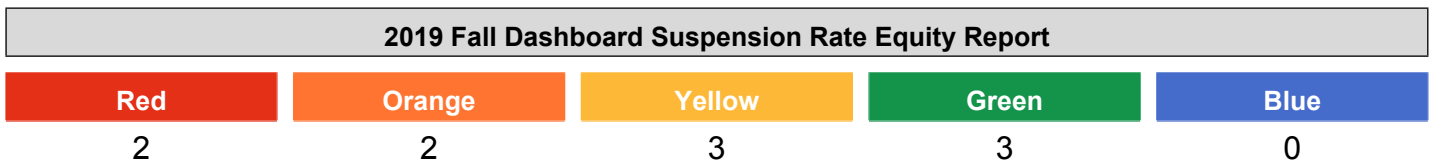
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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		
<p><b>All Students</b></p> <p>Green</p> <p>4.7</p> <p>Declined -0.5</p> <p>1770</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>11.2</p> <p>Declined Significantly -2.8</p> <p>179</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>Red</p> <p>11.8</p> <p>Increased +1.5</p> <p>34</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>7.3</p> <p>Increased +0.4</p> <p>896</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>11.6</p> <p>Increased Significantly +3.6</p> <p>181</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 5.2 Declined -3.4 77	 No Performance Color Less than 11 Students - Data 2	 Green 1.8 Declined -0.3 226	 Yellow 2.1 Maintained -0.1 187
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.9 Maintained -0.1 933	 Green 3.4 Declined -2.2 59	 No Performance Color 3.8 Declined -12.8 26	 Orange 5.4 Increased +0.5 260

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.2	4.7

**Conclusions based on this data:**

1. This data indicates that we need to address the needs of our students with disabilities by decreasing suspension rates.
2. This data indicates that we need to address the needs of our English Learners by decreasing suspension rates.
3. This data indicates that we need to continue supports to address socio-emotional academic barriers of students with behaviors to reduce or maintain overall reducing suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

Promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career ready by:

- Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence.
- Ensuring students are engaged in grade-level content/instruction.
- Establishing protocols that support a district-wide systemic approach to formative assessments.

## Goal 1

Every classroom and program at NMHS will promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career ready by:

- Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence.
- Ensuring students are engaged in grade-level content/instruction.
- Establishing protocols that support a school-wide systemic approach to formative assessments and use the data to .

## Identified Need

Mathematics: Raise student achievement in Math, English, and Science as exhibited by students achieving a 3 or 4 on the SBAC exam.

CAST 2018 -2019: All Students 23.07%

SBAC ELA 2018 -2019: All Student 27.48%

SBAC Math 2018 -2019: All Student 60.66%

English Learners: During the 2017-18 school year, there was a new assessment for English Learners. The English Language Proficiency Assessment for California (ELPAC) was administered the last two years and we are currently awaiting the new data to use for the reclassification process.

2020-21 ELPAC Results:

Level 4: 10.5%

Level 3: 37.5%

Level 2: 33.6%

Level 1: 18.3%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To improve our percentage of students who meet or exceed	SBAC Math 2018 -2019: All Student 60.66%	Increase by 3%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
math expectations on the Smarter Balanced exam.		
To improve our percentage of students who meet or exceed English Language expectations on the Smarter Balanced exam.	SBAC ELA 2018 -2019: All Student 27.48%	Increase by 3%
To improve our percentage of students who meet or exceed Science expectations on the CAST exam.	CAST 2018 -2019: All Students 23.07%	Increase by 3%
To increase the percentage of students who meet or exceed expectations on the ELA and Math SBAC and are English Language Learners or Students with Disabilities.	English Learners SBAC ELA (2018)125.1 points below standard ELA (2019)104.3 points below standard Math (2018)188.3 points below standard Math(2019) 177.3 points below standard  Students with Disabilities SBAC ELA (2018)170.6 points below standard ELA (2019) 125.7 points below standard Math (2018)233.1 points below standard Math (2019)202.2 points below standard	Improve by 10 points in all areas.
To raise the graduation percentage of students who are ELL.	2021 ELL Graduation Rate by California Dashboard 60.7%. 2020-21 ELPAC Results: Level 4: 10.5% Level 3: 37.5% Level 2: 33.6% Level 1: 18.3%	Increase graduation rate for English Language Learners by 5%. Increase performance on ELPAC of a Level 4 by 2%.
To raise the graduation rate percentage and increase the college and career readiness indicator. To raise our percentage of students who graduate from NMHS.	NMHS: College/Career Readiness Indicator (All Students) 2021: 42.3% NMHS Graduation Rate 2021(90.1%)	Increase college and career preparedness by 5%. Increase graduation rate by 2%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Mathematics

1.1.1 Provide ongoing Professional development for best practices in working with all learners. Identify three strategies that the department will trial, using classroom observation data, researched best-practices, and departmental goals.

1.1.2 With administrative oversight, the department develops an assessment calendar for all assessments including quarterly department benchmarks and days for collaborative and aligned analysis of departmental data.

1.1.3 Use SVMl data to create smaller groups during class time or afterschool for reteaching opportunities that meet students where they are in their learning and flexibly/strategically targets gaps in learning. Use data to provide remediation to varied learners impacted most by the pandemic.

1.1.4 Provide instructional materials, supplies and technology for student engagement and learning in math activities/lessons.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,000.00

LCFF  
5000-5999: Services And Other Operating Expenditures  
Professional Development

3,600.00

LCFF  
4000-4999: Books And Supplies  
Instructional Materials

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All student

### Strategy/Activity

English Language Arts

1.2.1 Plan and provide PD in ELD Standards as they relate to content subjects and implement best practices and effective strategies. Provide PD and Collaboration time for course PLC's to develop their program.

- 1.2.2 Develop an assessment calendar for all assessments including quarterly department writing benchmarks and days for analysis of data.
- 1.2.3 Use benchmark assessment data to to create smaller groups during class time or afterschool for reteaching and remediation and meet students where they are in their learning. Use data to provide remediation to varied learners impacted by pandemic.
- 1.2.4 Provide instructional materials, supplies and technology for student engagement and learning in ELA activities/lessons. (Turnitin.com)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,160	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development
10000	LCFF 4000-4999: Books And Supplies Instructional Materials Including Online Platforms

**Strategy/Activity 3**

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

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

All students

**Strategy/Activity**

Science- NGSS standards.

- 1.3.1 Plan and provide PD in NGSS Standards as they relate to content subjects and implement best practices and effective strategies. Identify three strategies that the department will trial. Adopt new curriculum to align standards into lessons.
- 1.3.2 Develop an assessment calendar for all assessments including quarterly department benchmarks and days for analysis of data for each course.
- 1.3.3 Enhance offerings in the STAR initiative including launching and incentivizing the Master of Code certificate and newer courses. Provide funding for STEAM Activities - Rocketry, Robotics, Engineer Design and Math League.
- 1.3.4 Science - provide instructional materials, supplies and technology for NGSS lessons/ labs and hands on instruction for student engagement and learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

5,000	LCFF 4000-4999: Books And Supplies Provide funding for STEAM Activities - Rocketry, Robotics, Engineer Design and Math League.
11000	LCFF 4000-4999: Books And Supplies Instructional materials, supplies and technology for NGSS lessons

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Improve Outcomes for English Language Learners

1.4.1 Provide Professional Development on ELD Standards as they relate to content subjects and implement best practices and effective strategies for English Learners and modifying and adapting curriculum for all learners including but not limited to English Language Learners, special education students, accelerated learners, etc.

1.4.2 With the use of relevant data such as the ELPAC, Enroll English Learners in appropriate courses in which they have access to ELD and ELA standards.. Evaluate criteria for reclassification of ELD students to establish more inclusive practices.

1.4.3 Provide ELD instructional materials, supplies, parent events, cultural activities/events and RFEP Recognition Event.

1.4.4 Fund administration of ELPAC tests, place students, support student registration.

1.4.5 Fund EL aide to support students in content area classes in order to increase student language in the courses and remove barriers to education.

1.4.6 Library Resources continue to update print and electronic resources that support EL with CCSS and target their reading level, interest level, and culture.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development
8,000	LCFF 2000-2999: Classified Personnel Salaries Fund administration of ELPAC tests, place students, support student registration
37,783	LCFF 2000-2999: Classified Personnel Salaries

	Fund EL aide to support students in content area classes in order to increase student language in the courses and remove barriers to education.
3,000	LCFF 4000-4999: Books And Supplies Update Library resources.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

College and Career Readiness for all. Identify, provide activities, and address the inequities for marginalized groups.

1.5.1 Provide a counselor to reduce caseload numbers so that the 9th grade students will work with their counselors to develop a four year plan to be reviewed each year. In partnership with the C & C Specialist, the counselors will oversee California Colleges 4 year Planning Online.

1.5.2 Enhance and improve Career Fair, College Application Workshops through funding teacher/counselor support (timecards).

1.5.3 Increase enrollment in AP courses and ensure equitable access to these courses with the continued removal of barriers such as prerequisites. Fund the AP Summer Bridge Program to provide study skills and organizational tools to support new students who are taking an AP course.

1.5.4 Provide PUENTE with supplemental novels, college visits, parent workshops, club activities, cultural events and orientation.

1.5.5 In partnership with Ohlone, MVROP, and district personnel, continue to adjust, add, enhance, evaluate, and revise college and career pathways that meets the needs of all students.

1.5.6 APEX Credit Recovery

1.6.1 Fund and support technology for PAWS (Flex Time), Student ID Card scanners, and classroom tech support to ensure students needs are met as they attend the appropriate flex time support.

1.6.2 Monthly student recognition in the form of prizes or events for progress made exemplified through improved attendance, academics, teacher nomination, etc.

1.6.3 Fund Link Crew training, staff timecards, and incentives for student involvement. Link Crew provides schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Link Leaders or students in leadership will support newcomers at school to help make connections to activities, clubs, or sports that interest them.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

101,000

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries

	Counselors Salary
8,000	LCFF 5000-5999: Services And Other Operating Expenditures College and Career Workshops
1000	LCFF 1000-1999: Certificated Personnel Salaries AP Summer Bridge Program
7000	LCFF 4000-4999: Books And Supplies Supplemental novels, college visits, parent workshops, club activities, cultural events and orientation
6,000	LCFF 1000-1999: Certificated Personnel Salaries APEX timecards
5,500	LCFF 5000-5999: Services And Other Operating Expenditures Teachmore Flextime App for PAWS
6,060	LCFF 5000-5999: Services And Other Operating Expenditures Fund Link Crew Activities and Stipends.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Teachers were able to access professional development funds in this area to purchase online platforms intended to increase student engagement. In addition, the culturally responsive core novels were read in each course.

Teachers implemented Common Core State Standards Literacy in all core Content Areas (Science, Social Studies, Physical Education, Fine Arts, World Languages, and Technical Subjects) with a particular focus on STEAM.

As we returned from the pandemic, student extracurricular clubs began to slowly rebuild. Some funds were moved to supplementary instructional materials in order to provide Science teachers with technology that supported instruction; these materials supported students at all levels including preparing the Rocketry Team for their trip to Nationals. When we returned to in-person learning, we were able to provide students with materials to complete labs, while also continuing instructional strategies refined during the pandemic, such as access to online platforms and subscriptions. For

our ELD students, we were able to purchase audiobooks for the library to increase student engagement when discussing core novels. Due to staffing shortages, we were unable to hire an EL aide until late January. In the interim, our ELD coach supported teachers with professional development and coaching to ensure the needs of our EL populations were met.

With the help of our EL Liaison, we organized the administration and maintained data regarding the Early Language Proficiency Assessments for California (ELPAC). In addition, both classified and certificated staff supported our site (outside their contracted workday) with proctoring the various components of the ELPAC test.

Every month, we held a variety of virtual parent meetings including . This required translation services as well as for communication to the home. Due to APEX not being permitted by the board until November, usage of APEX as a credit recovery option decreased. We were able to host our first in person Career fair in which students connected with local companies. Some funds were used to timecard staff to host a parent engagement series on College Planning and understanding graduation plans. Completed Career Assessment was provided to 9th to 11th graders on California Colleges. edu.

- o Grade 9 - Interest Profiler 97% Completion Rate for Registered Students (340 completed)
- o Grade 10 –Interest Profiler 98% Completion Rate for Registered Students (354 completed)
- o Grade 11 – Interest Profiler/Do What you Are - 81% Completion Rate for Registered Students (284 completed)

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

The state allowed students who were struggling academically during the pandemic to have access to AB 104 which allows them to graduate under the state requirements and waives board graduation requirements. This may affect our overall graduation rate and college and career indicator percentage. In addition, the staffing shortage affected our ability to offer an intervention teacher. Thus, we adjusted to provide intervention for students with D's and F's in the 10th grade during PAWS providing an advisory period.

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.

Due to the transition from online learning to in person learning, many of our students struggled with the return to school. PD was given in how to deliver instruction and increase student engagement in the classroom. Funding for unfilled staffing position was used for requested instructional materials as voted on by the SSC.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engagement and School Climate

## LEA/LCAP Goal

Promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by:

- a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities
- b. Supporting the implementation and monitoring of COST services across the district and support Mental Health and SEL
- c. Enhancing and/or aligning PBIS implementation across the district

## Goal 2

Every classroom and program at NMHS will promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by:

- a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision making activities
- b. Supporting the implementation and monitoring of COST services for students and support Mental Health and SEL
- c. Enhancing and/or aligning PBIS implementation across classrooms

## Identified Need

To increase parent, community, student and stakeholder engagement in the areas of communication and school involvement by 2%. Decrease suspension rate for all students by 1%, for students with special needs by 2%, for students who are English Learners by 2%. Increase percentage of attendance by 1%. Promote a culture that values and supports mental health and social emotional learning (SEL) Based on Student Need. Maintain or increase to support for students as needs as they arise.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parent Education Nights	The counseling team provided 4 nights of education on college and career readiness. Presentations on vaping, WASC, and SEL resources were provided during parent groups such as PTSA, UPH, and Coffee with Principal.	Host at minimum 6 parent education nights.
Attendance at Coffee with the Principal	2019-2020 Average Attendance: 5 2020-21	Increase attendance average to over 10.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Average Attendance: 8 2021-22 Average Attendance: 6	
Attendance at ELAC meetings	2019-2020, 2020-21 Average Attendance: 15 2021-2022 Average Attendance: 7	Increase attendance average to over 10.
Attendance at SSC meetings	2019-20, 2020-21, 2021-22 Average Attendance: 80%	Maintain
Attendance at Unidades Padres Hispanos meetings	2019-2020 Average Attendance: 15 2020-21 Average Attendance: 20 2021-22 Average Attendance:	Maintain
Reduce suspension rate	2019 California Dashboard All Students 4.7% African American 5.2% English Learners 11.2% Hispanic 5.9% Homeless 11.8% Socioeconomically Disadvantaged 7.3% Students with Disabilities 11.6%	Decrease suspension rate for students with disabilities by 2% Decrease suspension rate for students who are homeless by 2% Decrease suspension rate for students who are ELL by 2%
Identify unique students for support services through SAT and COST referrals	Referrals by years: 21/22- 308 20/21 - 249 19/20 - 330 18/19 - 334	Based on Student Need. Maintain or increase to support needs as they arise
Continue Community Partnerships to address student needs	La Familia Fremont Youth and Family Services SAVE EBAC	Maintain or Increase Partnerships

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2.3 Increase parent, community, student and stakeholder engagement in the areas of communication and school involvement.2.3.1 Continue funding for Behavioral and Mental Health Consultant

- 2.1a Continue the use of Synergy - ParentVue as form of communication to parents. Provide parental support at Coffee with the Principal on how to access and best use ParentVue.
- 2.1b Translate all documents sent to parents into Spanish. Provide translators for significant events. (LCAP Funded)
- 2.1c Increase collaboration with secondary feeder schools to increase parent collaboration.
- 2.1d All departments will provide students and parents with clear and common student expectations and grading policies through aligned syllabi.
- 2.1e Increase attendance and involvement of parents in the decision making process regarding schools services and programs through weekly communication and updates about upcoming events.
- 2.1f Provide 4 parent engagement series for all NUSD families about college/career, 4 year planning, adversities teens face, etc. Poll families to take into consideration their needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2.2 Increase student engagement, increase attendance, decrease suspensions and expulsions; greater access to mental, behavioral, and social supports.

- 2.2a Continue to expand COST Support Intervention Program services to address academics, attendance, behavioral and mental health.
- 2.2b Continue and reinvigorate PRIDE on campus which is our PBIS strategies. This is order to establish all stakeholder norms and expectations and develop an accountability system to reinforce culture. Continue PBIS to expand all stakeholder participation in the decision making process.
- 2.2c Provide materials, supplies for OCC, PBIS, Cougar PRIDE activities and incentives, rewards for monthly student recognition.
- 2.2e Fund a percentage of a 1.0 Dean or AP to address and support student attendance and behavior.

- 2.2f Continue to implement and refine the school site safety plan including provisions of training and walkthroughs of large disaster drills and purchase needed supplies and equipment equipment.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,000

LCFF  
1000-1999: Certificated Personnel Salaries  
Fund a percentage of a 1.0 Dean or AP

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

- 2.3 Promote a culture that values and supports mental health and social emotional learning (SEL)
- 2.3a Implement and evaluate the SEL curriculum Character Strong to build relationships with students and address social emotional needs, teach coping strategies and build character
  - 2.3b Provide Guest Speakers and rallies to support healthy decision making around drug use prevention, mental health resources, and navigating stressors of a teenager including social media and anti-bullying efforts.
  - 2.3c Provide student incentives for attendance at rallies, presentations, group sessions, and individual sessions that support student mental health.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

86,400

LCFF  
1000-1999: Certificated Personnel Salaries  
Behavioral and Mental Health Consultant

1000

LCFF  
4000-4999: Books And Supplies  
Provide student incentives

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Parent meetings were well attended than in previous years. We offered hybrid or online meetings to encourage participation. These were advertised in weekly communication. The WASC process allowed us to engage many stakeholders. SEL curriculum was provided every Tuesday in 30 minute blocks of time. Students had direct access to two trained mental health clinicians through the SPSA and through community partnerships. TUPE and RESET program taught students about the dangers of vaping and allowed students to remain in school to receive drug prevention and intervention. Only two students were caught again using after approximately 30 attended the program.

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

Due to the many companies still reluctant to travel, we were unable to schedule rallies or speakers for events. With students returning to school after less structure at home, school administration saw an immediate increase in suspensions and expulsions due to severe behaviors. Attendance became a huge concern to address with home visits, SART meetings, and COST referrals. Staff conducted a RESET in January to address safety and behavior concerns noted by teachers.

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.

Change from CATS Coordinator to Dean to focus on attendance and behavior concerns.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions of Learning

## LEA/LCAP Goal

Establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by:

- a. Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers).
- b. Providing and ensuring equitable access to a board course of study
- c. Restoring/building trust and a deep understanding of collective work

## Goal 3

Every classroom and program at NMHS will establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued members of NMHS by:

- a. Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers).
- b. Providing and ensuring equitable access to a board course of study
- c. Restoring/building trust and a deep understanding of collective work

## Identified Need

Students will continue to access a broad course of study with regards to Physical Education, Music, and Art through in classroom enrichment opportunities.

Currently, Newark Memorial has 22 physical education courses, 32 fine arts courses, 31 world language courses, and 14 technical subjects/career pathway courses embedded in the master schedule. Due to the reduced number of student requests to take VAPA courses for the 2020-21 school year 1 FTE was removed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Physical Fitness Report	<p>Metric/Indicator Grade 9 Expected Outcome Aerobic Capacity 66.9%</p> <p>Body Composition 60%</p> <p>Abdominal Strength 94.3%</p>	Increase all areas by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Trunk Extension Strength 84.9%  Upper Body Strength 68.6%  Flexibility 84.9%	
Increase academic clubs on campus	Currently we offer Rocketry, Robotics, and Puente which are clubs with academic goals.	Add one more academic club, in addition to offering Speech and Debate.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

3.1 Broad Course of Study (Physical Education, Fine Arts, World Languages, and Technical Subjects)

- 3.1a Continue to offer PAWS (Flex Time) to provide academic support to the students in Content Areas (Science, Social Studies, Physical Education, Fine Arts, World Languages and Technical Subjects).
- 3.1b Provide PD and Collaboration time for course PLC's to develop their program.
- 3.1c Provide instructional materials, supplies, technology, and activities for student engagement and learning in all Content Areas. Technology to support academic integrity for all courses.
- 3.1d Provide stipends to advisors of academic clubs such as PUENTE, Rocketry, Robotics, and Speech and Debate.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

23,429

#### Source(s)

LCFF  
4000-4999: Books And Supplies  
Provide instructional materials, supplies, technology, and activities for student engagement and learning in all Content Areas

9500

LCFF

4000-4999: Books And Supplies

Provide stipends to advisors of academic clubs

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

PAWS provides an effective and equitable method for students to be provided an opportunity to relearn, retest, and make up any work. Staff was provided instructional materials in order to support student engagement and learning. PUENTE was able to begin college tour visits again. PLC's met to make goals on best teaching strategies to be culturally responsive and increase student engagement in order to meet the needs of our students.

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

Due to the staffing shortage, SSC decided to move funds from unfilled positions to instructional materials allowing teachers to purchase AP study books, update furniture to allow more project based instruction, graphing calculators, online platforms, and more.

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.

Addition of stipends for academic clubs.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$375,432.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF	\$375,432.00

Subtotal of state or local funds included for this school: \$375,432.00

Total of federal, state, and/or local funds for this school: \$375,432.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
LCFF	375,432.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	226,400.00
2000-2999: Classified Personnel Salaries	45,783.00
4000-4999: Books And Supplies	73,529.00
5000-5999: Services And Other Operating Expenditures	29,720.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	226,400.00
2000-2999: Classified Personnel Salaries	LCFF	45,783.00
4000-4999: Books And Supplies	LCFF	73,529.00
5000-5999: Services And Other Operating Expenditures	LCFF	29,720.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	225,103.00

Goal 2

117,400.00

Goal 3

32,929.00

# School Site Council Membership

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

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

Name of Members	Role
Olivia Rangel	Principal
Cliff Ingham	Classroom Teacher
Veronica Bollwerk	Classroom Teacher
Sonia Torres	Classroom Teacher
Sharon Tokubo	Parent or Community Member
Pauline Kim	Parent or Community Member
Elisa Martinez	Parent or Community Member
Ana Brekke	Other School Staff
Amrit Kohli	Secondary Student
Anjelie Prim	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.

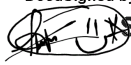
# Recommendations and Assurances

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:

DocuSigned by:  
  
Signature  
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**Committee or Advisory Group Name**

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 31, 2011.

Attested:

DocuSigned by:  
  
F5A5DDF698D047E...

Principal, Olivia Rangel on 5.25.22

SSC Chairperson, Pauline Kim on 5.25.22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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