

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nevada Union High School	29-66357-2935500	3/10/2022	

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

Nevada Union High School's plan to effectively meet the Every Student Succeeds Act is through the development of a high-functioning Professional Learning Community. Over the last couple of years and into the future the school and district through our LCAP process have set funds aside to allow time for teachers to develop clear Essential Learning Outcomes within every curricular area. Through the clarity of the standards in every department, we are developing assessments for students in order to determine that every student is prepared at every level in their education as they move closer to graduation. Through this process, we are working to develop multiple ways to intervene with students when they struggle with content and how we will continue to challenge students that have mastered the essential learning outcomes.

During the fall and winter of the 2020 school year, we continued taking a comprehensive look at our school as we worked through our Schoolwide Self-Study process for WASC. During this evaluation, we identified critical areas of follow-up that we have turned into tasks for us to accomplish through the three-year WASC cycle that ends in June of 2023.

1. An emerging critical learner need is the time within the school day for student intervention. The staff has recognized the need for time within the day to work with students in need of additional time and support, or who have failed to attain the essential learning outcome of a unit. The discussion has been underway for the last two years about a change in bell schedule for the school, one that will allow for student intervention within the school day, without detracting from the elective programs

at the school. Currently, we are in the process of adopting a district-wide schedule that includes an intervention period during the school day. There is a district scheduling committee in action led by the District Administration team.

**In the meantime, we have added additional credit recovery classes to our schedule for students that need to make up classes. We use APEX as our curriculum to guide students online through credit recovery. We found that having students assigned to a class period with an instructor every day is increasing the completion of the class by students.

**We have evaluated our English Learner program and found multiple ways to improve our effectiveness with a growing population of students. We added a supported studies class to our EL student's schedules, with additional bussing so that students can stay after school to get the help they need and still have transportation needs met. We have also added a certificated case manager to oversee the student's academic needs and make sure they are appropriately placed in their classes.

2. Clarification of a usable vision and mission statement, with clearly defined school-wide learner outcomes aligned to them, has been accomplished. The Schoolwide Learning Outcomes were finalized in the Spring of 2018 and finalized in the fall of 2019. Our new Vision, Mission, and Commitments have been posted throughout campus. Our next goal will be to identify ways in which all stakeholders will use the Mission, Vision, SLO's (Schoolwide Learning Outcomes) to drive decision-making in a way that emphasizes student achievement.

3. The third critical learner need is a guaranteed and viable curriculum in each and every classroom at the school. Staff recognize the change in demographics at the school and understand the need for clear learning targets. The staff has come a long way in the development of essential learning outcomes within each content area and will continue this work annually. This process has been important so that our students and families understand the learning that is expected of them, but so that the staff can work together to refine the engagement of instruction and feedback from assessments to improve learning. There has been dedication from the site and the district to support teachers with time and training to continue to develop high-functioning Professional Learning Communities.

**On March 13, 2020 schools were forced into Full Distance Education with very little time to prepare students and staff when COVID-19 created a worldwide pandemic. We remained in this model until October 2020 when we were able to bring students back to school in a Hybrid Education Model with students having in-person instruction 2 days/week and distance the other three. We were able to open our doors completely on August 16, 2021, with distancing, sanitizing, and masking safeguards in place. On February 21, 2022, we received an email from the District Office stating that our district would be shifting to an "education not exclusion" approach to students refusing to wear a mask. On February 22, 2022, the Board of Trustees held a special board meeting to adopt their resolution regarding COVID-19 mask enforcement protocols. Said resolution expressed the need to protect the physical, social, emotional, and mental health of students. It would further express support for individual responsibility and personal choice while promoting the availability and efficacy of appropriate health and safety measures for teachers, staff and students. The following day, February 23, 2022, our school had a heavy load of teacher absences, resulting in full classrooms (by period) attending class in the theatre. The following two days, February 24 & 25, 2022, the Principal and Superintendent called for a no-school day due to an even increased number of teachers who's positions were not filled by substitutes. Our school did reopen for full service on Monday, February 28, 2022, while the bargaining units and the District office continue COVID-19-related negotiations surrounding this matter. Teachers were offered interactive processes to plead their situation to this

resolution. Meanwhile, the Governor of California stated in a press conference on Monday, February 28th that on March 11th at 11:59 pm he would be lifting the mask mandate for schools in California.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Educational Partner Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement.....	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	39
Goal 3.....	42
Goal 4.....	47
Goal 5.....	51
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan.....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56
School Site Council Membership	57
Recommendations and Assurances	58

Instructions.....59
 Instructions: Linked Table of Contents.....59
 Purpose and Description.....60
 Educational Partner Involvement60
 Resource Inequities60
Goals, Strategies, Expenditures, & Annual Review61
 Annual Review62
 Budget Summary63
 Appendix A: Plan Requirements65
 Appendix B:.....68
 Appendix C: Select State and Federal Programs70

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Healthy Kids Survey
5-Star Survey to students from ASB
Staff Survey on Bell Schedule
Survey for staff to develop their PD days
LCAP Surveys to Families
Survey for students MyHB for our upcoming RAYS (Restorative Accountable Youth Solutions) program regarding Youth Behaviors

Through the use of the various surveys, we are able to make school-wide decisions around the needs of our students, staff, and families. The Healthy Kids Survey is given annually to our students in 9th and 11th grade as well as staff and families. We are able to get a sense of where our school community stands on various issues and needs surrounding the school. The district-wide survey that goes out annually for LCAP allows families to give input to the spending of the district and the needs of our schools. We also give various surveys to students around school culture that are generated from our Associated Student Body Leadership through a 5-Star program. Depending on the survey and the results the student leaders are able to generate activities and work to change the culture on campus. The staff also take various surveys along with the LCAP and Healthy Kids Survey. There have been multiple surveys to staff regarding issues specific to the school. Most recently the use of surveys to staff helped us determine the needs of our educators in supporting the learning loss students have experienced the last few years due to Distance Learning when schools closed due to COVID-19. Other staff surveys have been generated around Bell Schedule Changes, the success of various programs, etc. Surveys are a valuable way for the school to hear from the school community and discover the needs we are facing.

Classroom Observations

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

- Formal teacher evaluations take place in accordance with the collective bargaining agreement (CBA). Probationary teachers are formally evaluated 1-2 times a year. Tenured teachers are formally evaluated every 2-5 years.
- Informal teacher evaluation takes place on a weekly basis. The administration has set coaching days on weekly schedules to allow time in the classrooms. During the 2021-2022 School year, there was a continuation of the uncertainty surrounding the transmission of Covid-19. After a school year prior which afforded a gammet of full on-line distance learning, a hybrid model of education, teaching synchronously and asynchronously, and then returning to a regular school model by the end of 2021. We are happy to state for the 2021-2022 school year we have returned to school classrooms, social distancing, sanitation of areas, washing hands, avoiding large inside gatherings and mask wearing inside and enforcement of mask wearing for social safety. At the time of this report, the tide

is shifting in regards to mask-wearing and enforceability and inclusion of students choosing not to wear a mask. Staff are still advised to wear masks.

The entire school district continued to use Schoology as a learning management system in the classroom setting.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Use of assessments to place students, particularly new 9th-grade students into the proper class levels.

The CASSPP is used as a measure for both ELA and Math

FastForWord reading screener

Local Math Assessment

Mathematics Diagnostic Testing Project Algebra and Geometry Readiness screener

ELPAC testing

Departments continue the process of developing and formalizing essential learning outcomes for content areas with formative and common assessments. We are working to increase access to assessment results for use by teachers (and teams of teachers) to modify and improve instruction and student learning. Currently, the ability to view assessment results for ELO assessments in current courses is readily available. There are barriers for accessing results for the tests listed above.

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

The Schoology. More teachers are becoming proficient with this new tool, we can begin to look at student progress data when assessments are given through this program. We also use a variety of tools throughout curricular areas such as Math XL, No Red Ink, and assessments within curricular areas to determine students are meeting their learning targets.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified.

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

All our teachers are credentialed teachers and have been given multiple opportunities for professional development as well as access to instructional materials.

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

Districtwide, staff development has had a clear focus on classroom instruction over the last 4 years with PLC training by department, as well as classified staff units.

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

NUHS has worked diligently to assign one Administrator as our Curriculum and Instruction Coordinator that has done a great job working with teachers to align standards, create common assessments, plus so much more. The most valuable strategy has been enabling this administrator to be the voice for the teachers as need arises. We also have a curriculum and instruction coach for the District that works throughout our schools with departments to develop curriculum, assess students, train in a variety of teaching tools, etc.

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

We have collaboration time built into our calendar every Monday morning for an hour. Departments are also given time 1day/week during Flex for collaboration time with their departments (teachers collaborate one of the 4 days set aside for FLEX time. Students start school an hour later than normal on Mondays for teachers to have this time to work within their content teams regularly. There are time we work together as a whole staff or within academies or groupings based on AP classes, Title 1, or EL.

Teaching and Learning

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

All curricular areas have aligned instruction to Content Standards.

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

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

In the 2021-2022 school year we adopted a new block schedule which includes an Advisory course every Monday to select courses during Flex time the rest of the week with teachers or subjects students need improvement or additional help. This is available and required for all students.

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

Standards-based instructional materials are available to all students.

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

Yes

Opportunity and Equal Educational Access

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

With the new block schedule in place all students participate in FLEX time. Flex is intervention time built into the school day for students to have time to meet with teachers when their are questions or assessment shows a student did not understand a concept, or to get caught up on missing assignments. The main goal of Flex is to provide timely intervention during the school day for students to master the essential learning outcomes expected within each curricular area. All students have access to tutoring after school as well.

Evidence-based educational practices to raise student achievement

Timely intervention during the school day.

Parental Engagement

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

We do have counselors, A Title One coordinator, Title One Aides and resources, EL Aides and ELD class settings, Indian Educational supports. We have created labs that are attended daily in English through Title 1 to support student learning.

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

Site Council (includes school community members), LCAP committee (includes all school community members)

Funding

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

PLC process is the area that needs funding. The District provides up to \$30,000.00 in Professional Development funding.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Principal, Principals Secretary, Assistant Principals, Intervention Coordinator, WASC coordinator, Curriculum & Instruction coordinator, District Testing & Accountability Coordinator, District Office, and review by School Site Council.

Resource Inequities

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

Over the recent years we have had in increase in the number of English Language Learners. For this reason we are finding an increased need for EL services to provide further services to meet our EL students needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.36%	1.4%	1.08%	21	21	16
African American	1.1%	1.2%	0.81%	17	17	12
Asian	1.49%	1.3%	1.29%	23	19	19
Filipino	0.32%	0.3%	0.34%	5	4	5
Hispanic/Latino	14.4%	15.2%	17.40%	222	223	257
Pacific Islander	0.19%	%	%	3		
White	77.3%	73.6%	72.31%	1,192	1,081	1068
Multiple/No Response	3.83%	7.1%	6.77%	59	104	100
	Total Enrollment			1,542	1,469	1477

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	428	426	428
Grade 10	403	382	403
Grade 11	330	346	342
Grade 12	381	315	304
Total Enrollment	1,542	1,469	1,477

Conclusions based on this data:

1. Nevada Union's ethnic diversity is low with the majority of the population being white students. The second largest student group at about 14% is Hispanic/Latino which is an increase from last year by 3%.
2. Our district has been in declining enrollment over the past several years. For the current 21-22 school year we have been hit the hardest with declining enrollment mostly due to COVID 19 for students wishing to be in a smaller independent study setting.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	35	36	40	2.3%	2.50%	2.7%
Fluent English Proficient (FEP)	72	77	86	4.7%	5.20%	5.8%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. It is important to note that some of our EL students are Foreign Exchange students and will only be with us for one year.
2. We are seeing an increase in enrollment of students that do not speak any English at all.
3. NU is slowly seeing an increase in the number of FEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	348	315	283	339	224	266	338	212	266	97.4	71.1	94.0
All Grades	348	315	283	339	224	266	338	212	266	97.4	71.1	94.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2641.	2583.	2561.	39.05	22.64	18.42	33.73	32.08	29.32	18.34	19.81	22.93	8.88	25.47	29.32
All Grades	N/A	N/A	N/A	39.05	22.64	18.42	33.73	32.08	29.32	18.34	19.81	22.93	8.88	25.47	29.32

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	47.34	38.64	24.44	40.83	48.86	56.39	11.83	12.50	19.17
All Grades	47.34	38.64	24.44	40.83	48.86	56.39	11.83	12.50	19.17

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	45.40	21.98	18.80	41.54	53.85	43.98	13.06	24.18	37.22
All Grades	45.40	21.98	18.80	41.54	53.85	43.98	13.06	24.18	37.22

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	31.36	17.84	12.41	62.72	74.05	67.67	5.92	8.11	19.92
All Grades	31.36	17.84	12.41	62.72	74.05	67.67	5.92	8.11	19.92

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	43.03	31.71	18.05	48.07	62.44	60.15	8.90	5.85	21.80
All Grades	43.03	31.71	18.05	48.07	62.44	60.15	8.90	5.85	21.80

2019-20 Data:

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

Conclusions based on this data:

1. Based on the results of this data our participation rate is currently high, above the 90th percentile. In the last year of data shown in the % At or Near Standard for 20-21, we had an even bigger jump in participation than previous years. During the 21-22 School Year we have seen a huge decline in test scores across the board but participation is high.
2. Over the past 3 years focusing on CAASPP results there seems to be a growing number of students falling in the Below Standard category. This is similar to the State and National trend. We continue to identify students' areas of weakness to help teachers drill down on students' needs and reteach these areas of concern.
3. The district has allowed time for teachers to develop common assessments with a close look at data in the future for all assessments. Teachers will re-teach the material in areas that are not mastered and work with students to develop proficiency in all areas. The district and the site has also continued to be dedicated to training in Professional Learning Communities in order to determine the Essential Learning Outcomes for students and begin to target the needed interventions through these common assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	349	315	286	334	0	278	334	0	278	95.7	0.0	97.2
All Grades	349	315	286	334	0	278	334	0	278	95.7	0.0	97.2

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2588.		2550.	14.67		11.51	25.45		16.55	27.54		25.18	32.34		46.76
All Grades	N/A	N/A	N/A	14.67		11.51	25.45		16.55	27.54		25.18	32.34		46.76

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	24.55		15.47	31.44		37.05	44.01		47.48
All Grades	24.55		15.47	31.44		37.05	44.01		47.48

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	20.66		12.95	48.50		59.35	30.84		27.70
All Grades	20.66		12.95	48.50		59.35	30.84		27.70

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	17.07		13.67	57.19		58.99	25.75		27.34
All Grades	17.07		13.67	57.19		58.99	25.75		27.34

2019-20 Data:

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

Conclusions based on this data:

1. Our student proficiency data has been compared to our neighboring schools, and we stayed basically the same from 18-19 to the 21-22 school year. We did not test on CAASPP in 20-21. We created a revised testing plan to address previous concerns about the length of the testing and this did seem to help moral but did not show growth in scores.
2. The district has allowed time for our teachers to work with our Curriculum and Instruction TOSA to review the testing materials & assessment tools with our staff; we have dedicated time to identifying areas in the test that our students are struggling with and have asked departments across the campus to find ways to help focus students attention on the test. Math will work on doing some review with students in Math classes on all materials associated with the test prior to the test days.
3. The district has also allowed time for teachers to work with a new form of assessment, Math XL, and in some cases Delta Math, a computer-generated program that helps students practice their math skills. These programs help identify areas of concern in order for teachers to re-teach the material and develop proficiency in all areas. Math XL and Delta Math also provide students with tools to practice the skills and receive immediate feedback. The district and the site have also dedicated time to training in Professional Learning Communities in order to determine the Essential Learning Outcomes for students and begin to target the needed interventions. Specific to the results for 2018-19, the Math department also spent time in 2017 developing a matrix to determine Math placement for our students entering High School in order to meet the student's needs and eliminate gaps in their learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	1512.0	*	*	1511.8	*	*	1511.5	4	8	11
10	*	*	*	*	*	*	*	*	*	9	9	8
11	*	*	*	*	*	*	*	*	*	5	9	10
12	*	*	*	*	*	*	*	*	*	*	7	9
All Grades										21	33	38

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	9.09	*	*	36.36	*	*	18.18	*	*	36.36	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	6.06	2.63	19.05	18.18	23.68	28.57	24.24	23.68	33.33	51.52	50.00	21	33	38

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	27.27	*	*	27.27	*	*	18.18	*	*	27.27	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	21.21	18.42	28.57	21.21	23.68	19.05	12.12	13.16	28.57	45.45	44.74	21	33	38

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	0.00	*	*	18.18	*	*	27.27	*	*	54.55	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	0.00	0.00	14.29	3.03	13.16	33.33	24.24	23.68	47.62	72.73	63.16	21	33	38

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	0.00	42.86	42.42	44.74	42.86	57.58	55.26	21	33	38

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	63.64	*	*	9.09	*	*	27.27	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.62	42.42	42.11	28.57	15.15	13.16	23.81	42.42	44.74	21	33	38

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	10.00	*	*	40.00	*	*	50.00	*	*	10
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	3.03	5.41	38.10	18.18	27.03	57.14	78.79	67.57	21	33	37

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	0.00	0.00	61.90	43.75	39.47	33.33	56.25	60.53	21	32	38

2019-20 Data:

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

Conclusions based on this data:

1. This was the third year that our students tested on the ELPAC across the state. With 3 years of data we are able to drill down more specifically to our EL students needs.
2. We have such a low level of EL students but we are seeing growth in the population overall. Most students place in Level 1 and 2 showing a need for further support.
3. Reading is an area of focus yearly.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,477	40.1	2.7	0.1
Total Number of Students enrolled in Nevada Union 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	2.7
Foster Youth	2	0.1
Homeless	28	1.9
Socioeconomically Disadvantaged	593	40.1
Students with Disabilities	264	17.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	0.8
American Indian	16	1.1
Asian	19	1.3
Filipino	5	0.3
Hispanic	257	17.4
Two or More Races	100	6.8
Pacific Islander		
White	1,068	72.3

Conclusions based on this data:

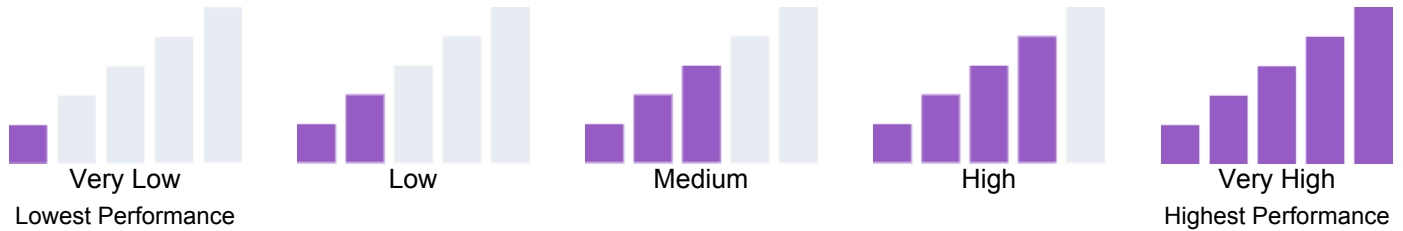
1. We have a large and growing socioeconomically disadvantaged group @ 42.8% which is another increase from the previous year of 1.3% with the majority of our population being white. The closest population being Hispanic with only 13.1% of our population. We have very little ethnic diversity but the culture in Nevada County is diverse.
2. The site with the support of the district has put in place interventions to help address more needs of our Socioeconomically Disadvantaged group such as an Intervention Specialist, 3 case managers to work with our Title 1 students, and tutoring before and after school. This staff works to monitor student grades, behavior and connects with families through an on-campus intervention program to assist students when their behavior gets in the way of learning by providing education around social and emotional issues and behaviors. We also continue to build our student's assistance program with mental health by hiring more school psychologists and this program provides a program that students can access in order to receive help with the emotional stresses from home and school.
3. The site and the district administration continue to provide academic support with continued training in the Professional Learning Community Model and with the bell schedule change we are working to provide more training on Tier 1 instruction and how to use FLEX properly. Departments are building and using assessment to drill down on specific areas of concern for students academically and scheduling them into their FLEX time when students need more assistance to master the essential learning outcomes.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate High	Suspension Rate Medium
Mathematics Low		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

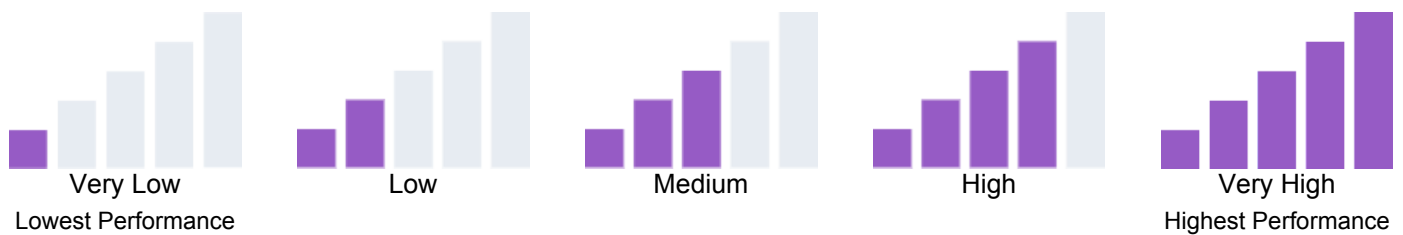
1. Based on the data from the Dashboard we have a continued concern around suspension rates. The district has supported the site in the development of an On-Campus Intervention program that is monitored by a credentialed teacher and intervention specialists. OCI allows students training in behavior management specific to individuals' areas of concern in order to educate students about unacceptable behaviors and help them develop better strategies to deal with their behavior prior to school discipline. The OCI program is developing and seems to be having a positive influence on our school culture. It is important to the school personnel to find ways to keep students on campus and find ways to support their social-emotional needs so that behaviors can be addressed and they can focus on their education.
2. We have seen a concern in student mental health that has contributed to the Suspension rate at our site and with the support of the district and county we been involved with a focused look at our disciplinary matrix and with guided support from the county we are working to reduce our suspension rates.
3. With a dip in the performance rates in ELA, in Math, but continued high Graduation rates we continue to discuss ways to improve in College and Career Readiness and lower Suspension Rates. The English and Math departments have now gone through intensive training in the PLC process and we hope to see growth in the areas of ELA and Math. College/Career is another area of future growth moving forward for us as we now have curriculum, Get Focused, Stay Focused, that discusses career readiness and will include internships and growth throughout the years in multiple classes. With the continued growth in our CTE programs and a change in the Senior Project requirements to focus on careers we are hoping to see drastic improvements in Career Readiness.

School and Student Performance Data

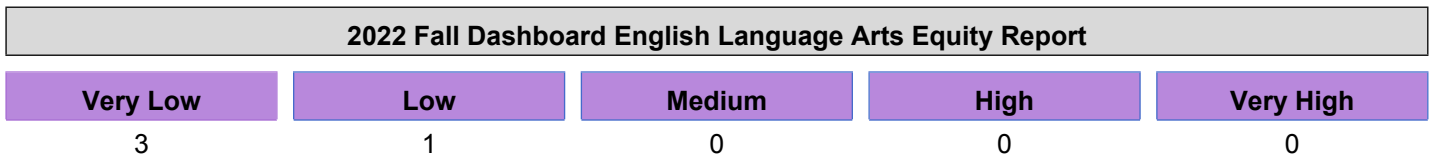
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

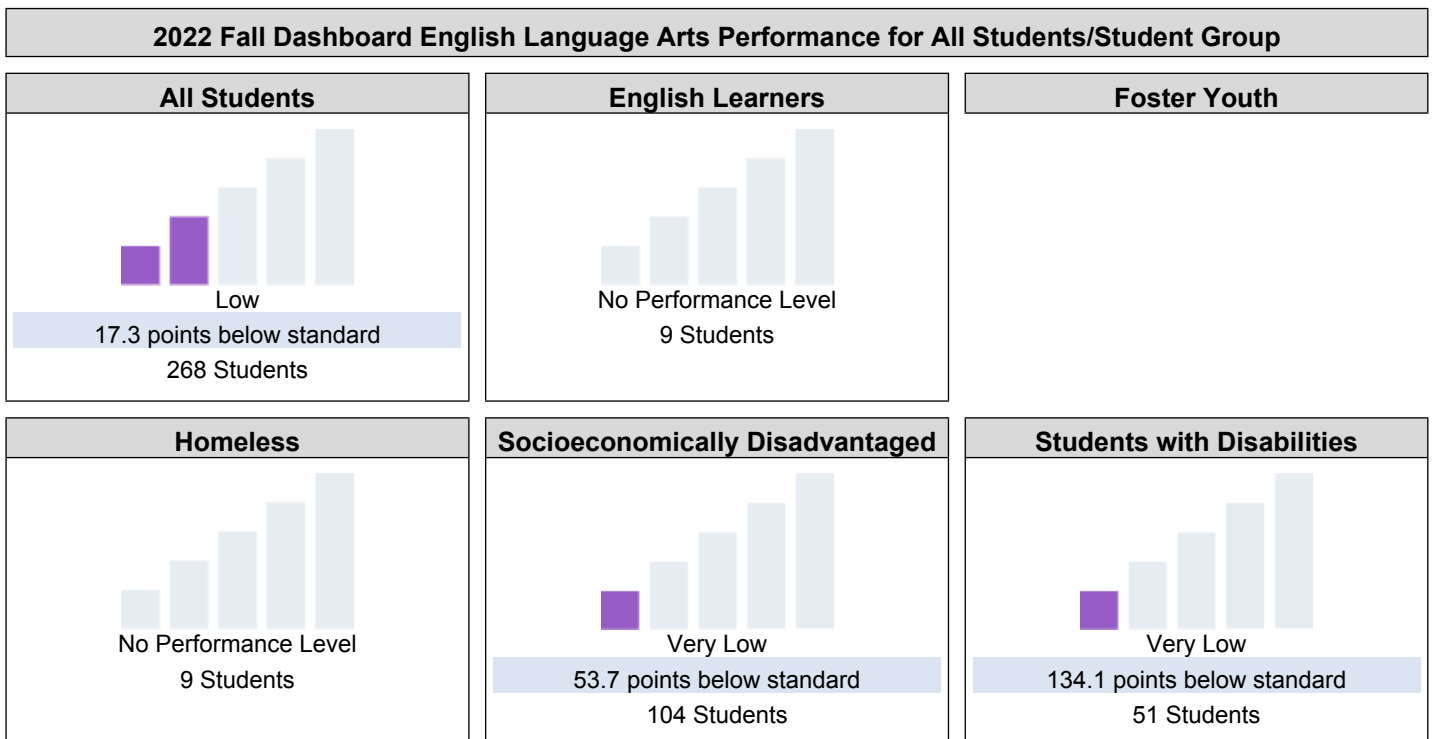
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



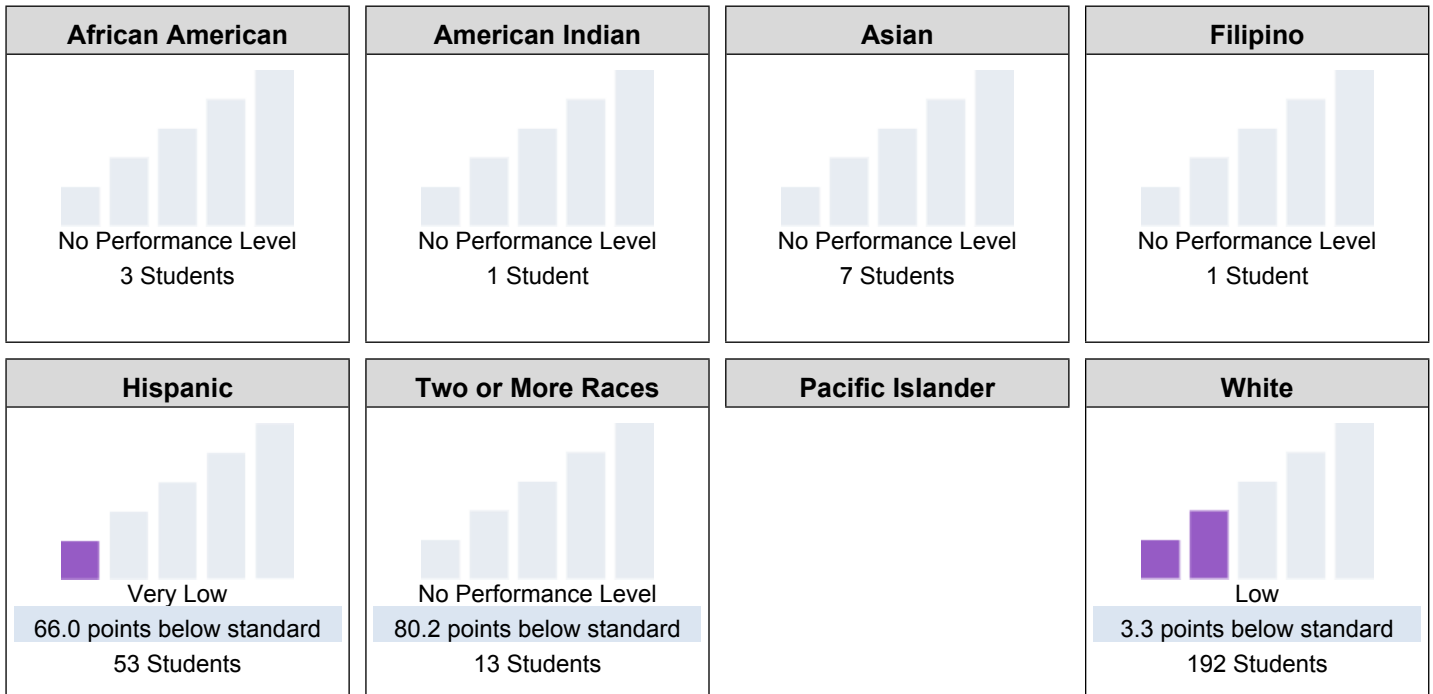
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	1 Student	12.9 points below standard
		244 Students

Conclusions based on this data:

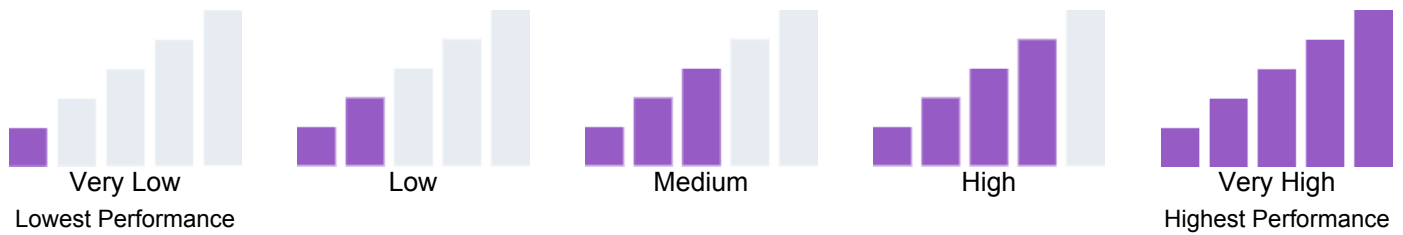
1. Students with Disabilities is an area of concern with a decline in performance where the other groups showed improvements.
2. We showed a decrease in test scores as we transitioned out of the pandemic. We will continue to work on developing Essential Learning Outcomes, assess data from assessments to place students into FLEX in order to master standards, and provide timely interventions.

School and Student Performance Data

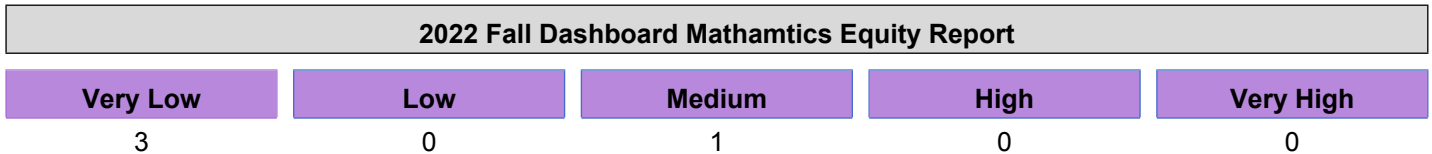
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

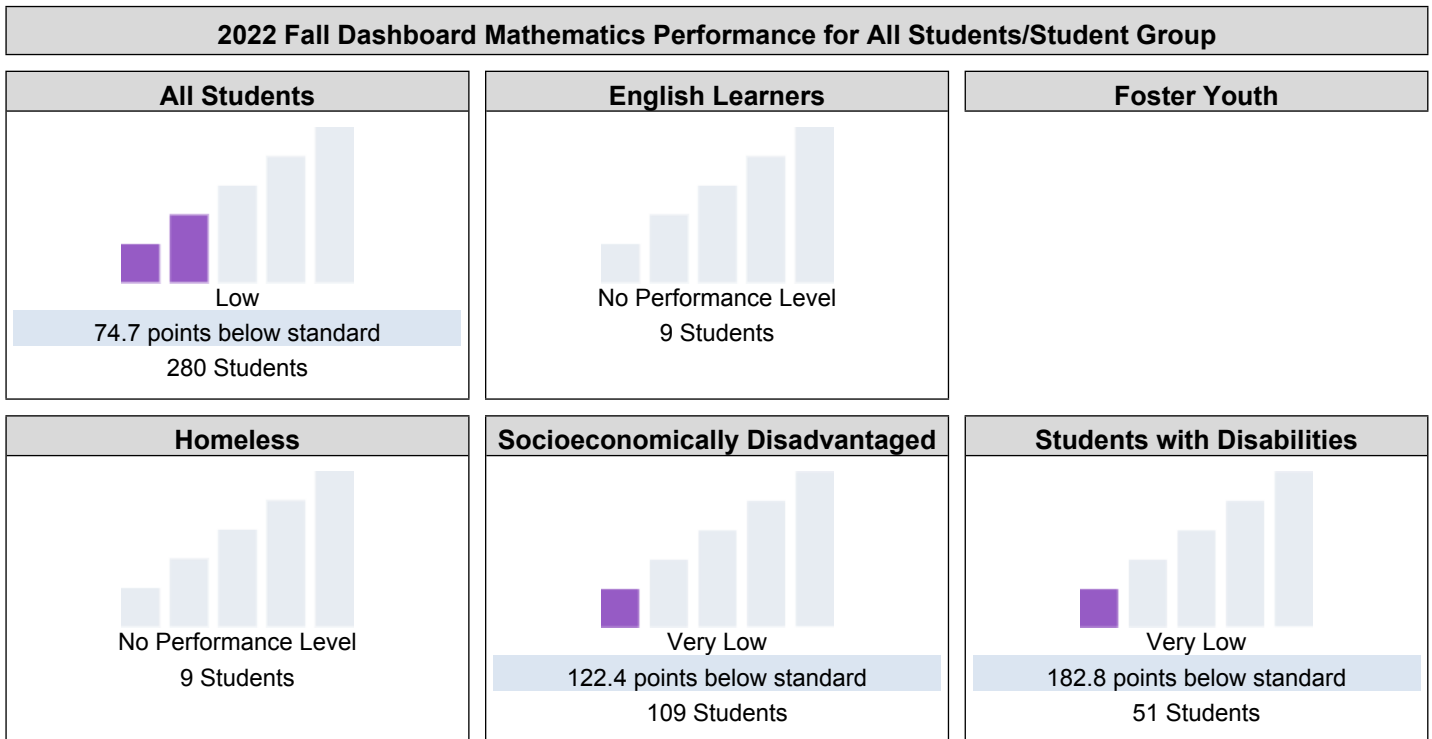
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



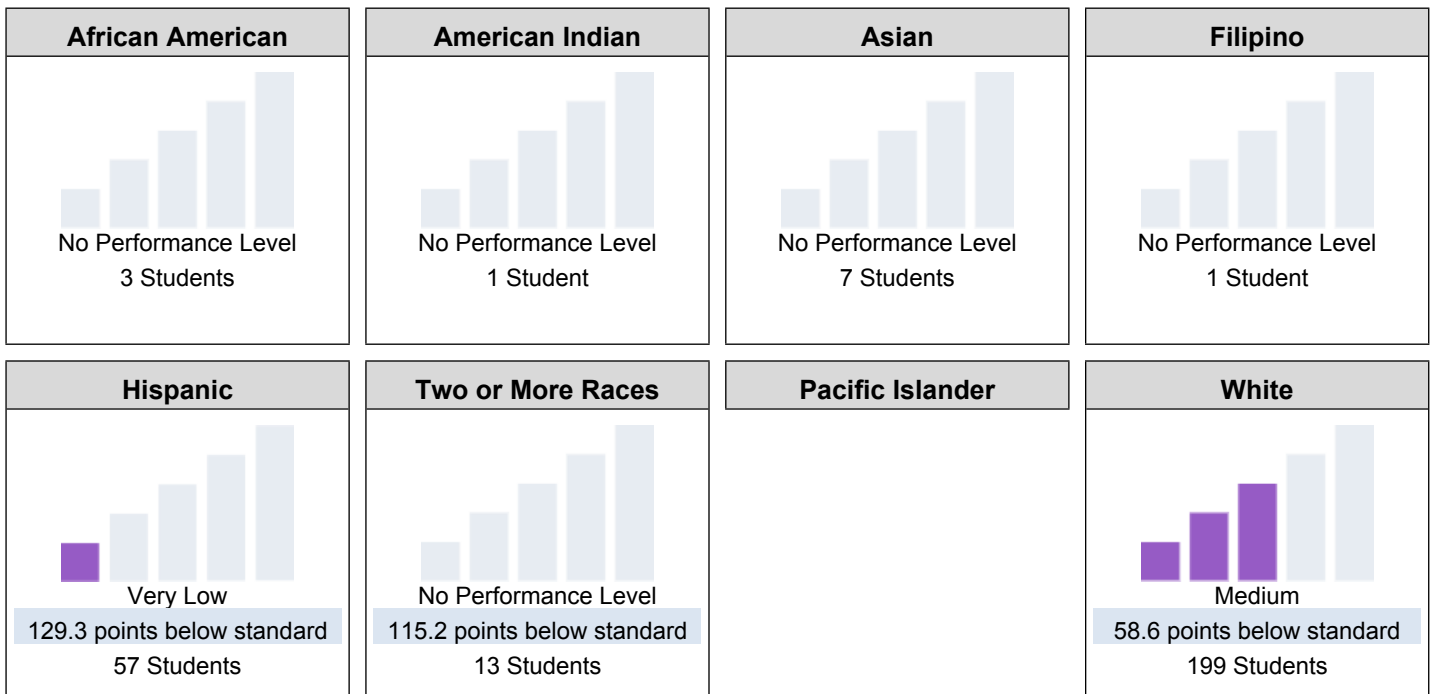
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	1 Student	69.4 points below standard 255 Students

Conclusions based on this data:

- Overall in Math our scores fell showing a drop in all categories, but an increase in performance by our Hispanic population. The Socioeconomically Disadvantaged group continues to decline but there is a large decline in scores for our students with Disabilities.
- Efforts have been put forward to develop a more vibrant English Language Development program by adding an additional section so that our Certificated teacher can work with our EL students at the varying levels more specifically to meet their needs as we see an increase in this population, mostly Hispanic. There are also efforts being made with our EL Aids to make sure we addressing the needs of the EL Learners in multiple disciplines. In school and after school tutoring and supports are in place.
- The district and the site Administration has been dedicated to allowing time and training for our Math department in the use of the UDL (Universal Design for Learning) strategies as well as intensive training in Professional Learning Communities to help guide the department in the development of Essential Learning Outcomes for all students in Math. During this process, the department has developed common assessments in order to develop interventions that are meaningful for student growth and for all students to learn at high levels with high expectations.

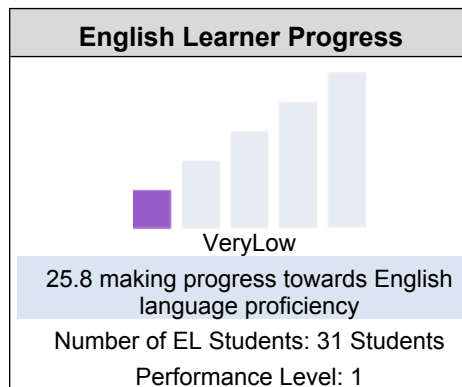
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.1%	58.1%	3.2%	22.6%

Conclusions based on this data:

1. The number of EL students has grown over the last few years and we continue to see the levels across all categories be similar. The district has hired a new Director to the district that is also in charge of ELL Services. The Director is developing an English Language Development Program that allows for the Certificated teacher to meet the needs of the various levels by adding an additional ELD class and spread out the student levels and make the curriculum more specific to the students' needs.
2. Our EL Aids are continuously working with students and meeting with them to support their individual needs. (in classes and before and after school tutoring)
3. Teachers across campus are receiving UDL training to give them the tools needed to support all students, through differentiated instruction so that learning takes place at high levels for all students. With the school closures occurring in the Spring of 2020 due to the pandemic there will be a need to re-engage in the UDL training and find ways to help support the needs students will face with learning loss.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

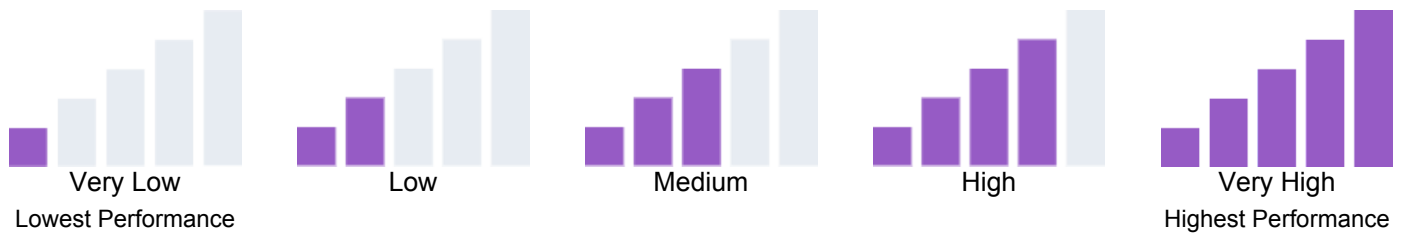
Conclusions based on this data:

1. We are making gains in the College/Career areas though there was a small drop from 2018 to 2019 in the percentage of students prepared for college. With an increase in our socio-economically challenged population growing less students are choosing to go attend UC/CSU's and are looking to attend Jr. College, trade schools, or begin working after high school. The demographics have changed for NUHS over the past 10-years due to a change in the population and economy in our community.
2. We have brought in new curriculum for the 2019-2020 school year for Freshmen called Get Focused Stay Focused that works with students to develop a ten year plan. Students will look at career choices and research the post graduate educational opportunities that will support those career choices. The class of 2023 will be the first class that should have received this curriculum throughout their 4 years in high school but due to distance learning and a bell schedule change this year there are some gaps that need to be corrected. This curriculum has created a shift in the focus of our Senior projects to be on career discovery.
3. Our CTE programs are growing and developing pathways that will give students opportunities to discover possible career options and potentially lead to internships.

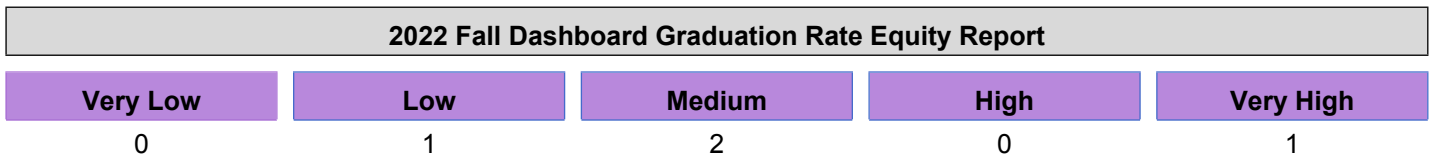
School and Student Performance Data

Academic Engagement Graduation Rate

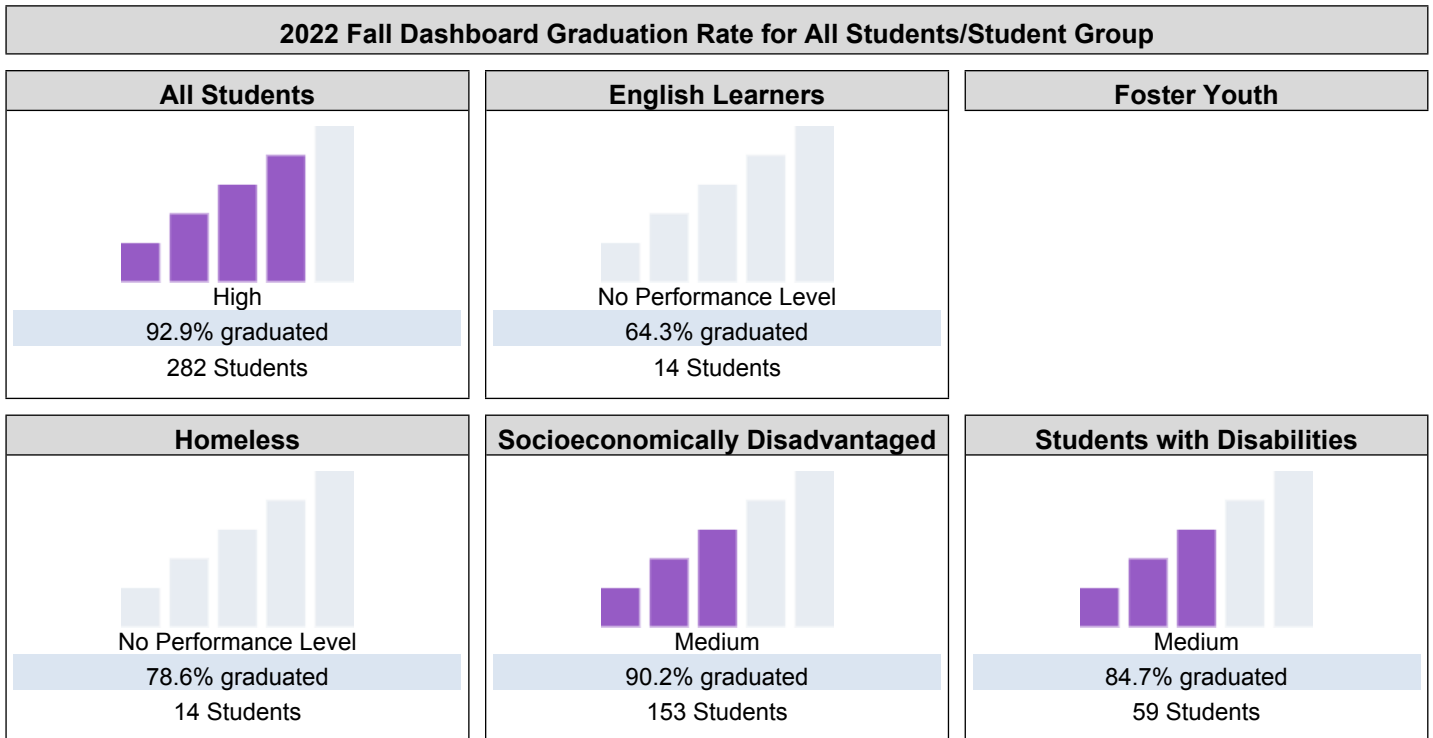
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



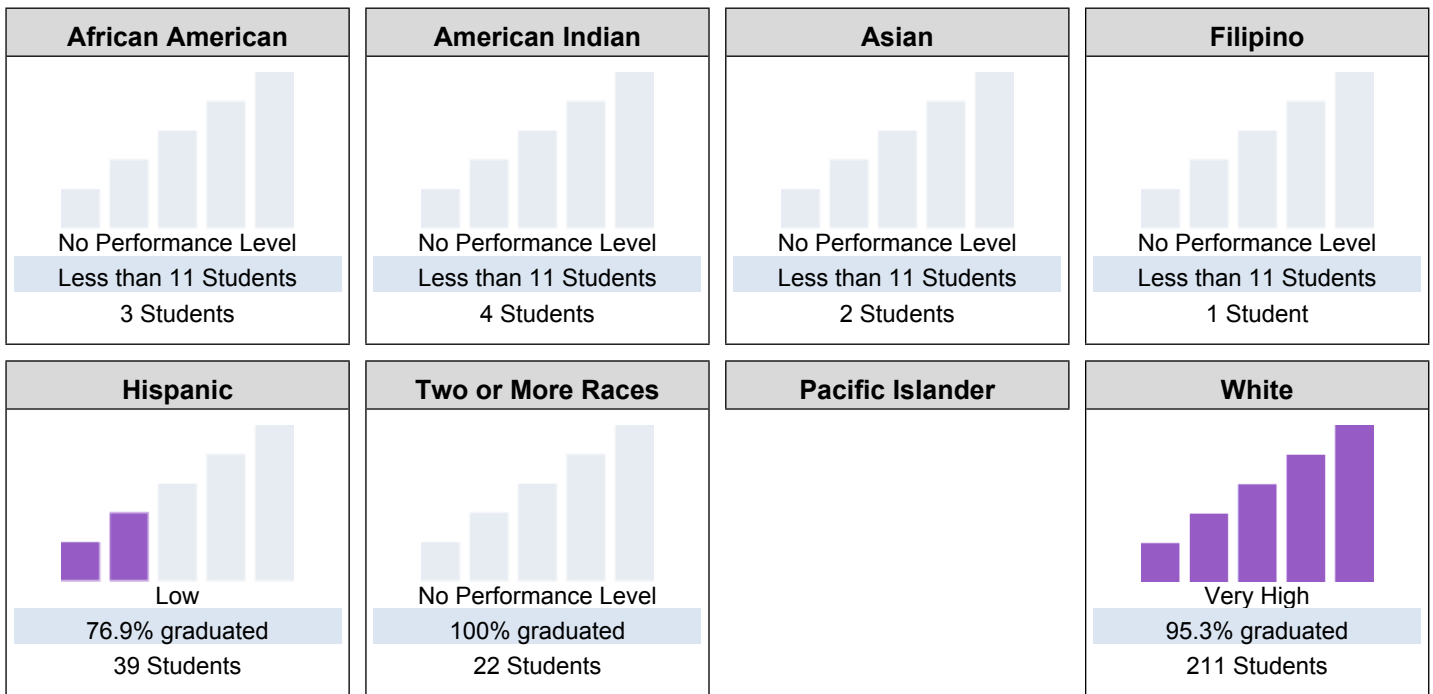
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

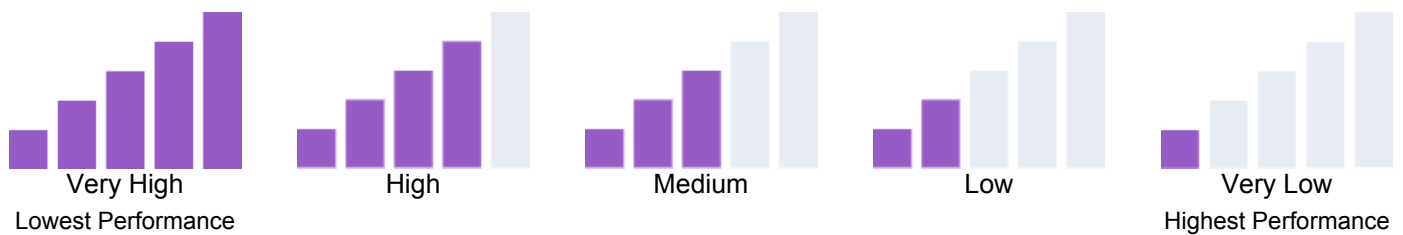
1. NU continues to maintain high graduation rates.
2. The data indicates a decline in the graduation rate of our Hispanic population. A focus in this area will be important to recognize in future years.

School and Student Performance Data

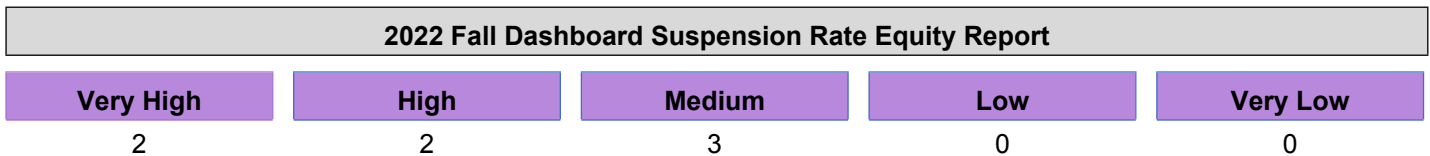
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

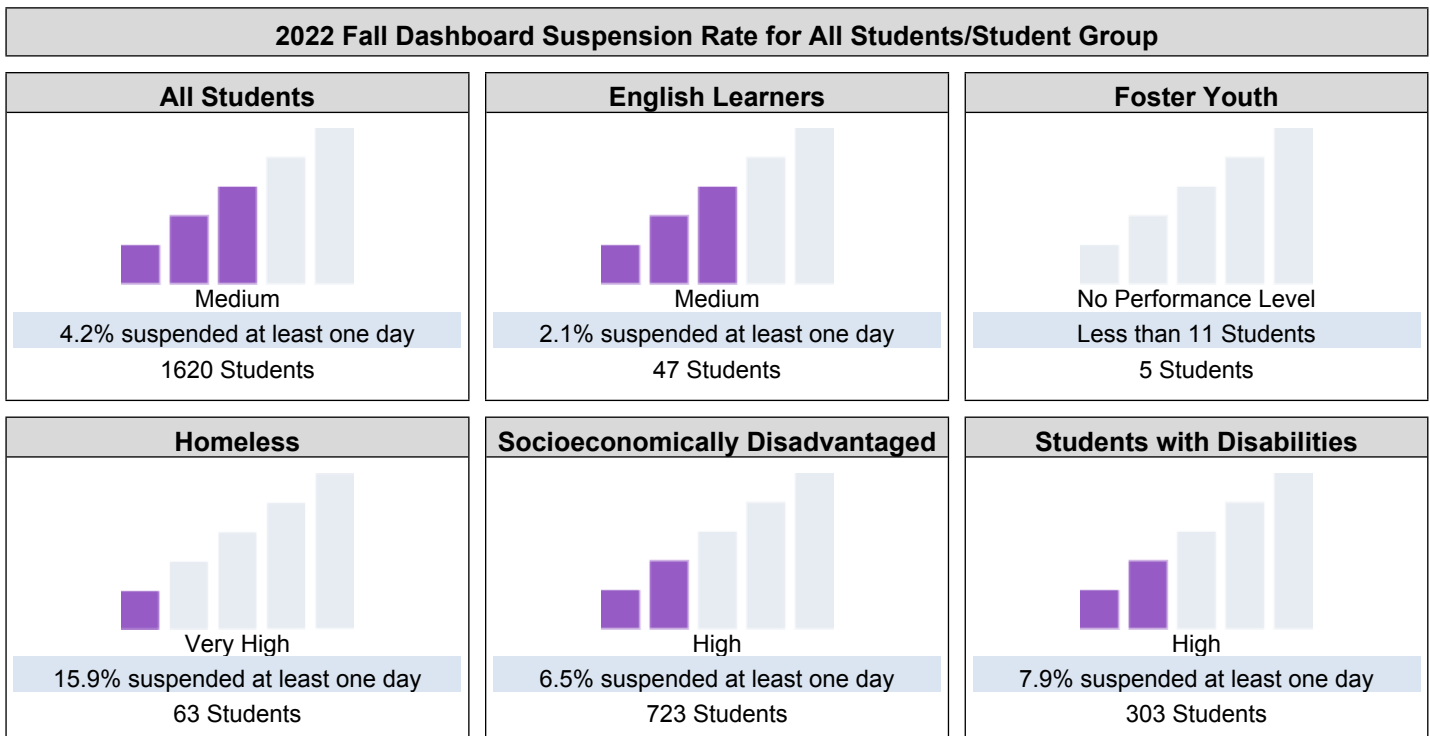
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



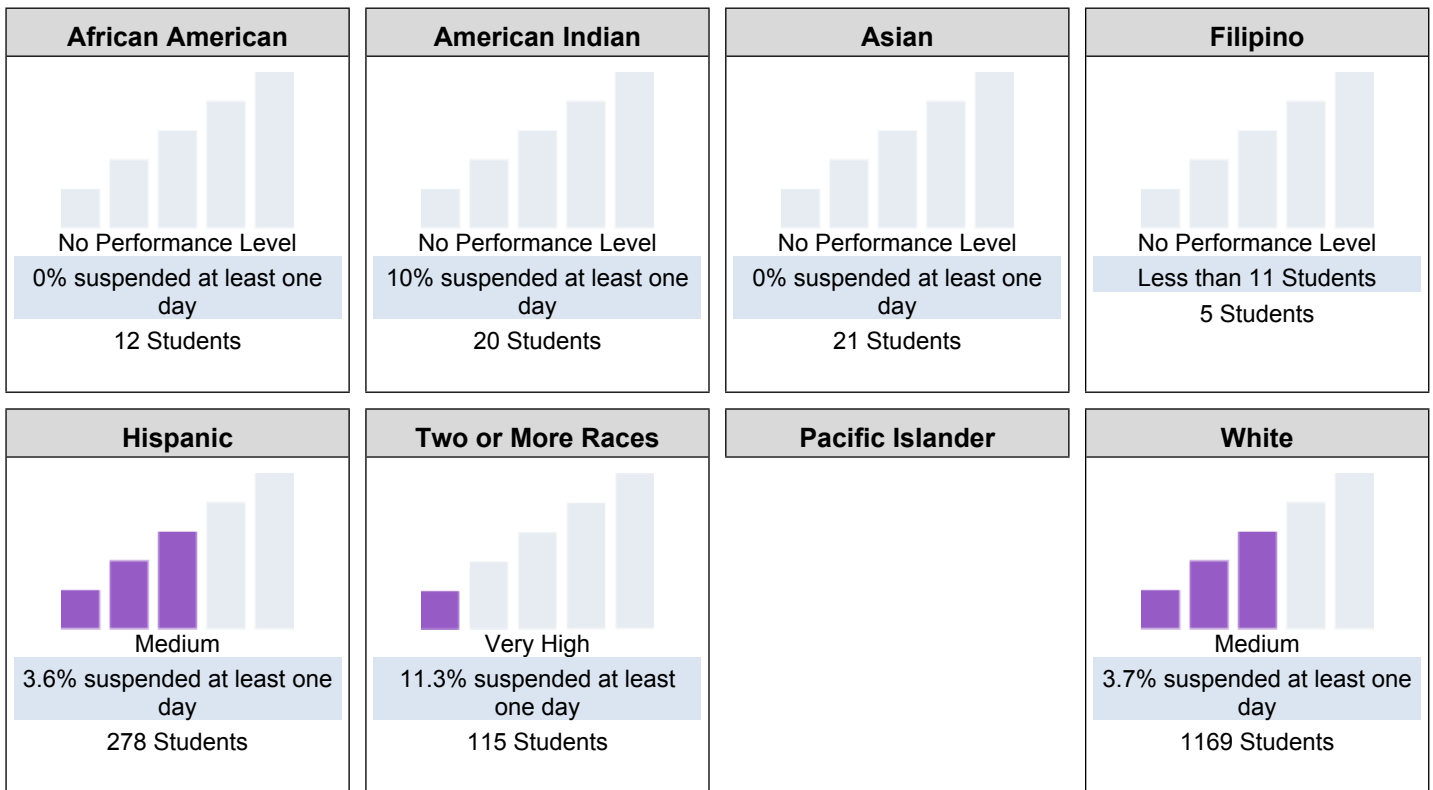
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We have seen an increase in the number of suspensions rates prior to the pandemic and even though there was a reduction this past year, we still have a higher suspension rate in our special population compared to all students.
2. We have developed an On Campus Intervention Program that is run by a Certificated Teacher and Intervention Specialist. The OCI program comes with Interventions for students behavior prior to Suspension using curriculum to help students gain knowledge in how to handle difficult situations or the safety concerns the school may have behind particular behaviors.
3. We have increased our supports through increasing our Intervention Specialists to track student progress and develop plans for success for students and increase our attention district-wide on mental health concerns in our youth by hiring more school psychologists to support students. We also have included supports through Nevada County Superintendent of Schools to work through a Differentiated Assistance Plan and contract with Granite Wellness to provide mediation/intervention services around Tobacco use. We also use our intervention specialist to conduct brief interventions with students to help them learn about vaping and the negative effects on their health and well-being. They also develop a plan to quit.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Health & Safety, School Culture & Climate

LEA/LCAP Goal

LCAP Goal #2: Our district ensures that all students and staff feel they belong to a safe and healthy school; LCAP Goal #3: Our district will ensure that our schools are a source of deep-seated pride among students, staff and community.

Goal 1

Continue to improve school culture, climate, health and well-being of its members.

Identified Need

Discipline numbers are too high particularly within our Special Education population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
number of suspensions	decrease the number of suspensions decrease in the number of Special Education students being suspended	Decrease in suspension rate by 2-3% for the next 3 years.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with a focus on our socioeconomically disadvantaged students and our special education students

Strategy/Activity

Continue to inform students, staff, and parents about our student well-being protocols. To update and train all staff on the resources available both on campus and beyond, when and how to use these resources, and who to inform about their use.

1. Create a tracking system for our on-campus intervention program to determine students needs as they are referred to our base curriculum
2. Work with the students to set goals, both long-term and short-term goals that will help them determine how their actions help them meet these goals during OCI.
3. Increase in Campus Supervisors to support students on campus and ensure their safety.

4. Increase in Mental Health services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified create clear list/flow chart
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase the number of case managers in Title 1 to help with the number of students that need to be served.

Strategy/Activity

Hire a third case manager for the 23/24 school year in order to have specific case managers for 9th, 10th and 11/12th graders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
174993.00	Title I
22896.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide more supports for our EL students by adding a certificated case manager, a supported studies class similar to our SPED supported studies classes, as well as continued before and after school tutoring. Para-educator supports in classrooms.

Strategy/Activity

Initiate weekly meetings with the para-professionals, teacher, and administration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students have not consistently been on campus for almost a year with the worldwide pandemic the coronavirus brought in the Spring of 2020. As students return to campus full-time it will be important to find ways to engage students in campus culture by connecting them to clubs, athletics, and our performing and fine arts programs.

Strategy/Activity

Promotion of school activities by working with our ASB and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified
Create Concern Forms

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Increase in mental health services and supports has shown to be valuable for our students in all populations.

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

Because of much staff turnover in the Title 1 department and the difficulties with hiring and training, we chose to eliminate one case manager position and simply increase the coordinator position by one section.

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 Subject

Communication

LEA/LCAP Goal

LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. LCAP Goal #3: Our district will ensure that our schools are a source of deep-seated pride among students, staff and community.

Goal 2

Improve quality and efficiency of Bi-directional communication among all stakeholders and enhance the perception of NU as the school of choice for learning and student achievement.

Identified Need

Increase state and local benchmarks with opportunities for students to participate in a variety of school programs and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard measurements: test scores college and career readiness		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, parents, staff, and community

Strategy/Activity

Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision making through survey's to students, parents, and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

website

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Move the school to one learning management system in order to improve communication between students, staff, and parents/guardians regarding homework, notes, communication, and grades. Provide Title 1 students with additional supplies and materials. Expand parent communication tools between case managers and parents/guardians to include texting using Google Voice numbers. Mailing home to all Title 1 families the School-Level Parent and Family Engagement Policy in the fall and it is posted on our website.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2129.00

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Improve grade reporting on a regular basis to inform students, parent, and staff of progress.

Strategy/Activity

Survey went out to staff from Site Council to inform decision making. Evaluate need for the school to use one learning management system in order for students and parents/guardians to stay informed about grades and the needs of the students. Teachers will need to keep grades up to date on a regular basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
personel

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Site Council made recommendations to move to one learning management system so that it is more accessible for students and parents/guardians to stay informed about student progress. Parents received a step-by-step guide on how to connect and view both Synergy and Schoology. Title 1 case managers sent out emails to parent/guardians of Title 1 students with one or more F grades at each IPR. Emails included a detailed reminder of Title 1 student support services available, some use of Google texts was employed.

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

Significant inconsistency in Title 1 case managers due to medical leave and early retirement interrupted services and contributed to inconsistent results.

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 Subject

Curriculum, Instruction, & Assessment: Academic Programming

LEA/LCAP Goal

LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Goal 3

Improve the quality and consistency of instruction, assessment, engagement, and intervention to increase student achievement through the development of high functioning Professional Learning Communities.

Identified Need

Develop Essential Learning Outcomes for each department with common assessments.
Development of School wide Learning Outcomes and Collective Commitments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common assessments		Data driven decision making to inform instruction Improvements in mastery of standards within curricular areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Establish a clear set of collective commitments surrounding the tenets of PLC and generate staff buy-in.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop clearly defined and agreed upon essential learning outcomes aligned to state standards. (ELO's)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop and implement common assessments to measure student attainment of essential learning outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Review common assessment results in collaborative teams to share assessment data, best teaching practices, and strategies for improving engagement and student rigor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize assessment data to provide targeted interventions for students not meeting essential learning outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Further develop the System of Interventions to actively include common assessment based teacher input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20000.00

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Change the school bell schedule to include intervention and enrichment time within the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students and Parents

Strategy/Activity

Promote regular reporting from departments & administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop a system for student feedback surrounding the quality of instruction, classroom tools, and learning environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue and support the work of increasing the effective use of technology in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

In 2018-19 NUHS worked to bring in training for Professional Learning Communities. This training continues into 2019 -20 school year district wide.

In 21/22 the use of FLEX period has been instrumental in providing targeted support to students who are not demonstrating mastery. Widespread selection of students to work with teachers and other support providers during this intervention period has proven to be an effective strategy in increasing student competency related to ELOs and overall academic performance.

Briefly 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.

The largest change to this goal is that where the PLC initiative was site specific, but now it is a District Wide Initiative, so the funding is now district wide support and not just from site budget.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Ready

LEA/LCAP Goal

LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

Goal 4

Continue to build and enhance pathways and CTE offerings and internships to better meet the learning needs of all students, and consistently communicate these offerings to all stakeholders.

Identified Need

CTE Coordinator

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Readiness on the CA School Dashboard		Increase in CTE completers

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Parents, Community

Strategy/Activity

Public Relations information available & pathway sequences are clearly illustrated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the availability and awareness of internships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Communicate the efficacy of all pathways to students, parents, and the community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Bring in the curriculum "Get Focused, Stay Focused" to begin at the Freshmen level so student begin to discover and think about career choices and options.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Adopt a schedule that allows more opportunities for students to participate in CTE courses in addition to their rigorous academic courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Student interested in the new Pathways

Strategy/Activity

Pursue new CTE pathways and/or small learning academies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

NUHS is in the process of cleaning up the CTE pathways so that we have concentrators with capstones for all pathways.

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

In 2019-20 we began the Get Focused, Stay Focused curriculum with our Freshmen class that will expose all students to college and career readiness. This program will follow the class of 2023 and be implemented with all future students to meet the college and career readiness 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.

Implementation of the GFSF curriculum in Sophomore English, Jr. US History, and Sr. English classes to support College and Career Readiness for all students. This will also give students more knowledge about our CTE options.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Vision/Mission/SLO's

LEA/LCAP Goal

LCAP Goal 1: Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. LCAP Goal #3: Our district will ensure that our schools are a source of deep-seated pride among students, staff and community.

Goal 5

Students within our special populations (SPED, EL, Homeless, Foster Youth, Indian Ed) will receive increased access to the least restrictive learning environments and intervention supports.

Identified Need

Suspension rates are higher than the general population, CAASPP Scores are lower than the general population

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the performance gap in ELA and Math for students in these sub-groups compared to all students.	Socioeconomically disadvantaged, and students with disabilities are 50-130 points below all students	close the gap for these populations in comparison to the general population

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL, SPED, Homeless, and Title 1 students

Strategy/Activity

Identify a taskforce of committed stakeholders to see the process through completion: Intervention Team: Administrator, Counselors, Intervention Specialist, Title 1 aides, Campus Supervisors, STARS (mental health therapist), EL Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL, SPED, Homeless, and Title 1 students

Strategy/Activity

Interventions for all students in place for students to increase testing outcomes. ELO's articulated for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL, SPED, Homeless, and Title 1 students

Strategy/Activity

Use of FLEX for students that need extra supports to master standards based on assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL, SPED, Homeless, and Title 1 students

Strategy/Activity

Create a system of accountability to support students that are falling behind with the Counselors and case managers working together. Also use of Title 1 tutoring, case management from SPED staff, EL staff, Campus Supervisor check-ins.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL, SPED, Homeless, and Title 1 students

Strategy/Activity

Interventions to be used to correct suspension rates: detention, Saturday School, OCI with support by a Certificated teacher, Case management, RAYS (Restorative Accountability Youth Solutions program), SSTs, IEPs, 504s,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL, SPED, Homeless, and Title 1 students

Strategy/Activity

Communication with families and students on a regular basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

NUHS now has an agreed upon Vision, Mission, SLO's, and Staff Commitments and revisited our Goals for the next several years with a focus on learning and performance data.

Goal 1: Regular meetings with the task force were held to collaborate on students who were at risk of failing due to a variety of factors. As a result, appropriate personnel were able to be more intentional with who and how they intervened.

Goal 2: By using the IPR reports, intervention staff identifies students who are failing to meet ELOs in core academic class. As a result they communicate specifically with parents/guardians and

student to discuss how to increase academic achievement and offer supports based on student need and family/home capacity to engage in services.

Goal 3: Through the creation and weekly use of a list of students needing time with specific teachers, intervention personnel is able to proactively schedule students into necessary, essential and specific flex classes.

Goal 4: Title 1 case managers/coordinators have leveraged FLEX time to do check-ins with Title 1 and MKV students. This has resulted in greater connections with students and far improved consistency ease of progress monitoring. It has also resulted in reduction of barriers to necessary resources- both material and service oriented.

Goal 5: By collaboration between Title 1 coordinator, our 10 month Title 1 case manager, registrars and counselors, we have created a step by step process to ensure that all incoming 9th graders have a 504 document and notification uploaded for staff viewing in our Student Information system. Additionally, we have assigned students eligible for Title 1 services a case manager based on their grade level. This strategy has been highly effective for 9th and 10th graders, and was somewhat effective for 11th and 12th grades in Title 1 (see Goal 5 in section below)

Goal 6: Title 1 staff (case managers and coordinator) and the Intervention coordinator have been able to engage a higher number of parents/guardians/caretakes by adding additional formats and increasing consistency and timeliness of communication. The observed result is increased awareness of resources available to support students, increased accountability for student engagement in the supports, and repetitive opportunities to engage in services that students and their supporters may have previously declined.

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

We want to maintain the current level of supports to provide a high level of services to our students and families. With declining enrollment the budget is always in question.

Goal 5: Because of a turnover in staffing and extended delays with getting new personnel into Title 1 case manager positions, the Title 1 coordinator took on the caseload of the 11th and 12th grade students receiving Title 1 services.

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.

The next steps in the implementation of this goal will be to make sure we use these indicators and local data as the lens to drive our decision making.

Goal 5: The intention is to hire for a third case manager for Title 1 in an effort to serve our 11th and 12th grade students more consistently.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$\$295,189 .00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$221,018.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$201,018.00

Subtotal of additional federal funds included for this school: \$201,018.00

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 (\$)
District Funded	\$20,000.00

Subtotal of state or local funds included for this school: \$20,000.00

Total of federal, state, and/or local funds for this school: \$221,018.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	20,000.00
Title I	201,018.00

Expenditures by Budget Reference

Budget Reference	Amount
	178,122.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	20,000.00
	Title I	22,896.00
	Title I	178,122.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,889.00
Goal 2	3,129.00
Goal 3	20,000.00

School Site Council Membership

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

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

Name of Members	Role
Kelly Rhoden	Principal
Katie Alling	Classroom Teacher
Jillian Downs	Classroom Teacher
Carlen Handley	Classroom Teacher
Josie Andrews	Other School Staff
Amy VanVoorst	Classroom Teacher
Kristina Renn	Other School Staff
Debie Ogden	Other School Staff
Tara Crim	Parent or Community Member
Sonia Farone	Parent or Community Member
Jessica Lake	Secondary Student
Shaun Lindemenn	Secondary Student
Indy Lau	Secondary Student
Emery Lawell	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 9, 2023.

Attested:



Principal, Kelly Rhoden on 3.9.2023



SSC Chairperson, Shaun Lindemenn on 3.9.2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019