



# School Plan for Student Achievement (SPSA)

| School Name         | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------|-----------------------------------|--|---------------------------|
| Natomas High School | 34752833430584                    | 5/21/2024                              | 6/5/2024                  |

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Natomas High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Our goal for this school year will be to continue to address increasing academic achievement, improving school

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Natomas High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Our goal for this school year will be to continue to address increasing academic achievement, improving school

NHS will continue to recruit and hire highly qualified and effective staff. NHS staff and administration will develop new ways to engage our parent and student communities in ongoing learning regarding academic success, personal health, and career goals. By developing a high functioning professional development team, NHS will ensure that all teachers improve their practice in an ongoing way. NHS administration and instructional staff will monitor student progress through IAB assessments, ongoing writing assessments, academic grades, Professional Learning Communities (PLC)-level common and formative assessments, and district-wide assessments.

## Educational Partner Involvement

How, when, and with whom did Natomas High 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

NHS values and encourages parent involvement and supports an open-door policy. However, parent engagement continues to be a challenge at NHS. All parents and community members are invited to a series of informational meetings hosted by the counseling department and administration. The meetings conducted by the counseling department are among the most successful community engagement opportunities at the school. Back-to-School Night is not well attended by the community. The School Site Council (SSC) at Natomas High School meets monthly throughout the school year. The School Site Council consists of an appropriate percentage of students, teachers, administrators, parents, and classified staff. The council reviews and approves the Single Plan for Student Achievement and the school's comprehensive safety plan. Our Student Advisory Board (SAB) meets once a month with other district high schools to share students' voices and to enhance school culture. As a staff, NHS meets once a month with teachers to discuss NHS focus areas and district initiatives. These meetings are often collaborative with staff feedback. Four times a year, NHS holds ELAC meetings with parents of EL students to discuss needs and plans for our ELs, including approval of the SPSA.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Financial resources from the previous school year had been allocated to target all students. During the 2022-23 school year, many of the targeted supports were not fully implemented due in large part to a lack of subs to cover staffing needs. We ensure equitable access to rigorous course offerings by providing access to advanced education opportunities and UC A-G coursework. In addition, we ensure our students have access to Career Technical Education Pathways (e.g. engineering, health, digital media, music production, automotive, building and construction trades, and cosmetology). The district provides chromebooks for all students. With regard to staffing, Natomas Unified School District's (NUSD) Goal number 5 is to "Recruit, hire, train and retain high quality staff who are committed, collaborative, caring and exemplary", and within Goal 5, there is subgoal 5.6 which calls out our specific action to "expand recruiting and 'on-boarding' processes for a diverse and exemplary staff to provide ongoing support and encourage retention in NUSD". Goal 5 is also reflected in our Local Control Accountability Plan (LCAP) and in our "The Next 5" Strategic Plan. In the 2023-24 school year, 99.8% of NUSD's teaching staff is fully-credentialed, 84.6% have more than two years of experience and 99.3% are teaching within their field. District-wide, the distribution of inexperienced, unqualified or out-of-field teachers working with low-income students ranges from 0% to 15.4%. The distribution of inexperienced, unqualified, or out-of-field teachers working with non-Title I funded schools ranges from 0% to 2.3%. The distribution of

inexperienced, unqualified or out-of-field teachers working with Title I funded schools ranges from 0% to 15.4%. The highest percentages of minority students attend Title I funded schools with a distribution of from 0% to 15.4% of teachers in the inexperienced or unqualified categories.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Through the comprehensive needs assessment, it was found that many of the actions have had a positive impact in the past toward the targeted goals, and that many of the targeted strategies were inconclusive as they had not been completely implemented due to the lack of substitutes in 2022-23. The findings included continuing the focus upon staff development and training to support implementing AP instructional practices across all content areas, more effective use of professional learning communities, EL support across content areas, and improving staff/student relationships. It also affirmed the site focus on literacy through writing by embedding it into professional development across all content areas. With the decreased passing rates in courses, it was found as a need to continue to support and adjust supports for credit / A-G recovery. It was also found that there is a need to continue the focus upon staff professional development and collaboration to support English Learners, especially with continued support in implementing the more inclusive designated instruction cluster model, expanding support for teachers to strengthen integrated ELD support, and a finding to grow access and successful completion for the Seal of Biliteracy. In other areas, continuing support for students in college and career readiness, such as with the homework center and credit recovery options, were affirmed.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Natomas High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 0.7%                  | 0.65%  | 0.83%  | 9                  | 8     | 10    |
| African American               | 19.7%                 | 18.8%  | 20.65% | 237                | 231   | 249   |
| Asian                          | 9.2%                  | 9.36%  | 9.78%  | 111                | 115   | 118   |
| Filipino                       | 1.7%                  | 1.63%  | 1.41%  | 21                 | 20    | 17    |
| Hispanic/Latino                | 5.5%                  | 55.57% | 52.40% | 663                | 683   | 632   |
| Pacific Islander               | 2.2%                  | 2.44%  | 2.07%  | 27                 | 30    | 25    |
| White                          | 6.9%                  | 6.92%  | 7.55%  | 83                 | 85    | 91    |
| Multiple/No Response           | 4.3%                  | 4.64%  | 5.31%  | 52                 | 57    | 64    |
| <b>Total Enrollment</b>        |                       |        |        | 1203               | 1229  | 1206  |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Grade 9                           | 297                | 294   | 301   |
| Grade 10                          | 344                | 310   | 293   |
| Grade 11                          | 293                | 328   | 281   |
| Grade 12                          | 269                | 297   | 331   |
| <b>Total Enrollment</b>           | 1203               | 1,229 | 1,206 |

Conclusions based on this data:

1.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 237                | 255   | 222   | 17.50%              | 19.7% | 18.4% |
| Fluent English Proficient (FEP)               | 338                | 343   | 314   | 30.30%              | 28.1% | 26.0% |
| Reclassified Fluent English Proficient (RFEP) | 28                 | 15    | 23    | 1.6%                | 1.2%  | 1.9%  |

Conclusions based on this data:

- 1.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               |                        | 294   | 257   |                      | 279   | 250   |                           | 277   | 250   |                               | 94.9  | 97.3  |
| All Grades                             |                        | 294   | 257   |                      | 279   | 250   |                           | 277   | 250   |                               | 94.9  | 97.3  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             |                  | 2528. | 2546. |                     | 8.30  | 14.40 |                | 27.08 | 26.00 |                       | 28.16 | 26.80 |                    | 36.46 | 32.80 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 8.30  | 14.40 |                | 27.08 | 26.00 |                       | 28.16 | 26.80 |                    | 36.46 | 32.80 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   |                  | 9.39  | 11.60 |                       | 61.37 | 58.00 |                  | 29.24 | 30.40 |
| All Grades   |                  | 9.39  | 11.60 |                       | 61.37 | 58.00 |                  | 29.24 | 30.40 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11  |                  | 12.68 | 17.27 |                       | 50.36 | 50.60 |                  | 36.96 | 32.13 |
| All Grades  |                  | 12.68 | 17.27 |                       | 50.36 | 50.60 |                  | 36.96 | 32.13 |

| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>                 | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> |
| <b>Grade 11</b>                                     |                         | 5.42         | 8.40         |                              | 70.04        | 71.60        |                         | 24.55        | 20.00        |
| <b>All Grades</b>                                   |                         | 5.42         | 8.40         |                              | 70.04        | 71.60        |                         | 24.55        | 20.00        |

| <b>Research/Inquiry</b>                                     |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Investigating, analyzing, and presenting information</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>                 | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> |
| <b>Grade 11</b>   |                         | 8.66         | 16.40        |                              | 70.04        | 63.20        |                         | 21.30        | 20.40        |
| <b>All Grades</b>   |                         | 8.66         | 16.40        |                              | 70.04        | 63.20        |                         | 21.30        | 20.40        |

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               |                        | 294   | 257   |                      | 277   | 251   |                           | 277   | 251   |                               | 94.2  | 97.7  |
| All Grades                             |                        | 294   | 257   |                      | 277   | 251   |                           | 277   | 251   |                               | 94.2  | 97.7  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             |                  | 2462. | 2477. |                     | 0.72  | 1.20  |                | 3.61  | 6.37  |                       | 18.05 | 19.52 |                    | 77.62 | 72.91 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 0.72  | 1.20  |                | 3.61  | 6.37  |                       | 18.05 | 19.52 |                    | 77.62 | 72.91 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   |                  | 1.08  | 1.99  |                       | 53.07 | 55.38 |                  | 45.85 | 42.63 |
| All Grades   |                  | 1.08  | 1.99  |                       | 53.07 | 55.38 |                  | 45.85 | 42.63 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   |                  | 1.08  | 1.59  |                       | 58.12 | 54.98 |                  | 40.79 | 43.43 |
| All Grades   |                  | 1.08  | 1.59  |                       | 58.12 | 54.98 |                  | 40.79 | 43.43 |

**Conclusions based on this data:**

1.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| 9  | 1516.1  | 1515.2 | 1543.0 | 1518.3        | 1507.7 | 1558.0 | 1513.4           | 1522.1 | 1527.5 | 61                        | 61    | 42    |
| 10   | 1535.4  | 1537.4 | 1530.6 | 1536.7        | 1539.5 | 1528.0 | 1533.6           | 1534.6 | 1532.6 | 72                        | 60    | 60    |
| 11   | 1533.1  | 1531.7 | 1533.8 | 1531.9        | 1527.9 | 1525.1 | 1533.9           | 1535.1 | 1542.1 | 48                        | 60    | 43    |
| 12   | 1530.0  | 1529.0 | 1537.7 | 1536.4        | 1532.2 | 1543.8 | 1523.0           | 1525.5 | 1531.1 | 26                        | 43    | 63    |
| All Grades   |         |        |        |               |        |        |                  |        |        | 207                       | 224   | 208   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 9.84    | 6.56  | 14.29 | 24.59   | 29.51 | 40.48 | 31.15   | 24.59 | 23.81 | 34.43   | 39.34 | 21.43 | 61                       | 61    | 42    |
| 10  | 16.90   | 18.33 | 16.67 | 26.76   | 28.33 | 18.33 | 32.39   | 25.00 | 40.00 | 23.94   | 28.33 | 25.00 | 71                       | 60    | 60    |
| 11  | 14.58   | 5.00  | 23.81 | 18.75   | 33.33 | 19.05 | 29.17   | 36.67 | 19.05 | 37.50   | 25.00 | 38.10 | 48                       | 60    | 42    |
| 12  | 7.69    | 11.63 | 17.74 | 30.77   | 20.93 | 24.19 | 26.92   | 30.23 | 30.65 | 34.62   | 37.21 | 27.42 | 26                       | 43    | 62    |
| All Grades  | 13.11   | 10.27 | 17.96 | 24.76   | 28.57 | 24.76 | 30.58   | 29.02 | 29.61 | 31.55   | 32.14 | 27.67 | 206                      | 224   | 206   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | 21.31   | 14.75 | 38.10 | 29.51   | 29.51 | 35.71 | 29.51   | 27.87 | 11.90 | 19.67   | 27.87 | 14.29 | 61                       | 61    | 42    |
| 10   | 23.94   | 26.67 | 21.67 | 45.07   | 33.33 | 45.00 | 16.90   | 21.67 | 15.00 | 14.08   | 18.33 | 18.33 | 71                       | 60    | 60    |
| 11   | 22.92   | 15.00 | 26.19 | 27.08   | 55.00 | 30.95 | 25.00   | 15.00 | 11.90 | 25.00   | 15.00 | 30.95 | 48                       | 60    | 42    |
| 12   | 26.92   | 23.26 | 37.10 | 42.31   | 32.56 | 32.26 | 15.38   | 20.93 | 6.45  | 15.38   | 23.26 | 24.19 | 26                       | 43    | 62    |
| All Grades   | 23.30   | 19.64 | 30.58 | 35.92   | 37.95 | 36.41 | 22.33   | 21.43 | 11.17 | 18.45   | 20.98 | 21.84 | 206                      | 224   | 206   |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 1.64    | 1.64  | 0.00  | 14.75   | 16.39 | 23.81 | 32.79   | 29.51 | 38.10 | 50.82   | 52.46 | 38.10 | 61                       | 61    | 42    |
| 10  | 5.63    | 6.67  | 6.67  | 23.94   | 21.67 | 15.00 | 26.76   | 26.67 | 30.00 | 43.66   | 45.00 | 48.33 | 71                       | 60    | 60    |
| 11  | 6.25    | 3.33  | 9.52  | 10.42   | 11.67 | 14.29 | 29.17   | 40.00 | 33.33 | 54.17   | 45.00 | 42.86 | 48                       | 60    | 42    |
| 12  | 0.00    | 0.00  | 9.68  | 11.54   | 13.95 | 8.06  | 34.62   | 39.53 | 29.03 | 53.85   | 46.51 | 53.23 | 26                       | 43    | 62    |
| All Grades  | 3.88    | 3.13  | 6.80  | 16.50   | 16.07 | 14.56 | 30.10   | 33.48 | 32.04 | 49.51   | 47.32 | 46.60 | 206                      | 224   | 206   |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 3.28           | 1.64  | 9.52  | 63.93               | 50.82 | 64.29 | 32.79     | 47.54 | 26.19 | 61                       | 61    | 42    |
| 10  | 1.41           | 15.00 | 5.00  | 70.42               | 53.33 | 53.33 | 28.17     | 31.67 | 41.67 | 71                       | 60    | 60    |
| 11  | 8.33           | 0.00  | 2.38  | 47.92               | 61.67 | 50.00 | 43.75     | 38.33 | 47.62 | 48                       | 60    | 42    |
| 12  | 0.00           | 4.65  | 8.06  | 53.85               | 53.49 | 51.61 | 46.15     | 41.86 | 40.32 | 26                       | 43    | 62    |
| All Grades  | 3.40           | 5.36  | 6.31  | 61.17               | 54.91 | 54.37 | 35.44     | 39.73 | 39.32 | 206                      | 224   | 206   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | 59.02          | 63.33 | 85.37 | 21.31               | 16.67 | 7.32  | 19.67     | 20.00 | 7.32  | 61                       | 60    | 41    |
| 10   | 76.06          | 71.67 | 70.00 | 12.68               | 13.33 | 16.67 | 11.27     | 15.00 | 13.33 | 71                       | 60    | 60    |
| 11   | 54.17          | 70.00 | 61.90 | 22.92               | 15.00 | 16.67 | 22.92     | 15.00 | 21.43 | 48                       | 60    | 42    |
| 12   | 80.77          | 60.47 | 70.97 | 11.54               | 25.58 | 14.52 | 7.69      | 13.95 | 14.52 | 26                       | 43    | 62    |
| All Grades   | 66.50          | 66.82 | 71.71 | 17.48               | 17.04 | 14.15 | 16.02     | 16.14 | 14.15 | 206                      | 223   | 205   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 5.00           | 6.56  | 12.20 | 36.67               | 32.79 | 34.15 | 58.33     | 60.66 | 53.66 | 60                       | 61    | 41    |
| 10  | 14.29          | 13.33 | 13.33 | 31.43               | 36.67 | 30.00 | 54.29     | 50.00 | 56.67 | 70                       | 60    | 60    |
| 11  | 8.33           | 5.00  | 9.52  | 25.00               | 38.33 | 38.10 | 66.67     | 56.67 | 52.38 | 48                       | 60    | 42    |
| 12  | 3.85           | 4.65  | 8.06  | 23.08               | 27.91 | 29.03 | 73.08     | 67.44 | 62.90 | 26                       | 43    | 62    |
| All Grades  | 8.82           | 7.59  | 10.73 | 30.39               | 34.38 | 32.20 | 60.78     | 58.04 | 57.07 | 204                      | 224   | 205   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>9</b>  | 1.64           | 0.00  | 2.38  | 59.02               | 60.66 | 76.19 | 39.34     | 39.34 | 21.43 | 61                       | 61    | 42    |
| <b>10</b>   | 0.00           | 0.00  | 1.67  | 64.79               | 70.00 | 58.33 | 35.21     | 30.00 | 40.00 | 71                       | 60    | 60    |
| <b>11</b>   | 10.42          | 8.33  | 2.38  | 41.67               | 61.67 | 61.90 | 47.92     | 30.00 | 35.71 | 48                       | 60    | 42    |
| <b>12</b>   | 3.85           | 4.65  | 3.23  | 61.54               | 67.44 | 61.29 | 34.62     | 27.91 | 35.48 | 26                       | 43    | 62    |
| <b>All Grades</b>   | 3.40           | 3.13  | 2.43  | 57.28               | 64.73 | 63.59 | 39.32     | 32.14 | 33.98 | 206                      | 224   | 206   |

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population                                |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| <b>1229</b>   | <b>67.9</b>  | <b>20.7</b>  | <b>0.1</b>  |
| Total Number of Students enrolled in Natomas High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 255   | 20.7       |
| Foster Youth                                      | 1     | 0.1        |
| Homeless  | 46    | 3.7        |
| Socioeconomically Disadvantaged                   | 835   | 67.9       |
| Students with Disabilities                        | 245   | 19.9       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 231   | 18.8       |
| American Indian              | 8     | 0.7        |
| Asian                        | 115   | 9.4        |
| Filipino                     | 20    | 1.6        |
| Hispanic                     | 683   | 55.6       |
| Two or More Races            | 57    | 4.6        |
| Pacific Islander             | 30    | 2.4        |
| White                        | 85    | 6.9        |

**Conclusions based on this data:**

1. Attendance has increased since 2019.
2. Need remains to target resources to support student groups, including English Learners, students with disabilities, and student groups.

# School and Student Performance Data

## 1. Overall Performance








The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance  | Academic Engagement   | Conditions & Climate   |
|---|---|--|
| <b>English Language Arts</b><br><br>Red     | <b>Graduation Rate</b><br><br>Green                     | <b>Suspension Rate</b><br><br>Orange |
| <b>Mathematics</b><br><br>Red              | <b>Chronic Absenteeism</b><br><br>No Performance Color |  |
| <b>English Learner Progress</b><br><br>Red |   |  |
| <b>College/Career</b><br><br>Medium        |   |  |

**Conclusions based on this data:**

1. Need remains to focus upon graduation rates, attendance rates, college and career readiness, suspension rates, and academic achievement.

# School and Student Performance Data

## Academic Performance English Language Arts

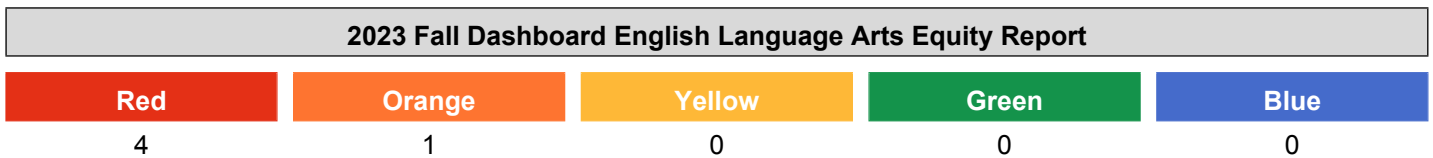
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p> <br>Red<br>52.9 points below standard<br>Maintained -1.4 points<br>270 Students | <p><b>English Learners</b></p> <br>Orange<br>107.4 points below standard<br>Increased +11.6 points<br>78 Students                           | <p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>   |
| <p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>   | <p><b>Socioeconomically Disadvantaged</b></p> <br>Red<br>65.5 points below standard<br>Decreased Significantly -17.5 points<br>205 Students | <p><b>Students with Disabilities</b></p> <br>Red<br>124.8 points below standard<br>Maintained +0.8 points<br>44 Students |

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| African American   | American Indian                          | Asian  | Filipino   |
|--|--|--|--|
| <br>Red<br>81.4 points below standard<br>Decreased Significantly - 23.8 points<br>45 Students | Less than 11 Students<br><br>2 Students  | 80.3 points below standard<br>Decreased Significantly - 31.3 points<br>29 Students | Less than 11 Students<br><br>6 Students  |
| Hispanic   | Two or More Races                        | Pacific Islander   | White  |
| <br>Red<br>53.3 points below standard<br>Decreased -4.5 points<br>148 Students                | Less than 11 Students<br><br>10 Students | Less than 11 Students<br><br>6 Students  | 18.3 points above standard<br>Increased Significantly +124.1 points<br>27 Students |

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| Current English Learner  | Reclassified English Learners   | English Only  |
|--|---|---|
| 148.5 points below standard<br>Decreased Significantly -15.2 points<br>52 Students | 25.2 points below standard<br>Increased Significantly +63.6 points<br>26 Students | 48.7 points below standard<br>Increased +5.2 points<br>123 Students |

**Conclusions based on this data:**

1. Need remains to focus upon growth in ELA across student groups, and for English Learners.

# School and Student Performance Data

## Academic Performance Mathematics

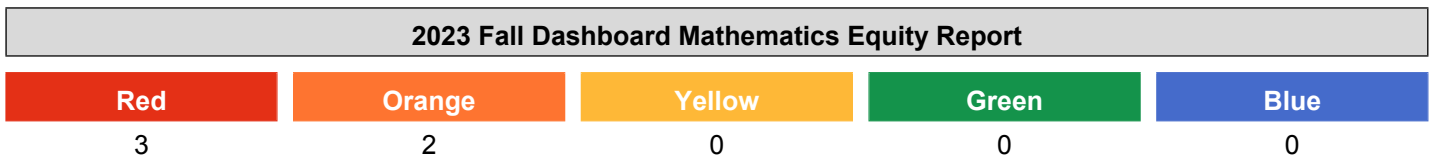
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p> <br>Red<br>158.9 points below standard<br>Decreased -3 points<br>269 Students | <p><b>English Learners</b></p> <br>Orange<br>190.7 points below standard<br>Increased Significantly +19.2 points<br>78 Students | <p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>   |
| <p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>   | <p><b>Socioeconomically Disadvantaged</b></p> <br>Red<br>168.5 points below standard<br>Decreased -5.5 points<br>204 Students   | <p><b>Students with Disabilities</b></p> <br>Orange<br>201.2 points below standard<br>Increased +6.6 points<br>44 Students |

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian                          | Asian   | Filipino   |
|---|--|---|--|
| <br>Red<br>182.7 points below standard<br>Decreased Significantly - 21.9 points<br>45 Students | Less than 11 Students<br><br>2 Students  | 144.4 points below standard<br>Decreased Significantly - 16.3 points<br>28 Students | Less than 11 Students<br><br>6 Students  |
| Hispanic  | Two or More Races                        | Pacific Islander  | White  |
| <br>Red<br>166.3 points below standard<br>Decreased -6.7 points<br>148 Students                | Less than 11 Students<br><br>10 Students | Less than 11 Students<br><br>7 Students   | 122.2 points below standard<br>Increased Significantly +65.9 points<br>27 Students |

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners  | English Only   |
|---|--|--|
| 221.4 points below standard<br>Increased +3 points<br>52 Students | 129.5 points below standard<br>Increased Significantly +50 points<br>26 Students | 160.1 points below standard<br>Decreased -9.2 points<br>124 Students |

**Conclusions based on this data:**

1. Need remains, even through the pandemic, to focus upon improvement in mathematics across student groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

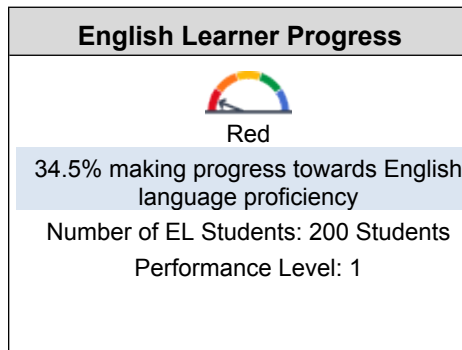
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 44                       | 87   | 4                       | 65                                 |

#### Conclusions based on this data:

1. The need remains, even through the pandemic, to focus upon growth for English Learners.

# School and Student Performance Data

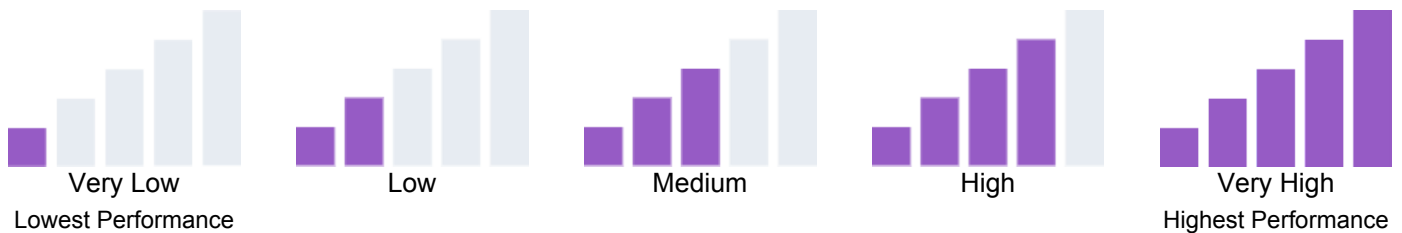
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

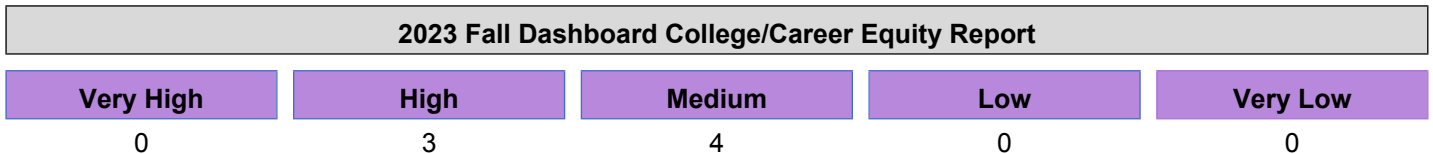
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

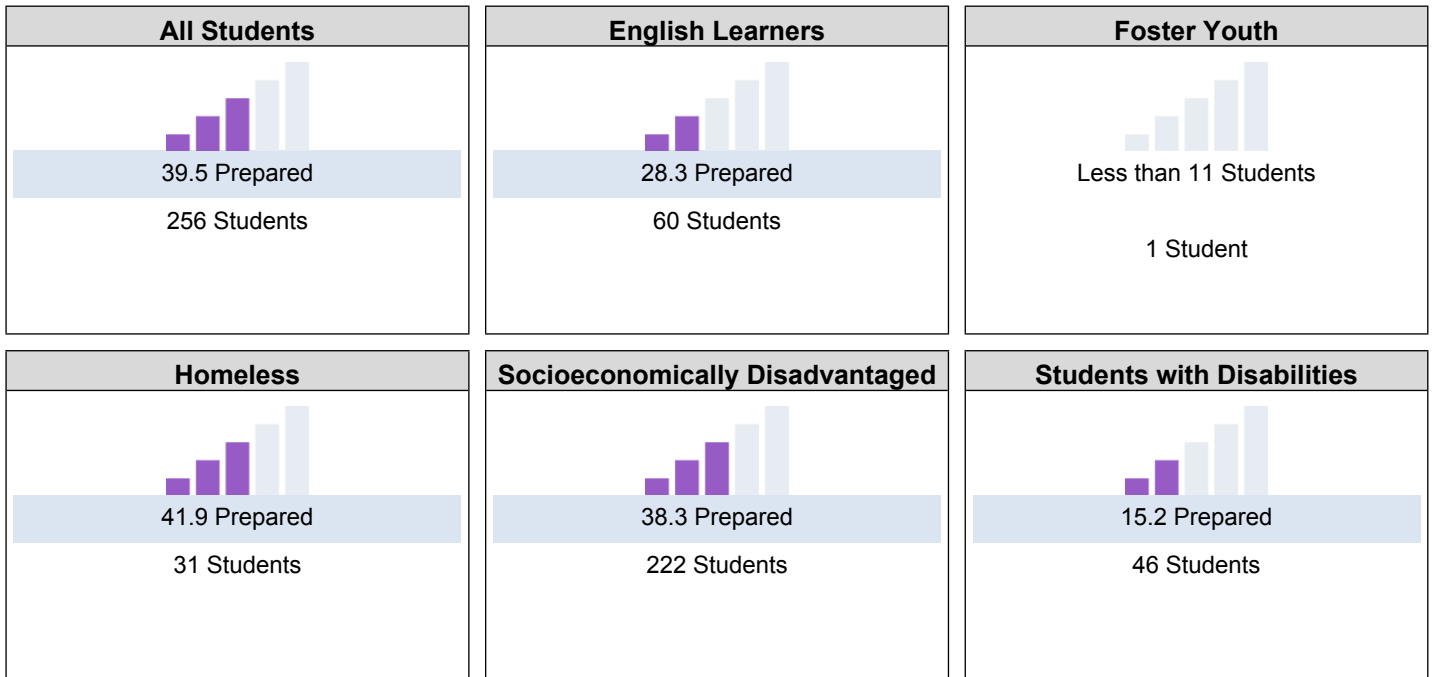


This section provides number of student groups in each level.

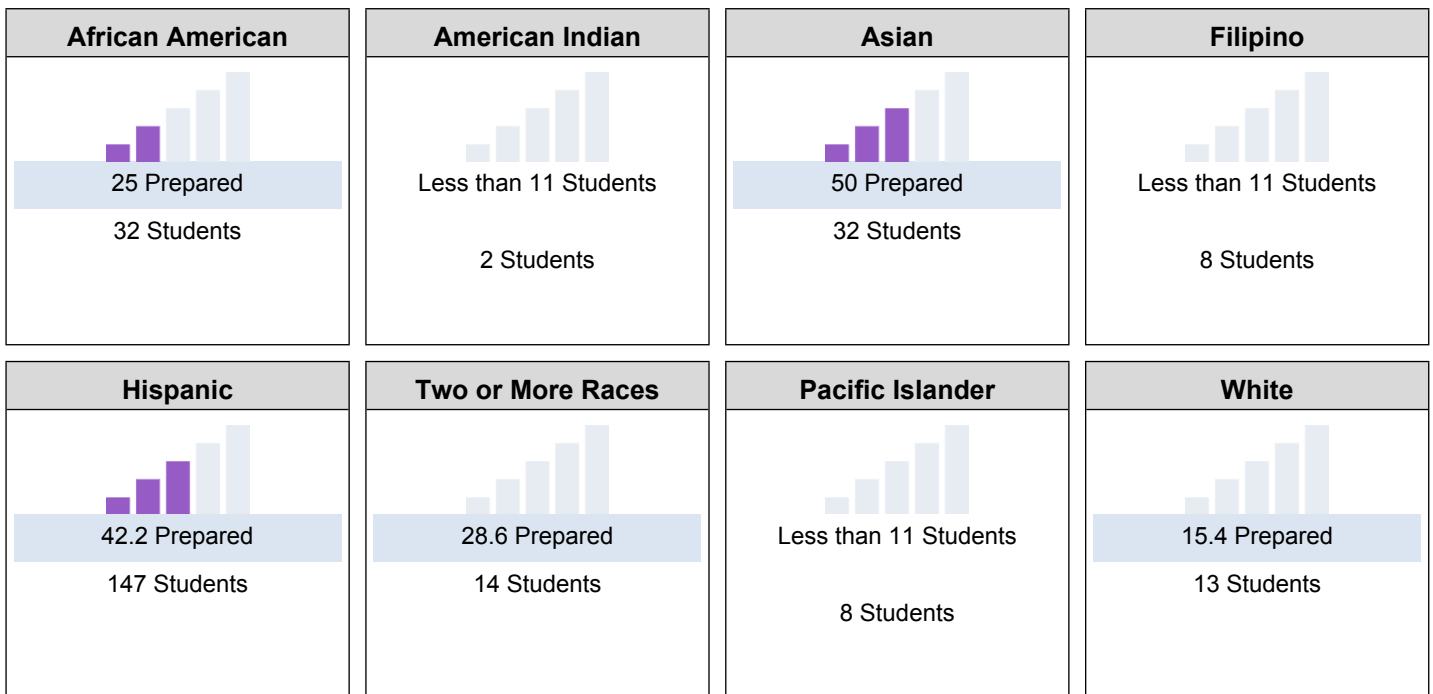


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. The need remains to maintain a focus upon growth in supporting students to be college / career ready across student groups.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



















Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."











This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |              |   |  |                                 |   |   |                            |   |
|---|--------------|---|--|---------------------------------|---|---|----------------------------|---|
| <table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td> <br/>                     No Performance Color<br/>                     0 Students                 </td> </tr> </table> | All Students | <br>No Performance Color<br>0 Students | <table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td> <br/>                     No Performance Color<br/>                     0 Students                 </td> </tr> </table>                | English Learners                | <br>No Performance Color<br>0 Students | <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td> <br/>                     No Performance Color<br/>                     0 Students                 </td> </tr> </table>               | Foster Youth               | <br>No Performance Color<br>0 Students |
| All Students  |              |   |  |                                 |   |   |                            |   |
| <br>No Performance Color<br>0 Students   |              |   |  |                                 |   |   |                            |   |
| English Learners  |              |   |  |                                 |   |   |                            |   |
| <br>No Performance Color<br>0 Students   |              |   |  |                                 |   |   |                            |   |
| Foster Youth  |              |   |  |                                 |   |   |                            |   |
| <br>No Performance Color<br>0 Students   |              |   |  |                                 |   |   |                            |   |
| <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td> <br/>                     No Performance Color<br/>                     0 Students                 </td> </tr> </table>     | Homeless     | <br>No Performance Color<br>0 Students | <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td> <br/>                     No Performance Color<br/>                     0 Students                 </td> </tr> </table> | Socioeconomically Disadvantaged | <br>No Performance Color<br>0 Students | <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td> <br/>                     No Performance Color<br/>                     0 Students                 </td> </tr> </table> | Students with Disabilities | <br>No Performance Color<br>0 Students |
| Homeless  |              |   |  |                                 |   |   |                            |   |
| <br>No Performance Color<br>0 Students   |              |   |  |                                 |   |   |                            |   |
| Socioeconomically Disadvantaged   |              |   |  |                                 |   |   |                            |   |
| <br>No Performance Color<br>0 Students   |              |   |  |                                 |   |   |                            |   |
| Students with Disabilities  |              |   |  |                                 |   |   |                            |   |
| <br>No Performance Color<br>0 Students   |              |   |  |                                 |   |   |                            |   |

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| <b>African American</b>  | <b>American Indian</b>   | <b>Asian</b>  | <b>Filipino</b>  |
|--|--|---|--|
|  <p>No Performance Color<br/>0 Students</p> |  <p>No Performance Color<br/>0 Students</p> |  <p>No Performance Color<br/>0 Students</p> |  <p>No Performance Color<br/>0 Students</p> |
| <b>Hispanic</b>  | <b>Two or More Races</b>   | <b>Pacific Islander</b>   | <b>White</b>   |
|  <p>No Performance Color<br/>0 Students</p> |  <p>No Performance Color<br/>0 Students</p> |  <p>No Performance Color<br/>0 Students</p> |  <p>No Performance Color<br/>0 Students</p> |

**Conclusions based on this data:**

1. The need remains, even through the pandemic, to focus upon decreasing chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

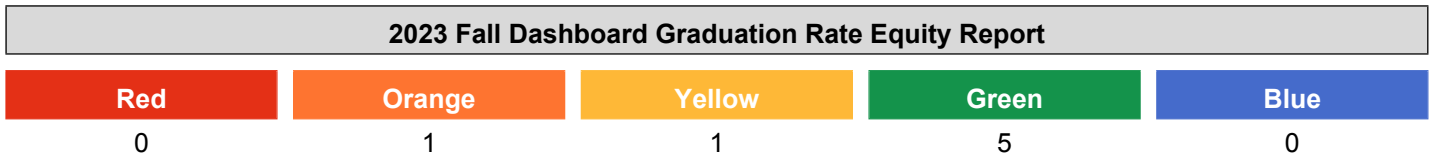
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group  |  |   |
|---|--|---|
| <b>All Students</b><br><br>Green<br>92.2% graduated<br>Increased 4.2<br>257 Students         | <b>English Learners</b><br><br>Green<br>85.2% graduated<br>Increased 4.3<br>61 Students                 | <b>Foster Youth</b><br>Less than 11 Students<br>1 Student   |
| <b>Homeless</b><br><br>Green<br>90.6% graduated<br>Increased Significantly 14<br>32 Students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>91.5% graduated<br>Increased 2.6<br>223 Students | <b>Students with Disabilities</b><br><br>Yellow<br>76.6% graduated<br>Increased Significantly 9.3<br>47 Students |

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

| <b>African American</b>  | <b>American Indian</b>              | <b>Asian</b>   | <b>Filipino</b>   |
|--|-------------------------------------|--|---|
| <br>Green<br>90.6% graduated<br>Increased 1.9<br>32 Students  | Less than 11 Students<br>2 Students | <br>Orange<br>87.5% graduated<br>Decreased -2.5<br>32 Students | Less than 11 Students<br>8 Students                           |
| <b>Hispanic</b>  | <b>Two or More Races</b>            | <b>Pacific Islander</b>  | <b>White</b>  |
| <br>Green<br>93.2% graduated<br>Increased 4.7<br>147 Students | 92.9% graduated<br>14 Students      | Less than 11 Students<br>8 Students  | 100% graduated<br>Increased Significantly 31.3<br>14 Students |

**Conclusions based on this data:**

1. The need remains, even through the pandemic, to maintain a focus upon supporting students to graduate college and career ready.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

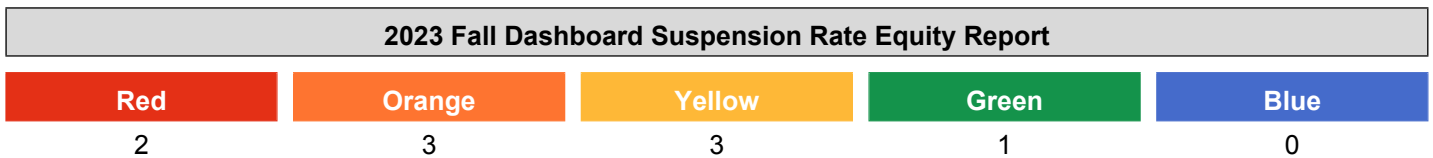
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group                            |   |   |
|---|---|---|
| <b>All Students</b>   | <b>English Learners</b>   | <b>Foster Youth</b>   |
| <br>Orange | <br>Yellow | Less than 11 Students<br>7 Students   |
| 11.1% suspended at least one day  | 9.9% suspended at least one day   |   |
| Declined -1.6<br>1391 Students  | Declined -0.5<br>294 Students   |   |
| <b>Homeless</b>   | <b>Socioeconomically Disadvantaged</b>  | <b>Students with Disabilities</b>   |
| <br>Red    | <br>Orange | <br>Orange |
| 21.6% suspended at least one day  | 12.4% suspended at least one day  | 15.3% suspended at least one day  |
| Increased 13.4<br>74 Students   | Declined -0.9<br>1082 Students  | Declined -1.2<br>281 Students   |

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>Yellow<br>20.8% suspended at least one day<br>Declined Significantly -2.7<br>288 Students | Less than 11 Students<br>10 Students   | <br>Green<br>1.5% suspended at least one day<br>Declined -6.6<br>134 Students | 4.8% suspended at least one day<br>Increased 0.4<br>21 Students  |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Yellow<br>9.2% suspended at least one day<br>Declined -1.1<br>742 Students                | <br>Red<br>23.4% suspended at least one day<br>Increased 6<br>64 Students | 5.7% suspended at least one day<br>Declined -8.1<br>35 Students   | <br>Orange<br>6.2% suspended at least one day<br>Increased 0.9<br>97 Students |

**Conclusions based on this data:**

1. The focus remains, even through the pandemic, to focus upon decreasing suspension rates among students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Maximize Academic Growth, Responsibility, and Achievement for Each Student

GOAL/ACTION #1 NHS will align resources with the focus of increasing achievement through an increase in rigor, specifically in English Language Arts, Math and EL as measured by growth in IAB scores, PSAT, SAT, and increased enrollment in Pre-AP and AP classes, CAASPP and EL scores, through the following strategies/activities.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1 is derived from the outcome of the WASC Mid-Cycle Visiting Committee Report dated March 29, 2022. Specific to visiting committee recommendations, Continue defining and calibrating instructional strategies, rigor, and student engagement expectations. Continue refining and implementing practices around the Pre-AP principles school-wide, across all disciplines., demonstrates continued need to implement the actions planned in Goal 1. 2022-23 CAASPP ELA scores of students meeting or exceeding standard remained at 35%, yet 65% of students were below standard. 2022-23 CAASPP Math scores decreased slightly to 4% with 96% of students not yet meeting standards

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                              | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| CAASPP ELA meeting/exceeding                  | 35%   | 45%   |
| CAASPP Math meeting/exceeding                 | 4%  | 15%   |
| SAT ELA College Ready (37 test takers 22-23)  | 41%   | 50%   |
| SAT Math College Ready (37 test takers 22-23) | 16%   | 25%   |
| IAB ELA                                       | - Above Standard 24%<br>- Near Standard 53%<br>- Below Standard 22% | - Above Standard 34%<br>- Near Standard 48%<br>- Below Standard 17% |
| IAB Math                                      | - Above Standard 1%<br>- Near Standard 42%<br>- Below Standard 57%  | - Above Standard 15%<br>- Near Standard 56%<br>- Below Standard 25% |
| AP enrollment                                 | 555 (19/20) Pre-Pandemic<br>34.5% individuals<br><br>472 (22-23)    | 420 individual students<br>35%                                      |

|   |   |  |
|---|---|--|
|   | 304 individuals<br>25%  |  |
| PreAP                                   | PreAP<br>22-23<br>Pre-AP English I (9th) - 250<br>Pre-AP English II (10th) - 255<br>Pre-AP Biology - 292<br>Pre-AP World History - 255<br><br>TOTAL seats 1,052 | All 9th/10th graders in Pre-AP class<br><br>8/2023<br>Pre-AP English I - 287<br>Pre-AP English II - 266<br>Pre-AP Biology - 328<br>Pre-AP World History - 215<br><br>TOTAL seats 1,096 |
| AP rate of score 2 or above             | 19-20 - 54% Pre-Pandemic<br><br>22-23 - 40%   | 50%  |
| AP Pass Rate of 3 or better             | 19-20 - 27%<br><br>22-23 - 16%  | 25%  |
| CAASPP Decrease in % standard not met.  | 22-22<br>ELA decrease 2% (improvement)<br>Math decrease 4% (improvement)  | 10% decrease in standard not met   |
| Enrollment in AP Capstone Courses       | 19/20 - 50 (Pre-Pandemic)<br>21/22 - 79<br>22/23 - 64   | 90   |
| Students showing growth in ELPAC Scores | 22/23 - 19 Students showed growth<br>(55 test takers 34%)   | 50% positive growth across all students  |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description   | Students to be Served                                   | Proposed Expenditures   |
|-------------------------|---|---|---|
| 1.1                     | TASK #1: Staff Development and Professional Collaboration Staff will be given release time to align curriculum and assessments with CCSS, IABs, and CAGs (Curriculum Alignment Guides) and EL supports. Staff will continue working to an aligned, data-driven instruction to CAGs/YAGs within each content area to then use for curricular planning, and continue to address anchor standards in all content areas, with focus upon formative assessments. Actions include: <ul style="list-style-type: none"> <li>• Collaboration and Training for teachers on PLC's for content areas, PreAP, AP, ELD, special education, Counseling, and other curricular focus areas, including staffing, hours, materials, and supporting items. This includes collaborating and training with cross content areas, with the feeding schools, and alike teams across campuses.</li> </ul> | All Students / Students with Disabilities / EL Students | 21840<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours,<br>Classified Extra Hours,<br>Materials, sub coverage for teacher release days,<br>professional development<br>contracted services/fees.<br>0<br>LCFF<br><br>0<br>Title I |

|            |  |              |  |
|------------|--|--------------|--|
|            | <ul style="list-style-type: none"> <li>• Collaboration and training of staff to support classroom engagement and rigor, targeting classrooms supporting students with disabilities, and supporting EL and all students, and including certificated extra hours, classified extra hours, materials, and supporting curricular items.</li> <li>• Teacher/Instructional Assistant PD to support students with disabilities and all students: Professional Development, Training, and Collaboration for special education teachers, instructional assistants, and general education teachers to individually and collaboratively support students with special needs to be included and successful in classroom settings, including certificated and classified extra hours and collaboration materials.</li> <li>• Teacher Push In / TeamTeach PD to support students with disabilities and all students: Professional development and collaboration for teachers and staff on the inclusive practice of team-teaching to support students with special needs and all students, including certificated extra hours, and materials.</li> </ul> |              |  |
| <b>1.2</b> | <p>TASK #2: Pre-AP Shared Principals Professional Development Teachers and Instructional Aides will participate in professional development focusing on implementing the Pre-AP Shares Principles across all content areas. Professional Development will be provided by admin during staff development early release days (SDER). PD will focus on one of the four Pre-AP Shared Principles each quarter; Close Observation and Analysis (fall '23), Evidence Based Writing (spring '24), Higher Order Questioning (fall '24) and Academic Discourse (spring '25). PD will be followed by admin walkthroughs looking for implementation of the strategies and then providing feedback to teachers. PD will be at no cost to the site, as it will be delivered by site admin and TOSAs. Actions include:</p> <ul style="list-style-type: none"> <li>• Training in PreAP shared principles</li> <li>• Classroom materials and additional certificated staffing hours supporting academic success, such as supplemental materials and texts</li> </ul>   | All Students | <p>0<br/>None Specified</p> <p>No cost to site<br/>Training provided by TOSA/admin at SDER trainings</p> |
| <b>1.3</b> | <p>Task #3: Supporting English Learner Students Teachers and Instructional Aides participate in professional development to help better support English Learners in classrooms across all content areas. Training will also support ELA teachers with daily designated ELD instruction in the ELA classroom. In the classroom teachers will be supported by the EL TOSA with curriculum</p>  | All Students | <p>0<br/>None Specified</p> <p>No cost to site<br/>Training provided by TOSA/admin at SDER trainings</p> |

|     |  |              |  |
|-----|--|--------------|--|
|     | <p>development and ELD instructional planning and implementation. Actions include:</p> <ul style="list-style-type: none"> <li>• EL/ELD Designated Instruction Professional Development, Training and Collaboration of Staff during SDER days and one on one meetings with staff</li> <li>• EL/ELD Integrated Instruction Professional Development, Training and Collaboration of Staff during SDER days and one on one meetings with staff</li> </ul>  |              |  |
| 1.4 | <p>Task #4: Software to support student learning<br/>Actions include:</p> <ul style="list-style-type: none"> <li>• Licensing/Programs ( Examples: AP/Pre-AP/Academic &amp; Classrooms, APEX, Turn it In, Padlet, etc...)</li> <li>• Other online supplemental online resources and supporting materials</li> </ul>   | All Students | <p>10000<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures Licensing/Programs Costs and other supplemental online resources and supporting materials<br/>7850<br/>LCFF<br/>5000-5999: Services And Other Operating Expenditures Licensing/Programs Costs and other supplemental online resources and supporting materials<br/>3500<br/>Comprehensive Support and Improvement (CSI)<br/>5000-5999: Services And Other Operating Expenditures</p> |
| 1.5 | <p>Task #5: Literacy Professional Development<br/>Teachers and Instructional Aides will participate in professional development led by TOSAs to support teachers ability to teach writing instruction. Following the writing professional development, TOSAs will work directly with teachers and departments to strengthen teacher's ability to teach writing and develop instructional strategies.<br/>Actions include:<br/>Literacy through writing professional development for teachers and IAs</p>   | All Students | <p>0<br/>None Specified<br/><br/>No cost to site. Training provided by TOSA/admin at SDER trainings</p>  |
| 1.6 | <p>Task #6: Homework Center After school homework support for students. The homework center is staffed by teachers, IAs, and peer tutors to support students in need of academic help. Teachers, counselors, staff, and administration will refer students to the After School Homework Center which will operate 5 hours per week, Monday-Friday. Homework center support will help students increase academic performance, grades, and graduation rate. Actions Include:</p> <ul style="list-style-type: none"> <li>• Tutoring support for students in need of additional help</li> <li>• Homework Center, including certificated extra hours and classified extra hours,</li> </ul> | All students | <p>6825<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Extra hours for certificated and classified staff at contracted rate. Supplies and materials<br/>6825<br/>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Extra hours classified staff</p>  |

|      |  |               |   |
|------|--|---------------|---|
|      | supplementary publications, and materials  |               |   |
| 1.7  | <p><b>Task #7: Saturday School</b><br/>Saturday school is intended for students as a consequence to unwanted behavior. However, the curriculum for Saturday school is geared towards changing the students mindset towards school and to give them support to catch up on work they are behind on.<br/>Actions Include:<br/>Saturday school for student support.</p>   | All students  | <p>2520<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Extra hours for certificated and classified staff at contracted rate. Supplies and materials<br/>1332<br/>LCFF<br/>2000-2999: Classified Personnel Salaries<br/>Extra hours for certificated and classified staff at contracted rate. Supplies and materials</p> |
| 1.8  | <p><b>Task 8: Community Based Instruction CBI</b><br/>CBI instruction is an individualized, coordinated set of classroom and community activities that is based on the student's interests, preferences, and needs. CBI enrichment activities expose our Independent Living Skills students to learning how to interact in various settings in the community including interacting with others in settings outside of school, taking transportation, using money at stores and restaurants, and exposure to job settings.<br/>Actions includes:<br/>CBI enrichment events</p>        | SPED students | <p>2000<br/>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Expenses and fees associated with CBI enrichment events.</p>  |
| 1.9  | <p><b>Task 9: PLC Professional Development</b><br/>Professional Learning Communities is one of the key focus areas for NHS. The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—will have profound implications for NHS, if done correctly. NHS is partnering with Solution Tree to provide training and support to our teachers in building an effective PLC model.</p> | All           | <p>58500<br/>Comprehensive Support and Improvement (CSI)<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Team teaching PD led by Solution Tree</p>  |
| 1.10 | <p><b>Task 10: Building Thinking Classrooms Professional Development</b><br/>Math achievement continues to be a major concern at NHS. The Building Thinking Classrooms training provided by SCOE will help our teachers learn new teaching strategies that will change their approach to instruction and turn our scholars into thinkers in the classroom. Through a series of 4 workshops, SCOE will guide our teachers on this transformative journey.</p>   | All           | <p>7300<br/>Title I<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Team teaching PD led by Solution Tree<br/>7300<br/>LCFF<br/>5800: Professional/Consulting Services And Operating Expenditures</p>   |

|      |                                    |     |  |
|------|------------------------------------|-----|--|
|      |                                    |     | Team teaching PD led by Solution Tree  |
| 1.11 | Task 11: Spanish Novels Supplement | All | 1690<br>Comprehensive Support and Improvement (CSI)<br>5000-5999: Services And Other Operating Expenditures<br>Licensing/Programs Costs and other supplemental online resources and supporting materials |

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Cultivate the social-emotional well-being of each student

ACTION #2 Increase graduation rates where students are college and career ready. Provide courses that challenge and prepare students to be successful in college and career. Increase the number of students taking and successfully passing AP classes, CTE Pathway Courses in Engineering, Health, Digital Media, Automotive, Music Production, and Building and Construction Trades professions, and earning Seal of Biliteracy.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 2 is derived from the outcome of the WASC Self-Study process, and aligned with the action plan affirmed in the Visiting Committee Report received in the 2018-2019 school year and the Mid-Cycle Report in the 2022-23 school year. Specific to this site plan for the 2023-24 school year, data from the previous school year demonstrates the focused support for students to graduate from high school and be empowered with A-G eligibility has maintained success. With a graduation rate most recently at 92%, demonstrates the focus upon graduation is successful. The percentage of graduates eligible to enter directly into a four-year California State University, or the A-G rate, dipped to 55% in 2023 down from a pre-pandemic rate of 63%. This is evidence that there is a continued need to focus upon A-G rates. Career Technical Education (CTE) pathway participation is up to a high of 609 students. There still is a need to focus on CTE pathway completion, as many students are not completing the pathways they enter

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator               | Baseline/Actual Outcome                                | Expected Outcome |
|--------------------------------|--|------------------|
| Graduation Rates               | 22-23: 92.2%   | 95%              |
| A-G Rates                      | 19-20: 63% Pre-Pandemic<br>21-22: 54%<br>22-23: 55.5%  | 65%              |
| CTE Enrollment                 | 489 (19/20) Pre-Pandemic<br>637 (22/23)<br>609 (23/24) | 650              |
| CTE Capstone Class Completion  | 41   | 60               |
| Seal of Biliteracy Eligibility | 19-20: 102 Pre-Pandemic<br>22-23: 74                   | TBD              |

|                         |   |             |
|-------------------------|---|-------------|
| Seal of Biliteracy Pass | 19-20: 46 (45% pass rate) Pre-Pandemic<br>22-23: 44 (59% pass rate) | 50 students |
| Daily Attendance Rate   | 95.5% (19-20) Pre-Pandemic<br>92.4% (22-23)                         | 96%         |
| Chronically Absent Rate | 14% (19-20) Pre-Pandemic<br>29% (22-23)                             | 15%         |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description   | Students to be Served                    | Proposed Expenditures  |
|-------------------------|---|--|--|
| 1.1                     | <p>TASK #1: Provide summer school, after school, outside of school, or other opportunities for students to earn credit recovery, A-G completion, and original credit.</p> <p>Actions include:</p> <ul style="list-style-type: none"> <li>Two APEX .2 Salaries for APEX sections</li> <li>7th period and Saturday Sessions for graduation / A-G credit (extra-certificated hours, supporting classified staff extra hours, and materials)</li> <li>7th period and Saturday Sessions Supplementary Sessions for APEX or other course completion or credit recovery options (extra-certificated hours, supporting staff, and materials)</li> <li>APEX training for staff, APEX program/application, and supporting materials for training, teaching, or implementation of courses</li> <li>Support for students with special needs in APEX or other course completion or credit recovery options, such as IA extra hours, special education teacher extra hours, or other needed support.</li> </ul> | All Students, Students with Disabilities | <p>0<br/>Title I</p> <p>35000<br/>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Certificated Extra Hours,<br/>Certificated Additional Paid Time, Classified Extra Hours,<br/>Supporting Materials, sub coverage for staff release time, Professional Development and training.</p> |
| 1.2                     | <p>TASK #2: A-G Access and Support: Leverage Resources to inform and guide paths calibrated towards college and career readiness.</p> <p>Actions include:</p> <ul style="list-style-type: none"> <li>Signage and Messaging for paths calibrated toward college and career readiness, including A-G, CTE, Seal of Biliteracy, PreAP and AP, as with signage, publication, branded shirts and items for teaching and messaging, including student ambassadors of the programs, and materials.</li> <li>CTE, Seal of Biliteracy, PreAP/AP/APCapstone Branding, Co-</li> </ul>  | All Students                             | <p>4000<br/>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Certificated Extra Hours,<br/>Training Costs, .<br/>2000<br/>LCFF<br/>2000-2999: Classified Personnel Salaries<br/>Classified Extra Hours<br/>5000<br/>LCFF</p>  |

|     |  |              |   |
|-----|--|--------------|---|
|     | <p>Curricular, and Messaging, as with publications, lanyards, shirts, jackets, graduation regalia, and branded items for teaching, messaging, and recognition for all students (i.e. AP, CTE, Gen Ed, sped, EL, etc...).</p> <ul style="list-style-type: none"> <li>• CTE and Co-Curricular supporting experiences, including trips, speakers, competitions, programs/applications, and experiential events, including supporting materials, and certificated and classified extra hours.</li> <li>• Professional Development, training, and collaboration for teachers, staff, counselors, and administration to support college and career readiness, such as UC, CSU, A-G, Seal of Biliteracy, and best educational practices, including substitute teachers, additional certificated hours, College &amp; Career specialist extra hours, training costs, travel, admission fees, and materials.</li> <li>• A focus upon graduation systems and regalia to supplement the graduation ceremony, including graduation caps/gowns and regalia, end of year celebrations, awards ceremonies, including extra hours for support classified staffing, material, regalia, and awards.</li> </ul> |              | <p>4000-4999: Books And Supplies<br/>Supporting Materials, Teaching / Messaging Items, Awards, Graduation Regalia, 4000<br/>LCFF<br/>5000-5999: Services And Other Operating Expenditures<br/>field trips, guest speakers, fees for competitions, programs/applications, and experiential events.</p>   |
| 1.3 | <p>TASK #3: Develop and maintain effective AP culture and system that promotes AP participation and success in AP courses.<br/>Actions include:</p> <ul style="list-style-type: none"> <li>• NHS as an AP Capstone School and AP Program Messaging and Branding, including signage, shirts for teaching and messaging, lanyards, recognition items, graduation regalia, and other supporting materials and items</li> <li>• AP Recognition Items and Awards, such as with awards, items for recognition, awards celebrations and events, including material, refreshments/food, and support staffing</li> <li>• AP Messaging and Recruitment Events, including school visitations, recruitment events, graduation parades, publications, including extra hours for classified staffing, transportation, and supporting materials</li> </ul>  | All students | <p>1500<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Extra Certificated Hours<br/>1000<br/>Title I<br/>2000-2999: Classified Personnel Salaries<br/>Extra Classified Hours<br/>1500<br/>Title I<br/>4000-4999: Books And Supplies<br/>Items for Teaching and Messaging, Awards, Recognition Events, Supporting Materials and items, Signage, graduation regalia<br/>1000<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures<br/>field trips</p> |

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Create a Safe, Engaging Environment Where Students Connect to School

ACTION #3: Develop a campus culture where Natomas High School stakeholders will act with Safety, Optimism, Achievement and Respect (SOAR) for self, others and future that is rooted in PBIS and Social Emotional Learning, through the following strategies/activities.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 3 is derived from the outcome of the WASC Self-Study process, and aligned with the action plan affirmed in the Visiting Committee Report received in the 2018-2019 school year and the Mid-Cycle Report in the 2022-23 school year. Specific to this site plan for the 2023-24 school year, data demonstrates a continued need to focus support for Natomas High School stakeholders on continuing to build a positive campus culture, by acting with Safety, Optimism, Achievement, and Respect, as well as fostering connection and belonging to support student learning. The chronically absent rate of students missing 30 minutes or more of class time on more than 10% of school days remained at 30% in 2022-23. This indicates a high level of lack of connection to school for many of our students. The average daily attendance rate also remained constant at 91.3%, which is significantly below the desired rate of 95%. Student suspensions declined significantly from 17.1% to 10.83%. A big factor in the decrease was the focus that administrators placed on restorative practices in resolving conflicts

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome                               |
|--|---|--|
| Student Survey Data<br>1. Climate of Support for Academic Learning<br>2. Knowledge & Fairness of Discipline, Rules, Norms<br>3. Safety<br>4. Safety, Sense of Belonging, School Connectedness<br>5. Sense of Belonging, School Connectedness | 1. 60.44%<br>2. 53.67%<br>3. 75.60%<br>4. 57.26%<br>5. 43.51%                   | 1. 63%<br>2. 56%<br>3. 78%<br>4. 60%<br>5. 50% |
| Suspension Rates / Total   | 19-20: 6.8% / 100 Pre-Pandemic<br><br>21-22: 17.1% / 220<br>22-23: 10.83% / 141 | 9%   |
| Chronically Absent Rate  | 14% (19-20) Pre-Pandemic  | 15%  |

|                       |  |     |
|-----------------------|--|-----|
|                       | 30% (21-22)<br>30% (22-23)                                       |     |
| Daily Attendance Rate | 95.5% (19-20) Pre-Pandemic<br><br>91.4% (21-22)<br>91.3% (22-23) | 95% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures   |
|-------------------------|---|-----------------------|---|
| 1.1                     | <p>TASK #1: NHS will develop and implement attendance supports to increase attendance rate as well as reduce chronic absenteeism.</p> <p>Actions include:</p> <ul style="list-style-type: none"> <li>Development of attendance procedures and processes to identify chronically absent students and support student and family to improve attendance. Including parent/guardian contact, sending of attendance letters, holding SART/SARB meetings, and providing counseling support when needed.</li> <li>Teaching expectations, recognition, incentives, and rewards for positive and/or improved attendance.</li> </ul>  | All Students          | <p>0<br/>None Specified</p> <p>No cost to site. Utilized attendance team and staff.</p>   |
| 1.2                     | <p>Task #2: NHS Link Crew Activities and Engagement</p> <p>Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link?Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.</p> <p>Actions Include:</p> <ul style="list-style-type: none"> <li>Supporting freshman orientation to support school connection and engagement, including t-shirts for branding and identification, snacks, water</li> <li>Monthly classes held with freshmen during PE class to support school connection and engagement</li> <li>Student engagement activities at sporting events and other school activities</li> <li>Link Crew training (travel, per diem, lodging, materials, and expenses), and Program implementation including</li> </ul> | All Students          | <p>1000<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Certificated Extra Hours<br/>2000<br/>Title I<br/>4000-4999: Books And Supplies</p> <p>1000<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures<br/>Training, registration fees, travel</p> |

|     |   |              |  |
|-----|---|--------------|--|
|     | additional certificated and classified extra hours, materials, branded Items, shirts for teaching and messaging, food/refreshment, and other materials needed   |              |  |
| 1.3 | <p>TASK #3: NHS will implement Tiers I-II of PBIS by training teachers in PBIS and implementing the program for students, including lunchtime events, incentives program, staff vs student games, celebrations Actions include:</p> <ul style="list-style-type: none"> <li>• Tier I-III PBIS Training and Implementation, including collaboration time / meeting time, trainings, professional development, certificated extra hours, certificated substitutes, and further including travel, per diem, lodging, food/refreshment, materials, recognition / incentive items, branded items for teaching and messaging (signage, shirts, gear, lanyards, spirit items, experiential events, etc... for teaching and messaging)</li> <li>• PBIS Rewards software Program, ID's / replacements, lanyards, etc..</li> <li>• Counseling and supporting SEL services to supplement our site academic social-emotional supports in our school counselors and school psychologists.</li> <li>• Coaching, training and support for teachers/staff of students with disabilities and all students regarding embedding content and engagement concepts into classroom instruction and learning, including PreAP Principles, classroom engagement support (such as PBIS, classroom culture, restorative practices, and other engagement approaches), EL supports, support for students with Disabilities, and inclusive practices, including extra-certificated hours, extra classified hours, and supporting materials.</li> </ul> | All Students | <p>1839<br/>Title I<br/>1000-1999: Certificated Personnel Salaries</p> <p>6350<br/>LCFF<br/>4000-4999: Books And Supplies<br/>food/refreshment, materials, recognition / incentive items, branded items for teaching and messaging (signage, shirts, gear, lanyards, spirit items, experiential events, etc... for teaching and messaging).</p> <p>6351<br/>LCFF<br/>5000-5999: Services And Other Operating Expenditures<br/>PBIS Rewards software, training, and further including travel, per diem, lodging</p> |
| 1.4 | <p>Task 4: NHS Club Support Creation of extra-curricular clubs and supports to help develop a sense of belonging on campus. Clubs offer opportunities for students to learn the values of teamwork, individual and group responsibility, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Actions include:</p> <ul style="list-style-type: none"> <li>• Supporting club events such as fundraisers, dances, awards nights, field trips, branding items, messaging</li> </ul>   | All Students | <p>2000<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Certificated extra hours<br/>2000<br/>LCFF<br/>5000-5999: Services And Other Operating Expenditures</p>   |

|     |   |                               |  |
|-----|---|-------------------------------|--|
| 1.5 | <p>Task 5: Creation and Implementation of Best Buddies Program Best Buddies Friendship programs build one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), offering social interactions while improving the quality of life and level of inclusion for a population that is often isolated and excluded. Through their participation, people with IDD form meaningful connections with their peers, gain self-confidence and self-esteem, and share interests, experiences and activities that many other individuals enjoy. Actions Include:</p> <ul style="list-style-type: none"> <li>• Club formation and elections of officers</li> <li>• Pairing of ILS students with buddies</li> <li>• Participation by buddy groups in school events and other activities to build inclusion</li> </ul> | All Students                  |  |
| 1.6 | <p>Task 6: NHS Field Day Field Day is an all day event at NHS that features our ILS SPED students and students from about 30 schools in the area. Those participating in the field day will be paired with a Natomas High School student buddy. Participants compete in track and field events plus dozens of activities on the turf in the stadium. Lunch is served as part of the day.</p>  | SPED, NHS Juniors and Seniors | 10000<br>LCFF<br>4000-4999: Books And Supplies   |
| 1.7 | Task 7: UCAN GEMS Program   | all                           | 75000<br>Comprehensive Support and Improvement (CSI)<br>5000-5999: Services And Other Operating Expenditures |

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Engage Parents and Families to Support Student Success

Increase parental engagement and input by increasing parent participation in our School Site Council, counseling meetings, principal monthly meetings, student awards celebrations, and other events.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent engagement on the NHS campus remains low. Coffee with the Principal meetings yielded less than 10 participants during the 22-23 school year. Counseling meetings brought in just 30-40 parents. Studies show that when parents are engaged in school, students perform better academically and feel more connected to school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description  | Students to be Served | Proposed Expenditures  |
|---------------------|--|-----------------------|--|
| 4.1                 | <p>Task 1: Parent Engagement/Community Engagement Parent, Student, and Community Engagement supporting development of a sense of belonging on campus with events and activities systematically linked to support success at NHS. Actions include:</p> <ul style="list-style-type: none"> <li>Parent, Student, and Community Engagement supporting development of sense of belonging on campus, communication, and systematic support of success in academic, co curricular and extracurricular activities and groups,</li> <li>Creation and support of parent groups, parent recruitment, and parent/community engagement to support and share campus goals, information, student success and engagement.</li> </ul> | All Students          | <p>250<br/>LCFF<br/>1000-1999: Certificated Personnel Salaries<br/>Certificated Extra Hours, Classified Extra Hours, Supporting Materials, Translation Services<br/>250<br/>LCFF<br/>2000-2999: Classified Personnel Salaries<br/><br/>250<br/>LCFF<br/>4000-4999: Books And Supplies<br/>Supporting Materials, snacks</p> |

|     |   |                           |  |
|-----|---|---------------------------|--|
|     |   |                           | 250<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Translation Services  |
| 4.2 | <p>Task #1 Supporting English Language Learners through improved communication from school to home and engaging the parents of EL students in school activities and events.</p> <ul style="list-style-type: none"> <li>• ELAC Meetings and EL recognition events, including extra hours for support staff, materials, translation services, and Interpreters.</li> <li>• Translation services for communication, materials, meetings, and documents (additional stipend for 3rd NHS translator)</li> <li>• Language Link software license renewal to support translation in many languages</li> </ul> | English Language Learners | 1100<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours<br>1000<br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Classified Extra Hours<br>400<br>LCFF<br>4000-4999: Books And Supplies<br>Supporting Materials<br>1000<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Language link software |

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$136,094.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$304,522.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs                            | Allocation (\$) |
|---|-----------------|
| Comprehensive Support and Improvement (CSI) | \$138,690.00    |
| Title I                                     | \$61,324.00     |

Subtotal of additional federal funds included for this school: \$200,014.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF                    | \$104,508.00    |
| None Specified          | \$0.00          |

Subtotal of state or local funds included for this school: \$104,508.00

Total of federal, state, and/or local funds for this school: \$304,522.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source                              | Amount     | Balance |
|---|------------|---------|
| LCFF  | 104,508    | 0.00    |
| Title I                                     | 61,324     | 0.00    |
| Comprehensive Support and Improvement (CSI) | 138,690.00 | 0.00    |

## Expenditures by Funding Source

| Funding Source                              | Amount     |
|---|------------|
| Comprehensive Support and Improvement (CSI) | 138,690.00 |
| LCFF  | 104,508.00 |
| None Specified                              | 0.00       |
| Title I                                     | 61,324.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
|   | 0.00       |
| 1000-1999: Certificated Personnel Salaries                        | 86,699.00  |
| 2000-2999: Classified Personnel Salaries                          | 5,582.00   |
| 4000-4999: Books And Supplies                                     | 25,500.00  |
| 5000-5999: Services And Other Operating Expenditures              | 113,641.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 73,100.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source                              | Amount    |
|--|---|-----------|
| 5000-5999: Services And Other Operating Expenditures | Comprehensive Support and Improvement (CSI) | 80,190.00 |

|   |   |           |
|---|---|-----------|
| 5800: Professional/Consulting Services And Operating Expenditures | Comprehensive Support and Improvement (CSI) | 58,500.00 |
|   | LCFF  | 0.00      |
| 1000-1999: Certificated Personnel Salaries                        | LCFF  | 49,175.00 |
| 2000-2999: Classified Personnel Salaries                          | LCFF  | 4,582.00  |
| 4000-4999: Books And Supplies                                     | LCFF  | 22,000.00 |
| 5000-5999: Services And Other Operating Expenditures              | LCFF  | 21,451.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF  | 7,300.00  |
|   | None Specified                              | 0.00      |
|   | Title I                                     | 0.00      |
| 1000-1999: Certificated Personnel Salaries                        | Title I                                     | 37,524.00 |
| 2000-2999: Classified Personnel Salaries                          | Title I                                     | 1,000.00  |
| 4000-4999: Books And Supplies                                     | Title I                                     | 3,500.00  |
| 5000-5999: Services And Other Operating Expenditures              | Title I                                     | 12,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I                                     | 7,300.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 137,482.00         |
| Goal 2      | 55,000.00          |
| Goal 3      | 107,540.00         |
| Goal 4      | 4,500.00           |
| Goal 5      | 0.00               |

# School Site Council Membership

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

Marcel Baker School Principal

Ismael Reynoso, Kristin Ekejiuba, Jeff Bryan, Cindy Peiper Classroom Teachers

Tanish South, Pamela Viray, LePorcha Green, Chandra LaStrappe Parent or Community Members

Valentino Gomez Secondary Students

## **Name of Members**

## **Role**

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 May 21, 2024.

Attested:


Principal, Marcel Baker on May 21, 2024

SSC Chairperson, Tanish South on May 21, 2024