School Year: **2021-22**

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
Norwalk High School	19-64840-1936467	June 10, 2021	June 28, 2021

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)

X Schoolwide Program

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

Norwalk High School plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals. Our goals are to prepare students to be college and career ready and leaders in a global economy through developing strong intellectual curiosity, creative expression, and a solid character. Measures of School climate will be used through our PBIS program and School Accountability Survey. The California School Dashboard will also be a system of accountability used for the tracking of growth within our LCAP goals.

Title I School-Wide Program (SWP) Plan Requirements Reference Guide

To be included with SPSA for Title I SWP schools

The following Title I SWP plan components required by ESSA section 1114(b)(1), 1116(b) California Education Code 64001, 11502, and 2 CFR 200.403(a) are addressed as indicated below.

Required State and Federal SWP Plan Components:	Provide description OR indicate where information can be found
1. Comprehensive Needs Assessment Description of the process for conducting the Comprehensive Needs Assessment of the entire school and summary of findings of the needs assessment that takes into account: a. Information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards b. Impact of the instructional program on student achievement, and other factors determined by the LEA/school c. Results of the annual evaluation of the prior year's plan	a. Title I SWP Annual Review Report or SSC Minutes b. Title I SWP Annual Review Report or SSC Minutes c. Title I SWP Annual Review Report or SSC Minutes
2. Plan Development Input and Process a. Description of the process for annually developing, updating, and approving the school plan b. Description of how the School Site Council was involved in the annual development, update and approval of the plan c. Description of how the ELAC and other advisory committees provided input to the plan d. School year in which the most recent comprehensive needs assessment was conducted	a. SSC Bylaws b. SSC Bylaws c. SSC Bylaws d. During SSC Meetings
3. Plan Content (Strategies, Actions, and Services) Description of evidence-based strategies and specific actions and services the school will implement to address student needs including how the strategies will: a. Provide opportunities for all children, including subgroups of students, to meet state academic standards b. Strengthen the academic program in the school c. Increase the amount and quality of learning time d. Help provide an enriched and accelerated curriculum e. Address the needs of all children, particularly those at risk of not meeting state academic standards f. Parent involvement activities, including funds allocated through the 1 percent district reservation, are integrated into the school plan	a. SPSA Goal Sections 1-4 b. SPSA Goal Sections 1-4 c. SPSA Goal Sections 1-4 d. SPSA Goal Sections 1-4 e. SPSA Goal Sections 1-4 f. SPSA Goal Section 5
4. Annual Evaluation Description of the results of an annual evaluation of the progress of programs towards accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. Evaluation includes: a. Analysis of academic performance data to determine student needs b. Analysis of impact of instructional strategies in the prior year's plan in meeting identified outcomes	a. SPSA School and Student Performance Data Tables & Title I SWP Annual Review Report or SSC Minutes b. Title I SWP Annual Review Report or SSC Minutes

Required State and Federal SWP Plan Components:	Provide description OR indicate where information can be found
5. Plan Budget a. Budgeted expenditures for costs associated with each action included in the plan b. Total of Title I expenditures for actions equals total budget and accounts for all Title I funds allocated to the school	a. SPSA Goal Sections 1-5 b. SPSA Section C: Summary of Expenditure (Total Expenditures by Funding Source)
6. **List of Programs Consolidated in the Plan, if Consolidating**	

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

School Site Council (SSC) met on April 13, 2021 to analyze the overall implementation and effectiveness of the strategies/activities written on the existing SPSA, determine local needs based on the results of school-level needs assessment, to identify and select additional evidence-based strategies, and to modify/develop implementation strategies. SSC also consulted with ELAC on September 14, 2020 to solicit their advice on developing the SPSA. The SSC met again on June 10, 2021 to modify the SPSA to meet the needs of community resources that align with LCAP goal focusing on Community Engagement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.15%	0.1%	0.2%	3	2	4
African American	3.43%	3.11%	2.6%	69	63	51
Asian	2.14%	2.17%	1.9%	43	44	37
Filipino	2.93%	3.01%	3.0%	59	61	59
Hispanic/Latino	86.77%	86.77%	87.9%	1,745	1,757	1,727
Pacific Islander	0.15%	0.25%	0.2%	3	5	4
White	3.28%	2.81%	2.5%	66	57	49
Two or More Responses	0.65%	1.14%	1.0%	13	13	19
Not Reported	0.5%	0.64%	0.7%	10	23	14
			Total Enrollment	2,011	2,025	1,964

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	539	566	482
Grade 10	521	512	550
Grade 11	498	474	478
Grade 12	453	473	454
Total Enrollment	2,011	2,025	1,964

Conclusions based on this data:

1. Our enrollment grew by 14 students last year.
2. Our enrollment has dropped by 60 over the course of two years.
3. A majority of our students (86.77%) are Hispanic. Student ethnicity numbers are roughly the same over three years.

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	238	247	233	11.8%	12.2%	11.9%
Fluent English Proficient (FEP)	865	883	860	43.0%	43.6%	43.8%
Reclassified Fluent English Proficient (RFEP)	17	8	15	6.3%	3.4%	6.1%

Conclusions based on this data:

1. The number and the percent of students that are EL, FEP, and RFEP have been consistent over the past three years.

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	471			468			468			99.4		
All	471			468			468			99.4		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2542.			15.60			22.86			25.85			35.68		
All Grades	N/A	N/A	N/A	15.60			22.86			25.85			35.68		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	18.16			39.74			42.09		
All Grades	18.16			39.74			42.09		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	24.79			40.81			34.40		
All Grades	24.79			40.81			34.40		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	13.46			59.83			26.71		
All Grades	13.46			59.83			26.71		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	17.52			48.72			33.76		
All Grades	17.52			48.72			33.76		

Conclusions based on this data:

1. Student participation in SBAC is high. Two of the 3 years were over 99%. The other year was 97%.
2. The SBAC scores for language arts went down last year across the board.
3. The biggest decline was in research/inquiry. We went down 11.73%

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	471			468			468			99.4		
All	471			468			468			99.4		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2528.			3.42			17.95			24.36			54.27		
All Grades	N/A	N/A	N/A	3.42			17.95			24.36			54.27		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	10.68			27.14			62.18		
All Grades	10.68			27.14			62.18		

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	5.98			45.09			48.93		
All Grades	5.98			45.09			48.93		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	7.26			52.35			40.38		
All Grades	7.26			52.35			40.38		

Conclusions based on this data:

1. Our SBAC participation rate was very high. Last year we tested over 99% of the students in math. This was up from 96.9% from the year before.

2. Our math score have gone up. Last year 21.37% of our students met or exceeded the standards. This is compared to 16.03% from the year before.

3. Our biggest improvement was in problem solving and modeling. We went from 40.18% to 51.07 meeting or exceeding the standard.

School and Student Performance Data

ELPAC Results (Summative)

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1513.5	1528.5	1501.6	1515.7	1524.9	1540.9	62	59
Grade 10	1516.8	1540.5	1509.2	1537.4	1523.9	1543.2	54	63
Grade 11	1540.6	1517.1	1518.6	1498.8	1562.1	1535.0	38	51
Grade 12	1520.9	1532.1	1514.6	1516.4	1526.6	1547.3	37	45
All Grades							191	218

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	8.47	24.19	38.98	38.71	28.81	25.81	23.73	62	59
10	*	12.70	27.78	33.33	33.33	38.10	24.07	15.87	54	63
11	*	5.88	42.11	13.73	34.21	52.94	*	27.45	38	51
12	*	8.89	35.14	31.11	*	42.22	*	17.78	37	45
All Grades	14.66	9.17	30.89	29.82	34.03	39.91	20.42	21.10	191	218

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	27.42	13.56	22.58	45.76	35.48	23.73	*	16.95	62	59
10	24.07	25.40	27.78	42.86	33.33	22.22	*	9.52	54	63
11	34.21	7.84	42.11	29.41	*	37.25	*	25.49	38	51
12	37.84	11.11	40.54	46.67	*	24.44	*	17.78	37	45
All Grades	29.84	15.14	31.41	41.28	25.13	26.61	13.61	16.97	191	218

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	8.47	20.97	18.64	17.74	35.59	58.06	37.29	62	59
10	*	6.35	20.37	20.63	35.19	38.10	42.59	34.92	54	63
11	*	1.96	28.95	7.84	39.47	49.02	*	41.18	38	51
12	*	6.67	*	22.22	32.43	51.11	35.14	20.00	37	45
All Grades	*	5.96	23.56	17.43	29.84	42.66	42.41	33.94	191	218

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	25.81	3.39	54.84	71.19	19.35	25.42	62	59
10	29.63	6.35	44.44	79.37	25.93	14.29	54	63
11	39.47	0.00	44.74	52.94	*	47.06	38	51
12	*	0.00	67.57	71.11	*	28.89	37	45
All Grades	28.80	2.75	52.36	69.27	18.85	27.98	191	218

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	38.71	50.85	46.77	30.51	*	18.64	62	59
10	38.89	61.90	46.30	30.16	*	7.94	54	63
11	55.26	35.29	31.58	41.18	*	23.53	38	51
12	67.57	53.33	*	31.11	*	15.56	37	45
All Grades	47.64	50.92	37.70	33.03	14.66	16.06	191	218

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	10.17	32.26	38.98	62.90	50.85	62	59
10	*	11.11	31.48	46.03	61.11	42.86	54	63
11	*	3.92	47.37	35.29	39.47	60.78	38	51
12	*	11.11	40.54	48.89	54.05	40.00	37	45
All Grades	7.33	9.17	36.65	42.20	56.02	48.62	191	218

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	8.47	80.65	74.58	*	16.95	62	59
10	*	3.17	81.48	84.13	*	12.70	54	63
11	*	1.96	76.32	76.47	*	21.57	38	51
12	*	6.67	59.46	82.22	*	11.11	37	45
All Grades	10.47	5.05	75.92	79.36	13.61	15.60	191	218

Conclusions based on this data:

1. The number of El students grew from 191 students to 218 students.
2. Our oral language and listening dropped significantly. Our listening dropping from 28.8 to 2.75% in well developed.
3. We showed improvment on the reading domain. We moved from 7.33 to 9.17 in well developed. We also went from 36.65 to 42.20 in somewhat/moderately.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,025	**83.7**	**12.2**	**0.3**
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	247	12.2
Foster Youth	7	0.3
Homeless	777	38.4
Socioeconomically Disadvantaged	1,694	83.7
Students with Disabilities	270	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	3.1
American Indian	2	0.1
Asian	44	2.2
Filipino	61	3.0
Hispanic	1,757	86.8
Two or More Races	13	0.6
Pacific Islander	5	0.2
White	57	2.8

Conclusions based on this data:

1. Almost 86% of our students qualify for free and reduced because of being socioeconomically disadvantaged.
2. Norwalk High school is predominately Hispanic. Hispanic's make up 86.8% of the student population.
3. We also have a high percentage of students that qualify as homeless. 31.6%

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Blue	**Suspension Rate**  Orange
Mathematics  Yellow		
College/Career  Green		

Conclusions based on this data:

1. We currently have a Blue for graduation rate. A high percentage (close to 97%) of our students graduate.
2. Our Language Arts scores went down and we slipped to an orange.
3. Our Math Scores went up and we moved to yellow.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
36.2 points below standard	148.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -26.6 points	Declined Significantly -63 points	2
461	71	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
53.5 points below standard	42.8 points below standard	131.5 points below standard
Declined Significantly -37.1 points	Declined Significantly -28.9 points	Declined -5.3 points
158	393	67

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
10.2 points above standard	0 Students	48.2 points above standard	10.9 points below standard
Increased Significantly ++79.7 points		14	Declined Significantly -64.6 points
13			15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
42 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	42.2 points below standard
Declined Significantly -27.6 points	1		Declined Significantly -78.6 points
395			18

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**
160.9 points below standard	117.9 points below standard	15 points below standard
Declined Significantly -66.2 points	Declined Significantly -45.7 points	Declined -10.2 points
51	20	210

Conclusions based on this data:

1. Our Language arts scores went down by 26.6 points.
2. Our EL students had the biggest decline. They went down 62 points.
3. Our students with disabilities continue to be the lowest performers, with a -131.5.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
96 points below standard	172.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13 points	Increased ++5.5 points	2
461	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
110.2 points below standard	99.8 points below standard	187.8 points below standard
Increased ++10.2 points	Increased ++14.3 points	Increased Significantly ++21.6 points
158	393	67

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color		No Performance Color	No Performance Color
119 points below standard		12 points below standard	52.3 points below standard
Increased ++8.3 points		14	Maintained -1.3 points
13			15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color		No Performance Color
99.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		128.1 points below standard
Increased ++13.6 points	1		Declined Significantly -46.3 points
395			18

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**
187.6 points below standard	134.3 points below standard	91.8 points below standard
Maintained ++1.5 points	Increased Significantly ++26.9 points	Increased ++8.1 points
51	20	210

Conclusions based on this data:

1. Our Math Scores went up. We increased by 13 points.
2. All student groups showed improvement and their test scores went up.
3. Our biggest increase came from students with disabilities and our socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

English Learner Progress

No Performance Color
44.4 making progress towards English language proficiency
Number of EL Students: 196
Performance Level: Low

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
18.3	37.2	2.5	41.8

Conclusions based on this data:

1. 44.4% of our El students showed progress towards English Language proficiency.
2. We had 82 students progress at least one ELPI. We had 36 decrease one.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
50.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.1	0 Students	0 Students
457		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
42 **Prepared**	42 **Prepared**	50.1 **Prepared**
28 **Approaching Prepared**	28 **Approaching Prepared**	19.5 **Approaching Prepared**
30 **Not Prepared**	30 **Not Prepared**	30.4 **Not Prepared**

Conclusions based on this data:

1. We had great growth in our CCI indicator. We went from 42% college and career ready to 50.1%
2. Thwe biggest increase was in our homeless population. they grew by 14.4%
3. All groups grew.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 Yellow	 No Performance Color
96.3	89	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Maintained -0.2	5
460	73	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Green	 Blue	 Green
93.7	95.9	87.3
Increased +2.7	Maintained +0.7	Increased +8.6
158	416	63

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	92.3	93.3
Increased +5.3	1	Declined -1	Declined -1.1
13		13	15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
96.2	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Maintained +0.8	3		Increased +7.1
399			15

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
95.1	96.3

Conclusions based on this data:

1. Our graduation rate is really good. We grew by 1.2%. We graduated 96.3% of our students.
2. All of our groups either maintained of increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	2	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	 No Performance Color
6	7.1	9.1
Increased +0.5	Increased +0.3	Declined -6.7
2120	269	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Orange	 Yellow
6.2	6.1	9
Declined -1.3	Increased +0.4	Declined -1.3
695	1815	268

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Blue	Orange
14.3	Less than 11 Students - Data 3	0	1.6
Increased +1		Maintained 0	Increased +1.6
77		44	61
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
6	4.9	Less than 11 Students - Data 2	4.6
Increased +0.8	Declined -4.2		Declined -6
1827	41		65

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.5	6

Conclusions based on this data:

1. Our suspension went up by .5%
2. Our suspensions of students with disabilities went down by 1.3%

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2 – NLMUSD will ensure all students graduate college and career ready.

LCAP Goal #3 - NLMUSD will provide students with exemplary services and staff supported by on-going professional development.

LCAP Goal #5 - NLMUSD will provide all students with equitable access to high quality instruction and tiered academic and behavior supports.

Goal 1

Norwalk High school will increase by 3%, the percentage of all students, especially Socioeconomically Disadvantaged students and English learners, scoring Standards Exceeded or Standards met on the CAASPP ELA SBAC.

Norwalk High School will decrease our D and F rates in ELA by 3% annually.

Norwalk High School will increase our
Academic
Indicator by 3% or higher upon CAASPP testing resuming using the 2018-19 school year as a baseline for measurement.

Norwalk High School will improve its DF3 rate from -36.2 to at least -26.2 in ELA.*

Norwalk High School will increase the percentage of students from low-income families meeting standards on the ELA CAASPP by 3% annually.

Norwalk High School will increase the percentage of EL students meeting standards on the ELA CAASPP by 3% annually.

Norwalk High School will improve its DF3 rate for EL's from -148.8 to at least -138.8.*

Norwalk High School will increase the percentage of students passing the AP English Language and Composition test by 3%.

Data from Dashboard, CAASPP, College Board Website.

WASC Schoolwide Critical Areas:

- **Students will attain minimum proficiency or better in core subjects.**
- **All limited English-proficient students will become proficient in English and at least minimum proficiency in reading/language arts and math.**

Visiting Committee Recommendations:

1. **Leadership and staff should investigate the means to increase training for teachers in the use of effective instructional strategies.**
2. **Continuation of training in the Common Core State Standards and development and use of common assessments to modify instruction will speed academic achievement for students.**
3. **Leadership and staff should continue technology training for all teachers to make optimal use of technology available.**

Identified Need

Provide all students with equitable access to high quality instruction, tiered academic intervention, and behavioral supports to increase the total number of students scoring proficiency, as defined by ELA CAASPP SBAC indicators of Standards Exceeded and Standards Met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress Indicators: English Language Arts-All Students	38.46 of all students scoring Standards Exceeded and Standards Met on the ELA SBAC assessment.	Increase by 3% to 41.46 all students scoring Standards Exceeded and Standards Met on the ELA SBAC assessment.
California Data Dashboard Indicators: English Language Arts-All Students	The DF3 rate for all NHS students is -36.2	Increase by 10 points to a DF3 rate of -26.2
California Assessment of Student Performance and Progress Indicators: English Language Arts- Socioeconomically Disadvantaged	The Percentage of Students that are from low income families that are meeting standards on the ELA SBAC assessment is 35.63%	Increase by 3% to 38.63 of all Socioeconomically Disadvantaged students meeting or exceeding standards.
California Assessment of Student Performance and Progress Indicators: English Language Arts-English Learner students.	The percentage of students that are EL that are meting standards on the ELA SBAC assessment is 3.77%	Increase by 3% to 6.77% for EL students meeting or exceeding standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Indicators: English Language Arts- English Learner students	The DF3 rate for EL students is -148.8.	Increase by 10 points to aa DF3 rate of -138.8
College Board Indicators: AP Exam-Language	The passing rate for our AP Language exam is 17.1%	Increase by 3% to 20.1% of AP Language students passing the exam.
College Board Indicators: AP Exam-Literature	The passing rate for our AP Literature exam is 26.6%	Increase 3% to 29.6% of AP Literature students passing the exam.

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

Collaboration time for staff to implement CCSS units of study, develop common performance-based assessments, and review data.

PD to implement Schoology to support students struggling with the Common Core State Standards and Next Generation Science Standards.

Provide teachers release time to train in the use of instructional technology, blended learning instruction and the use of technology to align ELA CCSS with other research based instructional strategies.

Provide teachers release time to collaborate in developing standards based curriculum and vertical alignment for ASC self contained classes.

professional development conferences and workshops to enhance the instructional staff's knowledge.

Provide professional development and release time to teachers to train on how to continue to expand the use of Schoology for instruction, engagement, technology integration, student feedback and assessment.

Provide teachers with professional development and release time to continue training, planning, assessing and analyzing results on the use of the CAASPP Digital Library resources and the Interim Assessment Block (IAB) resources.

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.

Description	Amount(s)	Source(s)
Teacher Release	10000	Title I Part A: Professional Development
Vertical Articulation Middle School SPED	5000	Title I Part A: Professional Development
Teacher Extra Pay Paraprofessional Extra Pay Consultant Conference Attendance	14000	Title I Part A: Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Continue the implementation of Read 180 to support reading skills of struggling readers including English Learners

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.

Description	Amount(s)	Source(s)
Workbooks Manipulates	8022	Title I Part A: Basic Grants Low-Income and Neglected
Library Books Software	4100	Title I Part A: Basic Grants Low-Income and Neglected

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

Increase the amount of instructional technology and continue implementation of programs like Turnitin.com for students to support student achievement, implementation of the CCSS, standards based instruction, and educational pathways

Technology/2020 Learning Initiative professional development sessions for teachers and staff

Increase the amount of instructional technology for teachers and students to support student achievement, implementation of the CCSS and NGSS, and educational pathways.

Implement the position of Technology Support Teacher to support ELD students in core areas of instruction within English and Math and to close the digital divide.

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.

Description	Amount(s)	Source(s)
Hardware	20761	Title I Part A: Basic Grants Low-Income and Neglected
Software	19000	Title I Part A: Basic Grants Low-Income and Neglected
Equipment	3000	Title I Part A: Basic Grants Low-Income and Neglected
Tech Related PD	3000	Title I Part A: Professional Development
Computers, projectors, printers, document cameras.	15000	LCFF
Technology Support/WASC Testing Coordinator Teacher position	110000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to support the participation of all students of all ability levels and English Learner status in Academic Decathlon.

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.

Description	Amount(s)	Source(s)
Admission	3000	LCFF
Transportation	2000	LCFF
Other: books and materials	2000	LCFF
Teacher Extra duty pay	2000	LCFF

Substitute coverage for teachers.	500	LCFF

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

Increase the amount of sections in the daily master schedule to support smaller class sizes, increased student achievement, and mastery of content.

Lancer Study Center and Mandatory tutoring for students with low test scores or Ds and Fs

Extra support funding for PBIS for at promise students.

Implement the position of attendance and positive intervention behavior support teachers/consultants.

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.

Description	Amount(s)	Source(s)
additional sections in the master Schedule	35000	Title I Part A: Basic Grants Low-Income and Neglected
Teacher extra pay for tutoring	5500	Title I Part A: Basic Grants Low-Income and Neglected
Teacher Substitute	500	Title I Part A: Basic Grants Low-Income and Neglected
Supplemental books and supplies for study center AP prep classes.	1000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed:

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.

SPSA Goal Area & Activity/Action	Status of Implementation: Indicate One Fully or Partially	Data Used to Evaluate Activity/Action	Conclusion: Was this activity/action effective or ineffective in improving student achievement?	Modification of the SPSA: Will this activity/action continued, expanded, or discontinued? Any new activities/actions?
Goal 1, Activity 1	Fully	Teacher use of Schoology. Informal classroom observations SBAC ELA	This activity was effective in engaging students in technology. This was huge help with the March 13th closure do to COVID-19. Our students and teachers were better prepared for	Activity will continue with a focus on expanding the use of Schoology as a mode for imparting distance learning instruction.
Goal 1, Activity 2	Fully	SBAC ELA results ELPAC results	English Learners failed to make gains on their SBAC ELA results and scored lower in proficiency compared to the previous year. We feel we had momentum and were looking forward to seeing gains prior to school closures.	We will continue to use Read 180 to increase reading skills of struggling readers including English Learners.
Goal 1, Activity 4	Fully	Teacher and student use of technology. Before and after the school closure. Schoology usage reports.	This activity helped increase the use of technology and payed huge dividends as the school closed on March 13. Students and teachers were able to move to distant learning seamlessly.	We will continue with a focus on expanding the use of technology as a mode for imparting distance learning instruction.
Goal1, Activity 6	Fully	SART/SARB data Class size data Discipline data SBAC ELA	We were able to lower class sizes in LA 11, provide extra tutoring, add a PBIS class and implement the position of attendance and positive intervention behavior support teacher. We saw lower suspensions and improved attendance partially because of the attendance and positive behavior support positions. We did not get to see the impact of lower class size on the SBAC exam due to the exam being canceled.	We will continue with the activities because we saw success in attendance and discipline. We also feel we had momentum and would have done very well on SBAC.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2 – NLMUSD will ensure all students graduate college and career ready.

LCAP Goal #3 - NLMUSD will provide students with exemplary services and staff supported by on-going professional development.

LCAP Goal #5 - NLMUSD will provide all students with equitable access to high quality instruction and tiered academic and behavior supports.

Goal 2

Norwalk High School will increase the percentage of English Learner student advancing one performance level descriptor on the ELPAC and increasing the percentage of English Learner students reclassifying annually.

WASC Schoolwide Critical Areas:

1. **All limited English-proficient students will become proficient in English and at least minimum proficiency in reading/language arts and math.**

Visiting Committee Recommendations:

1. **Leadership and staff should investigate the means to increase training for teachers in the use of effective instructional strategies.**

Identified Need

There is a need for all teachers and staff to have on-going professional development so that highly effective first instruction with differentiated strategies occurs for all students, especially English Learners. All designated English Learner students need to be provided with equitable access to high quality instruction and tiered academic supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative English Language Proficiency Assessments for California (ELPAC)	Overall scores on the 2018-2019 ELPAC results indicate that ?% (n=?) of EL students	Norwalk English Learners will increase the percentage

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	tested scored at a level 4; ?% (n=?) of EL students scored at a level 3: ?% (n=) of El students tested scored at a level 2; ?% (n=?) of El students tested scored at a level 1	advancing one level by 3% annually.
Summative English Language Proficiency Assessments for California (ELPAC)	Reclassification rate for the 2018-2019 school year was 3% (6 EL students out of 174 total EL students).	Norwalk English learners will increase the percentage reclassifing by 3% annually.
California Data Dashboard indicators: English Language Arts-English Learners.*	CAASPP SBAC ELA Distance from Standard (DF3) measures indicate that current English Learners scored -148.8 points below standard.	Norwalk High School will demonstrate 5% improvement on the CAASPP SBAC ELA Distance from Standard. Our goal is -140.8 This is a 8 point increase.
California Data Dashboard indicators: English Language Arts-English Learners.*	Norwalk High School had 44.4% of our EL students make progress towards English proficiency. That is 87 students out of 196	Norwalk High School will increase this by 5% to 49.4% of EL students making progress towards English proficiency.
California Data Dashboard indicators: Math-English Learners.*	CAASPP SBAC ELA Distance from Standard (DF3) measures indicate that current English Learners scored -172.6 points below standard.	Norwalk High School will demonstrate 5% improvement on the CAASPP SBAC ELA Distance from Standard. Our goal is -163.6 This is a 9 point increase.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide Norwalk High School staff, professional development, training, release time and collaboration opportunities to review effective, research based instructional and assessment strategies to address the needs of English Learners across all core subject areas. To provide release time to staff to analyze formative and summative assessments in all subject areas and for PLC planning for effective strategies for EL students.

Strategy/Activity

Align instruction, lessons, and assessments with the California ELD standards

Teacher training for general education to expand and deepen "sheltered" educational strategies to support student achievement in core classes (ELA and Math).

Release time for the EL Coordinator to provide staff development on the ELPAC areas, sheltered strategies, and reclassification strategies.

Teacher training and professional development in use of System 44 and Read 180

Workshops to improve instruction related to English Learners

Thoroughly review assessment data of English Learners, and develop personalized plans to raise student achievement

school leadership/teachers in the annual CABE conference

Trainings to align instruction, lessons and assessments with the CA ELD standards.

Trainings for ELD strategies.

College field trips for EL students and parents.

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.

Description	Amount(s)	Source(s)
Teacher Extra Pay & paraprofessional pay (Collaboration)	14000	Title I Part A: Professional Development
Substitute teacher costs for teachers to attend conferences	1000	Title I Part A: Professional Development
Consultant and conference attendance	4000	Title I Part A: Professional Development
conference fees, travel expenses.	1000	Title I Part A: Professional Development
books and Course Materials	5000	Title I Part A: Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Purchase materials to continue implementation of English3D, read 180, System 44 and other supplemental English language acquisition, literacy development, reading and writing development, oral language development programs for English Learners and Long Term English learners (LTELS)

Purchase additional books for classroom libraries to support literacy development for ELs

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.

Description	Amount(s)	Source(s)
Books and Workbooks	3863	Title I Part A: Basic Grants Low-Income and Neglected
Library books and software.	5000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners (EL)

Strategy/Activity

Implement System 44 in ESL courses

Continue the implementation of Read 180 to support reading skills of struggling readers including English Learners

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.

Description	Amount(s)	Source(s)
Hardware & Software	5000	Title I Part A: Basic Grants Low-Income and Neglected
Tech-Related PD	2500	Title I Part A: Professional Development
Books and course fees	2000	Title I Part A: Basic Grants Low-Income and Neglected
Licensing fees	12000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners (EL)

Strategy/Activity

Field trips to colleges and to hear speakers for students and parents.

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.

Description	Amount(s)	Source(s)
Admission-Conference attendance	2000	Title I Part A: Basic Grants Low-Income and Neglected
Transportation	2000	Title I Part A: Basic Grants Low-Income and Neglected
Transportation	2000	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners (EL)

Strategy/Activity

Tutorial and intervention support for EL students who are at risk of becoming identified as an LTEL

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.

Description	Amount(s)	Source(s)
Tutorial support	9083	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed:

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.

SPSA Goal Area & Activity/Action	Status of Implementation: Indicate One Fully or Partially	Data Used to Evaluate Activity/Action	Conclusion: Was this activity/action effective or ineffective in improving student achievement?	Modification of the SPSA: Will this activity/action continued, expanded, or discontinued? Any new activities/actions?
Goal 2 Activity 1	Partially	Teacher participation in trainings.	Effective- We were able train teachers in effective EL strategies during PD. We were able to increase our EL	This activity will continue. However, their needs to be an increased focus on EL strategies during PD.

		Observed use of strategies and techniques with El students.	students motivation by taking them on college visits. Their parents were also invited and some attended. We implemented System 44 and Read 180. We had an increase in students reclassifying.	
Goal 2 Activity 2 & 4	Fully	Supplemental materials purchased, Read 180 and System 44 growth measures that are generated through these programs.	Most students who were on Read 180 and/or system 44 demonstrated positive growth as measured by program generated reports.	This activity will continue on an expanded basis to reach more
Goal 2, Activity 5	Fully	Students and parent participation in the event	We received very positive feed back from parents and students about the college field trip for El students	We will continue this activity as it was very successful and motivating for our students and parents.
Goal 2 Activity 6	Partially	El student sign in at the Lancer Study Center.	Effective- We had more students reclassify this year. We were not able to see SBAC performance because of the canceling of the test due to COVID-19.	We need to offer more tutoring outside of the Lancer Study center. We need to increase the one on one opportunities for our EL students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #2 – NLMUSD will ensure all students graduate college and career ready.

LCAP Goal #3 - NLMUSD will provide students with exemplary services and staff supported by on-going professional development.

LCAP Goal #5 - NLMUSD will provide all students with equitable access to high quality instruction and tiered academic and behavior supports.

Goal 3

Norwalk High school will increase by 3%, the percentage of all students, especially Socioeconomically Disadvantaged students and English learners, scoring Standards Exceeded or Standards met on the CAASPP Math SBAC.

Norwalk High School will decrease our D and F rates in Mathematics by 3% annually.

Norwalk High School will increase our Academic Indicator by 3% or higher upon CAASPP testing resuming using the 2018-19 school year as a baseline for measurement.

Norwalk High School will increase the percentage of **all students** Meeting Standards on the Math CAASPP by 3% annually.
Norwalk High School will increase the percentage of **students from low-income families** Meeting Standards on the Math CAASPP by 3% annually.

Norwalk High School will improve it's DF3 for **students from low-income families** from -96 to at least -86.*

Norwalk High School will increase the percentage of **EL students** Meeting or nearly meeting Standards on the Math CAASPP by 3% annually.

[redacted]**EL students**[redacted]

Data from Dashboard and CAASPP websites

WASC Schoolwide Critical Areas:

1. **Students will attain minimum proficiency or better in core subjects.**
2. **All limited English-proficient students will become proficient in English and at least minimum proficiency in reading/language arts and math.**

Visiting Committee Recommendations:

1. **Leadership and staff should investigate the means to increase training for teachers in the use of effective instructional strategies.**

2. **Continuation of training in the Common Core State Standards and development and use of common assessments to modify instruction will speed academic achievement for students.**
3. **Leadership and staff should continue technology training for all teachers to make optimal use of technology available.**

Identified Need

Provide all students with equitable access to high quality instruction and tiered academic and behavioral supports to increase the total number of students scoring proficiency, as defined by math CAASPP SBAC indicators of Standards Exceeded and Standards Met and Distance from standard (DF3).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP). Indicators: Math-All Students	21.37% of all students scoring Standards Exceeded and Standards Met on the Math SBAC assessment.	Increase by 3% to 24.37% all students scoring Standards Exceeded and Standards Met on the Math SBAC assessment.
California Assessment of Student Performance and Progress (CAASPP) Indicators: Math- Socioeconomically Disadvantaged students	19.34% Socioeconomically disadvantaged students scoring Standards Exceeded and Standards met on the Math SBAC assessment.	Increase by 3% to22.34 all students scoring Standards Exceeded and Standards Met on the Math SBAC assessment.
California Assessment of Student Performance and Progress (CAASPP) Indicators: Math- English Learner Students.	1.89% EL students scoring Standards Exceeded and Standards Met on the math SBAC assessment.	Increase by 3% to 4.89 all students scoring standards Exceeded and Standards Met on the Math SBAC assessment.
California Data Dashboard Indicators: Math- All Students	DF3 measures indicate that all students for the 2018-2019 school year scored -96 points below standard.	Norwalk will increase by at least 5% on the distance from standard score to -91 points below standard.
California Data Dashboard Indicators: Math- Socioeconomically Disadvantaged Students	The distance from standards for Socioeconomically Disadvantaged students for the 2018-2019 school year was -99.8 points below standard.	Norwalk will increase by at least 5% on the distance from standard to-94.8 points below standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California data Dashboard Indicators: Math- English Learner Students	The distance from standard for English Learners for the 2018-2019 school year was -160.9.	Norwalk will increase by t least 5% on the distance from standard score to -153

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

Collaboration time for staff to implement CCSS units of study, lesson study team PD, develop common performance-based assessments, and review data.

Technology/2020 Learning Initiative professional development sessions for teachers and staff

Math Department Lesson Study

Teacher release time for SBAC, AP, Math student boot camps.

Teacher release time for curriculum development, standards based instruction and vertical alignment for ASC self contained classroom teachers.

Summer opportunities for teachers to collaborate with content areas or pathways.

After school tech training.

Provide high quality professional development opportunities through professional conferences and trainings.

Support MTSS and PBIS and develop a systemic program of interventions and incentives to increase positive student behavior and academic performance.

Teacher professional development and release time to incorporate supplemental math strategies into daily instruction (ie. Mathematics Vision Project (MVP) and College Preparatory Math (CPM).

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.

Description	Amount(s)	Source(s)
Teacher release	6000	Title I Part A: Professional Development
Vertical Articulation Middle School SPED	5000	Title I Part A: Professional Development

Teacher, paraprofessional extra pay. and conference attendance.	12244	Title I Part A: Basic Grants Low-Income and Neglected

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

Increase the amount of instructional materials to support student achievement and implementation of the CCSS

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.

Description	Amount(s)	Source(s)
Workbooks, library books, software, manipulatives, calculators, and supplemental materials to support students at all levels of CCSS for math,	5000	Title I Part A: Basic Grants Low-Income and Neglected

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

Increase the amount of instructional technology for teachers to support student achievement, implementation of the CCSS, and educational pathways

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.

Description	Amount(s)	Source(s)
Hardware and software.	10000	Title I Part A: Basic Grants Low-Income and Neglected
Equipment and tech related PD	10000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students needing extra support

Strategy/Activity

Lancer Study Center and mandatory tutoring for students with low test scores or D's and F's.

Lancer Study Center available during summer school for students repeating classes from regular school year.

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

Description	Amount(s)	Source(s)
Teacher extra pay for tutoring	8000	Title I Part A: Basic Grants Low-Income and Neglected
Teacher extra pay for summer school tutoring	2000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed:

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.

SPSA Goal Area & Activity/Action	Status of Implementation: Indicate One Fully or Partially	Data Used to Evaluate Activity/Action	Conclusion: Was this activity/action effective or ineffective in improving student achievement?	Modification of the SPSA: Will this activity/action continued, expanded, or discontinued? Any new activities/actions?
Goal 3 Professional Development, Collaboration Time, Development of common assessments,	Fully	Common assessments collected for WASC evidence, Use of Schoology as evidenced by schoolgy reports	Effective-Our 2018-2019 Math SBAC scores went up. We felt we had good momentum to do it again prior to school closure and SBAC cancellation. We have created and collected common assessments. We have worked during the 2020-21 school year in PLCs to work on pacing guides and curriculum maps with the intention to refocus on common assessments as an alternative means of measurements.	We will continue with this goal and activity. We have seen positive growth.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #1 – NLMUSD will support the socio-emotional well-being and a sense of connection for all students in academics, college and career readiness, and social emotional needs.

LCAP Goal #2 – NLMUSD will ensure all students graduate college and career ready.

Goal 4

Norwalk High School will work to ensure that all students students graduate and are college and career ready, providing students a multi-tiered system of interventions and exemplary services to meet their academic and socio-emotional needs.

WASC Schoolwide Critical Areas:

1. **Students will attend school regularly in a safe, drug-free environment conducive to learning.**
2. **All students will graduate from high school ready for college and careers.**

Visiting Committee Recommendations:

1. **Leadership and staff should investigate the means to increase training for teachers in the use of effective instructional strategies.**

Identified Need

Provide all students with equitable access to high quality instruction and tiered academic and behavioral supports to ensure an increase in graduation rates and the number of students graduating college and career ready as indicated by the College and Career Indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NLMUSD monthly Attendance Report	The daily attendance average for the 2018-2019 School year was 94.46%.	Norwalk High School will increase the attendance rate of all students by 1% to 95.46%
California School Dashboard- Suspension Rate- All Students	The suspension rate for the 2018-2019 school year was 6%	Norwalk High School will decrease the suspension rate by 1% to 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PowerSchool enrollment data- AVID students	For the 2019-2020 School year Norwalk High School has 193 AVID students. This is 9.7% of the student population.	Norwalk High School will increase the percentage of students enrolled in AVID by 1% to 10.7%.
PowerSchool enrollment data- Pathway Students. (including AVID)	Norwalk High School's participation rate of students in pathways is 50% (992 out of 1980).	Norwalk High School will increase the percentage of students in pathways to 55%
California Daasboard- Graduation Rate- All Students.	The Graduation Rate for Norwalk High School for the 2018-2019 school year was 96.3%	Norwalk High school will increase the percentage of students graduating by 1% to 97.3%.
California Dashboard- College/Career Indicator- All Studetns	The CCI indicates that 50.1% of 2019 graduating students were College and Career Prepared	Norwalk High School will increase the levels of students graduating College and Career ready by 2% to 52.1%.

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

Professional development for the MTSS team and NHS staff to implement new strategies of interventions, continue to develop a behavioral matrix, and continue to develop a program of incentives for positive behaviors.

Collaboration time and resources for teachers to develop Linked Learning Pathways, AVID strategies, and interdisciplinary thematic unitsto continue to implement courses to ensure that students are prepared for college and career as well as the changing global economy.

Send teachers to AVID Summer Institute

[redacted]

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.

Description	Amount(s)	Source(s)
Teacher release & teacher extra pay	4000	LCFF

Paraprofessional extra pay	2000	LCFF
Consultant or conference attendance	4000	LCFF
Conference fees, workshops fees, travel expense, substitute teacher costs.	4000	LCFF

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

AP Test Prep Books for available AP Courses to continue to implement courses to ensure that students are prepared for college and career as well as the changing global economy.

additional computers and carts to support student achievement on the SBAC, AP, and SAT tests.

Supplemental resources and materials to support student achievement and to ensure that more students have access to the program.

Proposed Expenditures for this Strategy/Activity

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

Description	Amount(s)	Source(s)
Books and workbooks	17000	Title I Part A: Basic Grants Low-Income and Neglected
Supplemental materials and supplies.	12083	Title I Part A: Basic Grants Low-Income and Neglected
Library books and software	4000	Title I Part A: Basic Grants Low-Income and Neglected
Additional Technology to assist students for standardized tests and instruction.	6000	Title I Part A: Basic Grants Low-Income and Neglected

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

Supplies for PLASCO/HERO

Incentives to reward students for outstanding or improved attendance and to reward students for demonstrating positive behavior.

Incentives and support for Link Crew as they help 9th grade students transition to high school

Link Crew training.

Resources for students to assist them with organization, and to help them understand behavioral expectations at school.

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

Description	Amount(s)	Source(s)
supplemental paper	2000	LCFF
Supplemental consumable supplies. Publication and postage.	1000	LCFF
Student incentive items such as T-Shirts, bags, hats, pencils, movie tickets, etc.	4000	LCFF
Link Crew Training Activities	7000	LCFF
Student resource guide, student planners	3000	LCFF
Materials and incentives for PBIS	5000	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLASCO/HERO Track Student Tracker System will be used to record and monitor student attendance, issue consequences, and monitor positive behavior.

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.

Description	Amount(s)	Source(s)
Hardware	2,025	Title I Part A: Basic Grants Low-Income and Neglected
software	8665	LCFF

Equipment and tech related PD	3000	LCFF

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

Participation in regional college fairs, college visitations, and career exploration activities.

Participation in Link Crew Conference.

Student participation in Cerritos College bridge classes aligned with the Linked Learning pathways

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.

Description	Amount(s)	Source(s)
Transportation	4000	LCFF
Sub costs for field trips	5000	LCFF
Books, admission fees, other supplemental supplies.	4000	LCFF
Admission fees.	3000	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue AVID implementation with an emphasis on ensuring methodology is incorporated school wide

All students enrolled in an AP course take the AP exam at no cost.

AVID Tutors

WASC Coordinator Stipend during WASC year

WASC Coordinator Stipend to gather site evidence during the progress report cycle

SAT test prep classes will be provided at no cost to students.

AP test preparation support for Extra Pay

Supplemental resources to support expansion of the AP program and to ensure that more students have access to the program and are successful.

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.

Description	Amount(s)	Source(s)
AVID Summer Institute (SPED)	10000	Title I Part A: Basic Grants Low-Income and Neglected
AVID tutors	5000	LCFF
WASC coordinator Stipend (WASC Year)	3000	LCFF
WASC coordinator Stipened (during Progress report cycle).	1000	LCFF
AP Saturday Prep Classes	4,000	Title I Part A: Basic Grants Low-Income and Neglected
Extra Duty pay for teachers.	3000	LCFF
Materials and Supplies.	5000	Title I Part A: Basic Grants Low-Income and Neglected
AVID tutors	13923	Title I Part A: Basic Grants Low-Income and Neglected
Clerical support	1000	LCFF
Saturday Clerical Support	3000	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extra duty pay for counselors to support at-risk students as they transition to college over the summer.

Certification courses for CTE courses

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.

Description	Amount(s)	Source(s)
Extra Duty Pay for counselors	1000	LCFF
Extra Duty pay for counselors	4000	Title I Part A: Basic Grants Low-Income and Neglected
Certification for CTE teachers	2500	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All studetns

Strategy/Activity

Edgenuity online credit recovery program for students who need to make up courses necessary for graduation or increase GPA

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.

Description	Amount(s)	Source(s)
Teacher pay and training	10000	Title I Part A: Basic Grants Low-Income and Neglected
Sub costs for professional development	1000	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Pathway students

Strategy/Activity

Additional instruments and materials to support student achievement in the LA FAME pathway

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.

Description	Amount(s)	Source(s)

Band instruments, piano keyboards, lights, dance equipment, supplemental music, and materials.	10000	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental resources, materials, and incentives to support student achievement in the linked learning pathways. These resources, materials, and incentives will be used for pathway recruitment, to ensure that more students have access to the program, and to increase student identification with the linked learning pathways.

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.

Description	Amount(s)	Source(s)
Supplemental resources, materials, and incentives to support student achievement.	500	LCFF

Annual Review

SPSA Year Reviewed:

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.

SPSA Goal Area & Activity/Action	Status of Implementation: Indicate One Fully or Partially	Data Used to Evaluate Activity/Action	Conclusion: Was this activity/action effective or ineffective in improving student achievement?	Modification of the SPSA: Will this activity/action continued, expanded, or discontinued? Any new activities/actions?
Goal 4- Positive interventions	Partially	Enrollment in PBIS class. Suspension rates	Effective-We implemented a PBIS class that helped create Positive incentives. Our suspension rates dropped in the 2019-2020 school year.	We will continue to implement positive behavior supports and expand our positive incentives by using our HERO program to allow teachers to give positive incentives.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #6 - NLMUSD will provide learning environments that promote high performance within the school community.

Goal 5

NHS will provide stakeholder opportunities and community resources in order to increase parent/family involvement that will in turn create a culture communication and collaboration that values the input of all stakeholders.

Identified Need

Increase the level of communication and outreach to parents to assess parent needs, interests and expected resources to be provided by the school staff. Coordinate and organize meaningful workshops, trainings ad meetings to fully inform parents of the school activities they can participate in.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets	The number of parents in attendance at Back To School night in 2018-2019 was 34.25 per teacher. In 2019-2020 it was 42.08	We will increase the number of parents in attendance at Back to School Night by 3% to 43.34 parents per teacher.
Sign in for parent workshops	The number of paretns participating in Financial Aid Workshops wnt from 36 in 2018-2019 to 63 in 2019-2020. Cerritos Complete had 47 parents attend in 2019-202. This was down from 80 in 2018-2019. UC Night Went up to 68 parents in 2019-2020 from 26 in 2018.	Norwalk High School will increase the number of parents participating in parent workshops by 3%.
Sign In sheets	The number of parents in attendance at Title I Annual Parent Meeting for 2018-2019	We will increase the number of parents participating in the meeting by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	was 15. In 2019-2020 we had 16 parents in attendance.	
Sign in sheets	For the 2018-2019 school year we averaged 15.66 parents for the 6 meetings.	Norwalk High School will increase the nuber of parents in attendance at ELAC by 10%.

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

Parent training on the California ELD standards, reclassification levels, and strategies to support English Learners.

Train parents on "Back on Track" to ensure that parents know how to support 9th and 10th graders who have multiples Ds or Fs or poor attendance

Quarterly parent meetings to review school site data, school wide improvement plans, and parental involvement opportunities

ELAC and school leadership in the annual CABE conference.

Parent education workshops to provide information about academic support, social-emotional supports, progress monitoring, and community resources

Counselors, teachers and other staff will provide supplemental parent trainings to keep our parents informed of important topics as they arise.

[redacted]

[redacted]

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.

Description	Amount(s)	Source(s)
Teacher release	3000	Title I Part A: Parent Involvement
Teacher release	500	LCFF
Teacher Extra Pay	2500	Title I Part A: Parent Involvement
Community Liaison	40000	Title I Part A: Parent Involvement
Paraprofessional pay	2000	Title I Part A: Parent Involvement

Conference attendance Conference fees Consultant.	4500	LCFF

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

Supplemental materials and supplies for parent workshops

Refreshments for parent workshops and meetings

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.

Description	Amount(s)	Source(s)
Supplemental paper, supplemental supplies, and postage.	4000	Title I Part A: Parent Involvement
Refreshments	1404	LCFF

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

[redacted]

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.

Description	Amount(s)	Source(s)
Hardware, software, tech related PD, copy machine.	8000	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Translation services for EL students and DHH parents at all site and District-level meetings.

Translation services for parents, students, and community for PTSA/site/district events, parent nights, counseling outreach events, Back on Track night, and other parent/student 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.

Description	Amount(s)	Source(s)
Extra duty pay.	3000	Title I Part A: Parent Involvement
Extra Duty pay for counselors and teachers to provide translation support services.	5000	Title I Part A: Parent Involvement
Teacher extra pay	1500	LCFF
Extra duty pay for other school staff to provide translation and extra support services including parent education trainings.	5000	Title I Part A: Parent Involvement
Classified extra pay	1500	LCFF

Annual Review

SPSA Year Reviewed:

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.

SPSA Goal Area & Activity/Action	Status of Implementation: Indicate One	Data Used to Evaluate Activity/Action	Conclusion: Was this activity/action effective or ineffective in improving student achievement?	Modification of the SPSA: Will this activity/action continued, expanded, or discontinued? Any new

	Fully or Partially			activities/actions?
Goal 5- Parent involvment	Fully	Parent sign in sheets. observable increase in parent participation at school meetings.	Effective- We held many powerful parent meeting.s for example, Back on Track, WASC parent group meetings, as well as many other parent informational meetings.	We will continue to offer educational and informative meetings to our parents. Will continue to increase parent engagement.

Centralized Services for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Title: Centralized Services for Planned Improvements in Student Performance
Explanation:
District provides centralized services. A centralized service is an activity funded by Title I, Part A school allocation and is administered by the Educational Services Department.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
Parent Involvement: 1. A parent educator/counselor and consultant(s) provide parent education classes and workshops based on needs assessment results 2. Provide parent education classes and workshops to parents of eligible private school students based on needs	July 2021 - June 2022	Dr. Rosa Isiah	Counselor and consultant(s)	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	22,803

District Title I Fund Reservations

Background: Local Education Agencies (LEAs) who receive Title I funds are required to meet strict accountability guidelines.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
Homeless Education – Homeless education is directly delivered to identified students.	July 2021 - June 2022	Chris Moton	Homeless Liaison	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	3,310
Professional Development: • Provides research-based lesson design model workshops to teacher leaders, principals, coaches, and TOSAs • Provides PD to private school staff	July 2021 - June 2022	Dr. Jessica Medrano	TOSAs	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	73,735
Alternative Supports	July 2021 - June 2022	Dr. Rosa Isiah	PI Transportation	5710: Transportation	Title I Part A: Basic Grants Low-Income and Neglected	1,799

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$656,673.00

Expenditures for Centralized Services

Description	Amount
Title I, Part A Parent Involvement	$22,803.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	133,069.00
Title I Part A: Basic Grants Low-Income and Neglected	388,604.00
Title I Part A: Parent Involvement	64,500.00
Title I Part A: Professional Development	70,500.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
David Olea	Principal
Janice Kroupa	Classroom Teacher
Ken Cook	Classroom Teacher
Marissa Rumbo	Classroom Teacher
Paulette Gasporra	Classroom Teacher
Vanessa Iaquinta	Other School Staff
Lydia Wackerman	Parent or Community Member
Lien Hunter	Parent or Community Member
Norma Bravo	Parent or Community Member
Carson Aceves	Secondary Student
Roman Marisol	Secondary Student
Mark Andres	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 6/10/2021.

Attested:



Principal, Dr. David Olea on 6/10/2021

SSC Chairperson, Janice Kroupa on 6/10/2021