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
Norte Vista High School	33-66977-3334299		

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.

Norte Vista High School's school wide goals are aligned with the Alvord Unified School District's LCAP Goals and WASC recommendations.

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Comprehensive Needs Assessment Components

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

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

For students: PLUS Forum Survey, Graduation Survey
For parents: Education for the future high school parent survey
For teachers: Education for the future staff survey
For teachers: Distance Learning Survey

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

Administration conducts formal and informal classroom observations throughout the school year, in order to gauge classroom instruction in relation to school wide LCAP, SPSA and WASC goals. Findings show that school wide goals of increasing writing across the curriculum is taking place, however there needs to be greater focus within all departments, to support writing, assess writing and collect data on writing. Data will the be used to drive schools model of continuous school improvement (plan, implement, evaluate and improve).

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Norte Vista administration and staff regularly review data generated to plan, implement, analyze and improve instructional practices that will increase student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement, especially in those areas. Core departments use Unit Planning Organizers that were developed from the district ILT members. Intervention programs in Math such as ALEKS online math and structured "expanded learning," which takes place as an additional class period are offered at NVHS. Expanded learning offerings are available in all disciplinary departments. The faculty uses differentiated instruction in classrooms in an effort to improve the test scores of our students. Step Up To Writing has been used across the curriculum to improve writing skills. In an effort to focus on literacy, Norte Vista High School has implemented writing across the curriculum. Teacher training is also addressed through early release days for staff development, department on-site pull-out days, conferences, and specific off-campus workshops/training that are highly relevant to school-wide goals.

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

Norte Vista administration and staff regularly review data generated to plan, implement, analyze and improve instructional practices that will increase student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement especially in those areas. Core departments use state standards-based curriculum, pacing guides, and common rubrics and common formative assessments. Intervention programs such as expanded learning structured tutoring take place during extended hours. School-wide use of Focused Note-taking has been implemented to help students focus their learning. Step Up To Writing has been used across the curriculum to improve writing skills. Teacher training is also addressed through a weekly minimum day for staff development, PLC meetings, on-site department pull-out days, conferences, and workshops. Categorical funding is used to support the goals established in this plan.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every teacher has met the requirements for highly qualified staff, according to ESSA guidelines.

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

Every teacher if fully credentialed and no teachers are mis-assigned.

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

Staff development days and workshops are aligned with the district's strategic plan and focus on literacy and equity; Common Core State Standards, ELA/ELD framework, and Next Generation Science Standards; benchmark and interim assessments and analysis of student achievement on these assessments.

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

The Instructional Coach works closely with the departments to support teachers in lesson planning with content standards, lesson delivery, supporting writing across the curriculum, and continue classroom instructional assistance throughout the entire year for each of their departments.

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

All of the Norte Vista teaching staff are highly qualified as defined by The Every Student Succeeds Act (ESSA).   Since a large part of the population is identified as English learners, only teachers with appropriate certification to work with English learners, or who are in the process of receiving that certification, have been hired at Norte Vista. The School Site Council has concentrated on teacher training as a way to reach pupils supported through categorical funds. A large part of the conferences, institutes, and training have spotlighted differentiation of instruction for English learner populations. Teacher Induction support providers are assigned to newly hired teachers to assist with instruction and answer questions in lesson delivery. Department Chairpersons work with their departments to provide curriculum support and assessment information. The district has maintained site instructional coaches, who work with their respective content-area teachers to support instruction.   Finally, the Instructional Coach works with district disciplinary Instructional Coaches (e.g. ELA and English learner coaches) and teachers to facilitate the differentiation of instruction to meet the needs of English learners in ELD and regular content classrooms.

The special education department adheres to Federal and State Laws governing students with Individual Education Plans (IEPs). The program offers a continuum of services ranging from indirect services including but not limited to a push-in as well as a variety of collaboration and consultation, to direct services including but not limited to pull-out and special day classes. The department also supports students through the implementation of accommodations and modifications. The special education department consists of 4 resource specialists, 5 special day class teachers, 1 speech/language pathologist, 1 shared adaptive physical education teacher, 1 school psychologist, 10 paraprofessionals, including two 1:1 aides, as well as other services providers like mobility teachers, occupational therapists, Deaf and Hard of Hearing, and vision itinerant teachers.   There are 208 special education students of whom approximately 80 participate in direct services and 60 take part in the collaboration.   The resource students have had success in general education classes; students have transitioned and mainstreamed into the general education program.

Teaching and Learning

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

Norte Vista uses district Unit Planning Organizers to align their curriculum, instruction, and content to California Common Core State standards.

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

n/a

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

Master schedule has flexibility for sufficient numbers of intervention courses in ELA and Math. Odysseyware and the Guidance Department are the main intervention courses Norte Vista offers for any student needing intervention. A Flex Program is also offered to provide an intervention step prior to students going to alternative schooling options; this program can modify a students program, for the purpose of building success through increased academic focus, mentoring and increased access to counselors and administration.

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

All instructional materials are California Common Core Standards based and the books have been California and district adopted.

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

The curriculum at Norte Vista is standards-based and is taught through the use of state-approved, district-adopted standards-based textbooks. The faculty has been trained in standards-based instruction. Teachers are also provided with student specific data (SARC report, EADMS information, assessment data) to monitor student progress toward mastery of content standards. Teachers are responsible for posting the content/Core Standard(s) addressed for each lesson. The core area department teachers are assigned to an individual administrator who provides leadership, direction and data for instruction and performance for the alignment of the essential standards to the curriculum. Norte Vista implements the instructional strategies supported by Direct Instruction and instructional strategies that emphasize collaboration and student interaction to assure student achievement and mastery of the content standards (CCSS, ELD Standards, and NGSS).

Norte Vista has only purchased core materials that are standards-based and aligned. Adoptions include core textbooks in Language Arts, mathematics, English Language Development, science and social studies as well as other subject areas and numerous supplemental resources. Each adoption form requests information regarding the alignment of the prospective materials to the standards. All supplemental materials must support the overall, standards-based program and be adopted through the same procedure as core materials. In addition, purchases of all library resources have been specifically selected to support standards-aligned curricula.

Opportunity and Equal Educational Access

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

Norte Vista provides a wide variety of services for all students to meet standards. Services such as ELD, sheltered core courses, collaboration core classes (a Special Education push-in model), Odyssey ware, Expanded Learning by individual teachers, and the Flex Program.

Evidence-based educational practices to raise student achievement

Norte Vista leadership and staff use data analysis to guide individual and group instruction needed to remediate and/or address areas of weakness.   Based on this information, students scoring below proficient in reading or mathematics are identified and recommended for Expanded Learning tutoring.   Teachers have received training in Explicit Direct Instruction, and strategies for working with our demographic subgroups, collaboration, and interaction in the classroom; in addition, core teachers received extensive staff development in developing standards-based lessons and instructional strategies. Expanded Learning is offered either within the individual classroom or through one of the many tutoring opportunities, as wells as through Saturday Academy. Some of these include after school tutoring as Expanded Learning, structured math tutoring after school, tutoring for language learners during and after school, tutoring in individual classrooms provided before school, at lunch, and after school. Materials have been purchased for use within the language arts and mathematics programs which specifically instruct standards in those courses and practice test-taking skills. In addition, Norte Vista's core teachers are making a focused effort to differentiate instruction in order to ensure equal access to the curriculum for all student groups. A large part of the conferences, institutes, and training have spotlighted differentiation of instruction for Special Education and English learners. These supplemental conferences and additional materials are provided by categorical funds which enable underperforming students to meet the standards.

Parental Engagement

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

Aeries online gradebook allows parents of all students to access grades of their children on a daily basis. This will assist any parent of an under-achieving student to know when to initiate contact with the teachers, counselors, and school to build a plan to assist their student. Library hours are extended once a week for students to access computers. In addition achievement data is shared with parent groups such as ELAC, ATP, Padres Unidos, and School Site Council, and a Parent Compact was developed to address what parents can do to assist students in regards to their academic achievement.

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)

Norte Vista staff and administration are diligently working to improve parental involvement through several means including Novi Parents, Padres Unidos, School Site Council (SSC), Advancement Via Individual Development (AVID), IB, English Learner Advisory Council (ELAC), access to district-provided parent workshops such as Triple P-teen program, Positive Parent Symposium, a wide assortment of Booster Clubs, as well as many opportunities given by individual staff members for classroom involvement. In 2019-2020 Academic Year, the ATP is an "action arm" of the School Site Council and is charged with developing plans and implementing activities for parent and family engagement that will promote student academic success. The Band Booster raises funds to provide for a variety of instrument repairs and needs. Some of the community agencies that regularly support our students in academic, career, and personal/social issues include RCC, UCR, McKinnley Services, Arlanza Family Health Center, Carol Wylie Center, RCOE, Dollars for Scholars, Alvord Education Foundation, Altura Credit Union and Parent Volunteers. Norte Vista has a very active Hispanic community as evidenced through the membership of ELAC and Padres Unidos. There are one-on-one parent conferences held in the fall and spring (as part of the Family Showcase) which are attended by over 30% of the student's parents. Categorical funds are available to allow parents to attend training sessions such as CABE conferences. Norte Vista's goal is to improve parent involvement throughout the school.

Norte Vista is working to improve the focus on parent and community involvement that fosters student achievement. Positive Parent Symposiums are conducted twice a year, in the fall and spring, and offer parents a variety of workshops in regards to meeting both the socio-emotional and academic needs of their students. Students are involved as capable leaders that interact with peers and community members to explain their learning. In Fall 2019, a Family Showcase, a new approach to family literacy was taken; parent conferences, college and career fairs, family literacy, and health awareness were combined in order to increase the participation of students and their families.The Family Showcase continues in 2020-2021. In the 2018-2019 school year, the Action Team for Partnership was formed and undertook the revision of a needs assessment to understand how to better serve students and the community. The team participated in a grant proposal to support the spring Family Showcase and Norte Vista's literacy and writing focus.

Funding

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

Categorical funds provides support for sub groups, to provide academic acceleration and interventions, including in Math Acceleration, IM1 ALEKS, and the FLEX Program.

Fiscal support

Categorical & general budgets support all of our intervention services on campus.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Norte Vista High School consulted with School Site Council, ELAC, ATP, and teachers/staff as part of their planning process for SPSA Annual Review and Update. The SPSA was shared at staff and leadership meetings, monthly School Site Council, ELAC, and ATP meetings.

Resource Inequities

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

Based on WASC Accreditation Recommendations, NVHS staff must increase ELD instruction in class to address needs of our EL population.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.09%	0.05%	0.05%	2	1	1
African American	1.40%	1.55%	1.13%	30	33	24
Asian	1.77%	1.93%	1.89%	38	41	40
Filipino	0.42%	0.66%	0.57%	9	14	12
Hispanic/Latino	91.28%	90.96%	91.51%	1957	1,931	1,939
Pacific Islander	0.14%	0.28%	0.28%	3	6	6
White	4.52%	4%	3.73%	97	85	79
Multiple/No Response	%	%	0.85%			0
			Total Enrollment	2144	2,123	2,119

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	544	588	549
Grade 10	552	554	600
Grade 11	543	498	505
Grade 12	505	483	465
Total Enrollment	2,144	2,123	2,119

Conclusions based on this data:

1. NVHS has a high population of Hispanic/Latino students, approximately 92% of total student population.

2. Over the past 3 years, NVHS overall student population has declined approximately 25 students.

3. The NVHS grade level class populations have decreased over past 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	727	697	653	33.9%	32.8%	30.8%
Fluent English Proficient (FEP)	884	872	921	41.2%	41.1%	43.5%
Reclassified Fluent English Proficient (RFEP)	48	50	78	6.1%	6.9%	11.2%

Conclusions based on this data:

1. English Learners percents have stayed rather consistent in the last 3 years.

2. Fluent English Proficient student population has remained consistent over past 3 years.

3. Reclassified Fluent English Proficient population has increased over the last year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	540	525	481	521	511	478	520	511	478	96.5	97.3	99.4
All Grades	540	525	481	521	511	478	520	511	478	96.5	97.3	99.4

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2583.	2568.	2578.	20.00	17.42	17.78	33.27	29.75	31.59	25.96	26.42	28.66	20.77	26.42	21.97
All Grades	N/A	N/A	N/A	20.00	17.42	17.78	33.27	29.75	31.59	25.96	26.42	28.66	20.77	26.42	21.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.42	22.16	20.08	50.19	49.61	47.91	25.38	28.24	32.01
All Grades	24.42	22.16	20.08	50.19	49.61	47.91	25.38	28.24	32.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.88	25.10	29.92	50.77	41.57	50.21	21.35	33.33	19.87
All Grades	27.88	25.10	29.92	50.77	41.57	50.21	21.35	33.33	19.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.81	14.71	15.06	64.62	65.88	66.53	20.58	19.41	18.41
All Grades	14.81	14.71	15.06	64.62	65.88	66.53	20.58	19.41	18.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29.87	28.63	26.36	49.52	48.24	53.14	20.62	23.14	20.50
All Grades	29.87	28.63	26.36	49.52	48.24	53.14	20.62	23.14	20.50

Conclusions based on this data:

1. Within the achievement level descriptors, Listening has the lowest percentage of students in the Above Standard percentage, over the past 3 years.

2. Writing, along with Research/Inquiry have consistently had the highest % of students in the Above Standard column.

3. NVHS has consistently tested over 96% of 11th grade students; this can help us assume provided data is accurate and can be used to inform instructional practices.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	538	525	481	526	511	478	526	511	478	97.8	97.3	99.4
All Grades	538	525	481	526	511	478	526	511	478	97.8	97.3	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2529.	2519.	2527.	3.04	1.96	2.93	15.02	10.57	14.02	26.05	28.38	28.03	55.89	59.10	55.02
All Grades	N/A	N/A	N/A	3.04	1.96	2.93	15.02	10.57	14.02	26.05	28.38	28.03	55.89	59.10	55.02

Concepts & Procedures — Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.13	5.48	7.76	28.33	27.79	26.83	62.55	66.73	65.41
All Grades	9.13	5.48	7.76	28.33	27.79	26.83	62.55	66.73	65.41

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.70	3.33	6.92	42.97	41.29	46.75	51.33	55.38	46.33
All Grades	5.70	3.33	6.92	42.97	41.29	46.75	51.33	55.38	46.33

Communicating Reasoning — Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.60	3.72	5.03	57.79	55.38	55.14	34.60	40.90	39.83
All Grades	7.60	3.72	5.03	57.79	55.38	55.14	34.60	40.90	39.83

Conclusions based on this data:

1. Percent of tested students in Not Standard column has remained consistent over past 3 years.

2. Over past 3 years, 46.37% of students have scored in the At or Near Standard column in terms of Problem Solving and Modeling/Data Analysis.

3. Concepts and Procedures has been by far our lowest performing level over past 3 years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1546.7	1556.3	1549.5	1558.0	1543.4	1554.0	168	215
Grade 10	1560.9	1551.7	1563.8	1550.4	1557.7	1552.4	189	170
Grade 11	1559.9	1554.0	1553.9	1544.0	1565.3	1563.5	172	151
Grade 12	1567.0	1566.0	1557.5	1569.4	1576.0	1562.2	125	120
All Grades							654	656

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	29.17	17.67	35.71	42.79	20.24	25.58	14.88	13.95	168	215
10	41.80	24.71	30.69	29.41	15.34	27.65	12.17	18.24	189	170
11	34.88	23.18	36.63	27.15	15.12	30.46	13.37	19.21	172	151
12	32.80	24.17	43.20	35.83	16.80	24.17	*	15.83	125	120
All Grades	35.02	21.95	35.93	34.45	16.82	26.98	12.23	16.62	654	656

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	52.38	35.81	23.81	33.95	13.69	19.53	10.12	10.70	168	215
10	56.08	30.00	26.46	40.00	8.47	13.53	8.99	16.47	189	170
11	58.14	29.14	25.00	31.13	8.14	22.52	8.72	17.22	172	151
12	60.80	38.33	31.20	31.67	*	18.33	*	11.67	125	120
All Grades	56.57	33.23	26.30	34.45	8.87	18.45	8.26	13.87	654	656

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Written Language **Percentage of Students at Each Performance Level for All Students**										
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	8.93	5.58	27.98	30.70	29.76	36.74	33.33	26.98	168	215
10	17.46	10.00	32.28	27.65	23.81	32.35	26.46	30.00	189	170
11	13.37	11.92	36.63	25.83	25.58	34.44	24.42	27.81	172	151
12	14.40	6.67	38.40	30.83	32.00	37.50	15.20	25.00	125	120
All Grades	13.61	8.38	33.49	28.81	27.37	35.21	25.54	27.59	654	656

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	42.86	11.16	41.67	71.16	15.48	17.67	168	215
10	53.44	14.71	32.80	66.47	13.76	18.82	189	170
11	42.44	8.61	43.60	53.64	13.95	37.75	172	151
12	44.80	9.17	44.80	64.17	10.40	26.67	125	120
All Grades	46.18	11.13	40.21	64.63	13.61	24.24	654	656

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	65.48	68.37	25.00	22.33	9.52	9.30	168	215
10	73.54	61.76	19.05	24.71	7.41	13.53	189	170
11	75.00	58.28	17.44	28.48	7.56	13.25	172	151
12	79.20	68.33	17.60	23.33	*	8.33	125	120
All Grades	72.94	64.33	19.88	24.54	7.19	11.13	654	656

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	10.71	12.09	38.69	53.49	50.60	34.42	168	215
10	19.05	19.41	38.62	45.88	42.33	34.71	189	170
11	13.95	11.92	47.09	46.36	38.95	41.72	172	151
12	15.20	10.00	49.60	55.00	35.20	35.00	125	120
All Grades	14.83	13.57	42.97	50.15	42.20	36.28	654	656

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	20.24	8.84	67.26	75.35	12.50	15.81	168	215
10	28.57	6.47	62.96	72.35	8.47	21.18	189	170
11	40.12	13.91	49.42	72.19	10.47	13.91	172	151
12	40.00	11.67	57.60	79.17	*	9.17	125	120
All Grades	31.65	9.91	59.48	74.54	8.87	15.55	654	656

Conclusions based on this data:

1. 71.0% of all English learners in grades 9-12 are a level 3 or 4 overall in English language development.

   Looking deeper into student achievement on the ELPAC, Oral Language is stronger than Written Language with 82.9% of all students scoring a level 3 or 4 in Oral Language compared to 47.1% of all students scoring a level 3 or 4 in Written Language.

   Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 14.8% of all students scoring "well developed," 43.0% of all students scoring "somewhat/moderately developed," and 42.2% of all students scoring at the "beginning" level.

2. Referencing WASC recommendations, NVHS must embedded instruction that addresses needs of its EL population, especially with school wide focus on writing.

3. NVHS must use data to drive instruction across the curriculum, in all subject areas in order to address needs of EL students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2123	**89.1**	**32.8**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	697	32.8
Foster Youth	6	0.3
Homeless	84	4.0
Socioeconomically Disadvantaged	1891	89.1
Students with Disabilities	223	10.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	1.6
American Indian	1	0.0
Asian	41	1.9
Filipino	14	0.7
Hispanic	1931	91.0
Two or More Races	12	0.6
Pacific Islander	6	0.3
White	85	4.0

Conclusions based on this data:

1. High percentage of SED student population.

2. A 3rd of student population are English Language Learners.

3. High percentage of students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. NVHS graduation rate has held steady over past 3 years.

2. NVHS must collect ground level data that informs staff on success or failures of programs/pathways that prepare student for college/career readiness.

3. Suspension rate has also held steady, but NVHS staff must look at school wide practices that address most common ed code violations.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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

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

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
1.4 points above standard	50.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.7 points	Increased Significantly ++21.5 points	1
454	200	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
7.9 points below standard	1.7 points above standard	90.1 points below standard
Increased Significantly ++70 points	Increased ++12.7 points	Increased Significantly ++35.6 points
20	408	43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6		10	2

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
0.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	9.8 points above standard
Increased ++9.6 points	3		Increased Significantly ++24.5 points
409			24

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.7 points below standard	7.1 points above standard	10.8 points above standard
Increased Significantly ++15.2 points	Increased ++5.5 points	Increased ++9.5 points
124	76	108

Conclusions based on this data:

1. NVHS has declined in 3 areas in terms of ELA; overall students, English Learners and SED population.

2. Students with Disabilities tested higher this year, increase of 4.6 points.

3. English only students declined by 12.7 points.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
94.7 points below standard	136.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.7 points	Increased ++12.8 points	
454	200	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
123 points below standard	94.7 points below standard	188.5 points below standard
Increased Significantly ++32.9 points	Increased ++10.4 points	Declined -5.8 points
20	408	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6		10	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
97.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy		83.9 points below standard
Increased ++7.9 points	3		Increased Significantly ++19.6 points
409			24

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
164.5 points below standard	90.1 points below standard	88.9 points below standard
Maintained ++0.5 points	Increased Significantly ++18.7 points	Increased ++7.9 points
124	76	108

Conclusions based on this data:

1. NVHS will use the data provided to address math assessment scores, through increasing common assessments, increased data driven placement of students in math courses and vertical alignment with feeder schools.

2. NVHS has been working with feeder schools to help address the number of students completing IM2 before their junior year.

3. Students with Disabilities increased 31.7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44 making progress towards English language proficiency
Number of EL Students: 623
Performance Level: Low
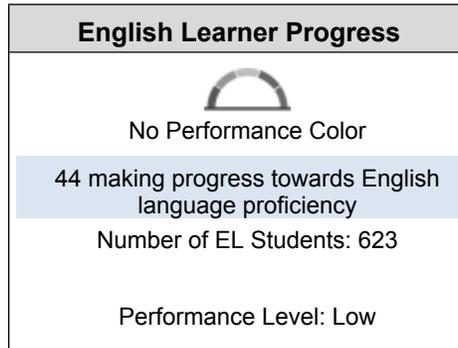
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.6	30.3	9.7	34.1

Conclusions based on this data:

1. Of the EL population, 71% are at level 4 and 3.

2. Must drill down with additional data to determine best practices to move more students into level 4.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
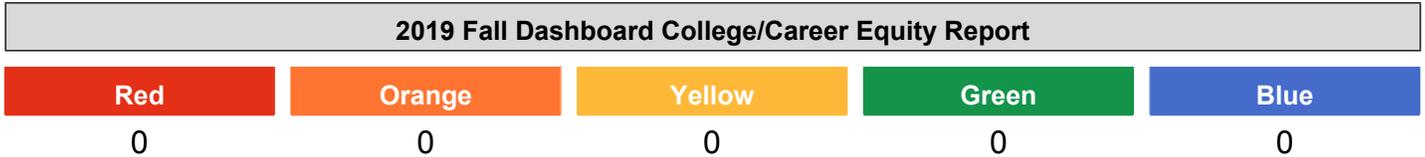
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
36.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.4	0 Students	0 Students
466		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
38.3 **Prepared**	38.3 **Prepared**	36.9 **Prepared**
23.8 **Approaching Prepared**	23.8 **Approaching Prepared**	22.1 **Approaching Prepared**
37.9 **Not Prepared**	37.9 **Not Prepared**	41 **Not Prepared**

Conclusions based on this data:

1. NVHS has used data over past 3 years to restructure CTE pathways.

2. NVHS has used data over past 3 years to increase access to AP prep courses, on and off campus.

3. NVHS will continue to investigate best practices through formation of CCI sub group.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |

| Red | Orange | Yellow | Green | Blue |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |
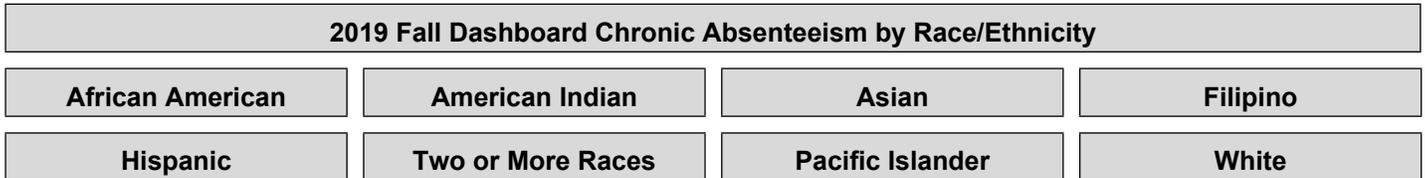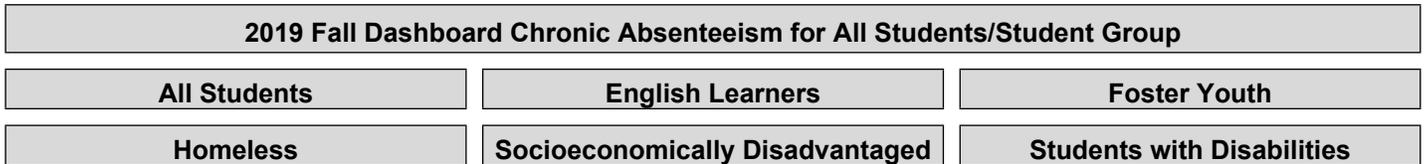
Conclusions based on this data:

1. NVHS is in initial steps of forming an on site intervention sub committee, to address chronic absenteeism, behavior and social/emotional needs of students.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	0
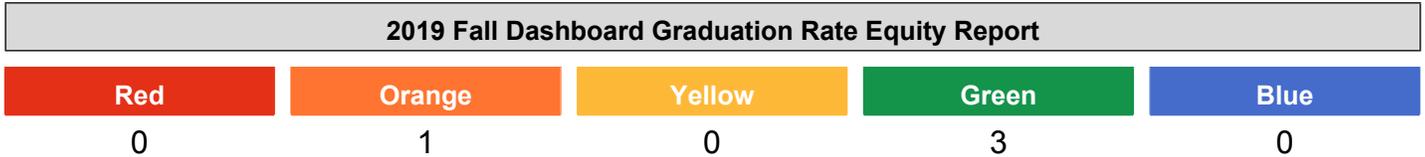
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
92.8	88.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	Declined -1.7	1
470	177	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
88.1	92.7	80
Increased +17.5	Maintained +0.1	Increased +7.1
42	452	50

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	81.8	Less than 11 Students - Data Not Displayed for Privacy
10	1	11	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
92.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	100
Maintained -0.2	2	1	Increased +14.3
423			21

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
92.6	92.8

Conclusions based on this data:

1. Graduation rate maintained for 2018-2109.

2. Students with Disability decreased.

3. English Learners decreased graduation percentage.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	1	1	0
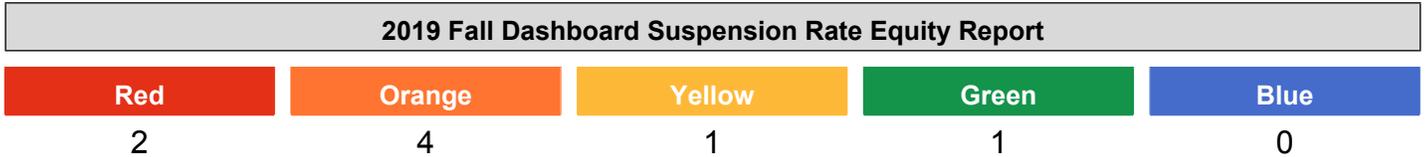
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
3.9	6.2	0
Increased +1.9	Increased Significantly +4	Maintained 0
2323	786	13
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
7.3	4	6.5
Increased +3.1	Increased +1.9	Increased +2.1
123	2084	247

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Yellow	No Performance Color
12.2	Less than 11 Students - Data Not Displayed for Privacy 1	2.4	0
Increased +9.4		Maintained -0.1	14
41		41	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
3.9	0	Less than 11 Students - Data Not Displayed for Privacy 6	1
Increased +2.2	Maintained 0		Declined -5.5
2108	14		98

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	3.9

Conclusions based on this data:

1. Overall Suspension rates over past 3 years has stayed around 2% the past 3 years.

2. NVHS will look at more specific data, in terms of behavior, to determine needed supports on campus that address and possibly prevent suspension in most common areas.

3. NVHS will look at data to determine why certain sub groups suspension rates increased, and who to address those concerns.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

Goals: All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science.

Norte Vista Staff will develop a cycle of continuous improvement of instruction through the use of improved data systems.

1a) Increase the percentage of students in the Standard Met and Standard Exceeded level on the SBAC ELA from 53.2% to 58%

1b) Decrease the percentage of students scoring at the Below Standard Level in SBAC ELA Claim 3 (Listening) from 20% to 18%

1c) Decrease the percentage of students scoring at the Below Standard Level in SBAC ELA Claim 4 (Research and Inquiry) from 20% to 18%

2a) 2020-2021: 5% more 11th graders will score at Standard Exceeded or Standard Met on the overall CASSP Math.

2b) 5% more 11th graders will score at Standard Exceeded or Standard Met on the overall CAASP Math.

2c) Increase the percentage of students scoring at the Above Standard Level in CASSP Math Claim 1 by 5%

2d) Within this 5% increase, there will be a 5% increase for Economically Disadvantaged and a 5% increase for Students with Disabilities and a 5% increase for English Learners.

3a) Students will complete 6 Document Based Questions (DBQ) per year in Social Studies courses. These activities will happen regularly at 6-week intervals in the semester, within the Social Science department.

Students will engage in technology-based learning 15% of the time in all Social Science courses.

Students in semester courses will complete 4 major performance tasks that include: Project-based learning, DBQ, and College/Career preparation or readiness.

4a) All students enrolled at Norte Vista High School will score a 70% or higher on NGSS common assessments.

5a) Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.

2020-2021

Increase the percentage of ELs reclassified by 5%.

Increase number of ELs scoring Standard Met (level 3) by 10%

- Within the 10% increase for ELs, we will have a 10% increase for LTELs.

Decrease the D/F rate in ELA by 5%.

- Within the decrease of the D/F rate for ELs, we will decrease the D/F rate by 5% for LTELs.

Identified Need(s)

School wide increased team approach on writing, specifically writing across the curriculum; within all departments. To help achieve this the school site is in need of a full time instructional coach.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CASSP scores were used to create these goals.	Last year's results show a decrease in both the listening and research/inquiry areas of the CASSP. Specifically, there has been an overall decline in students at the above standard level as well as in at or near standard level. Additionally, students have decreased in the at or near the standard level for listening.	Norte Vista will use CAASP scores from previous years for comparison.
All students enrolled at Norte Vista High School will score a 70% or higher on NGSS common assessments.	Common Formative and Summative assessments developed by NVHS Science Department	Student will achieve at or above the 70% mark on NGSS common assessments.
Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.	EL sub group CAASPP student data, in ELA area.	Percent of EL population scoring at or near at or near standard will increase.
The topics for the DBQs and Performance Tasks are identified by the social science collaborative strand based on the emphasis in the Social	The collaborative team will identify technological needs/limitations, technological literacy of students, reading/literacy, academic and	The school will evaluate the progress of the goal by overseeing the common grading practices of the collaborative strands, the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Science Framework, unit assessments, and common rubric scores.	subject specific vocabulary development, writing practice specific to content and overall understanding of the Social Science Framework.	outcomes strengths and weaknesses for common writing/project assessments, technological outcomes for project and research based learning and overall that the student academic products reflect a high level of content understanding, writing efficiency and technological literacy.

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 will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science

Strategy/Activity

Cycle of continuous improvement through improved data systems. Pull out days for teachers to collaborate together will be provided as well as after school tutoring.

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)
9000.00	Title I 1000-1999: Certificated Personnel Salaries Expanded Learning for after school tutoring in all four core subjects.
24,100.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Expanded Learning for after school tutoring in all four core subjects. 10 year plan
1698.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Expanded Learning for after school tutoring for EL students.
9000.00	Title I 1000-1999: Certificated Personnel Salaries

	Subs for Professional Pull Out Day for all department to collaborate and plan.
5300.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Sub coverage to allow English Dept. and Special Ed. Department for pullout day to plan and collaborate within their department and content area.
1000	LCFF-EL 1000-1999: Certificated Personnel Salaries Sub coverage for professional development pullout days.
5000	Title I 1000-1999: Certificated Personnel Salaries Professional Development for teachers
9,902.56	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours certificated team planning.
50.00	LCFF-LI 1000-1999: Certificated Personnel Salaries UCR Conference

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide laptops that will increase access to academic web based programs and interventions geared towards improving English Language acquisition.

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)
10,814.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures Chrome Books and Licenses
1295.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures Charging Cart
10814	LCFF-LI

Amount(s)	Source(s)
	5000-5999: Services And Other Operating Expenditures Chrome Books
1295	LCFF-LI 5000-5999: Services And Other Operating Expenditures Charging Cart
8,965.40	LCFF-EL 4000-4999: Books And Supplies Supplies
20,000	Title I 5000-5999: Services And Other Operating Expenditures Saturday EL academy, not to exceed 20,000
359.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures IXL Learning Classroom License/Software
1006.08	LCFF-EL 2000-2999: Classified Personnel Salaries BIA hours to assist with making calls to Spanish speaking parents.
728.52	LCFF-EL 2000-2999: Classified Personnel Salaries BIA Hours to translate student and parent outreach (phone calls) to promote inclusiveness of parents of EL Learners

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science

Strategy/Activity

Provide technology and software for teachers to provide effective teaching strategies that will assist in achieving Standard Met on the CASSP 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)
10,814	Title I 5000-5999: Services And Other Operating Expenditures

	Chrome Books for students to practice Interim CASSP assessments/distance learning
1141.00	Title I 5000-5999: Services And Other Operating Expenditures Charging cart for Chrome Books
5000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Aleks Math 1 software license.
19,848.00	Title I 5000-5999: Services And Other Operating Expenditures Technology
2,100	LCFF-LI 5000-5999: Services And Other Operating Expenditures Site licenses for distance learning KUTA Student Seats
17,041.99	LCFF-LI 5000-5999: Services And Other Operating Expenditures Technology not to exceed 17,041.99
1,660	LCFF-LI 5000-5999: Services And Other Operating Expenditures KUTA Software Math License
1,208.01	LCFF-LI 5000-5999: Services And Other Operating Expenditures Pear Deck Software License

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

Purchase supplemental supplies to be used to improve achievement in the core content areas, such as Xerox paper from Southwest and general supplies to support teaching and learning, inside the classroom during intervention and professional development.

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)
14,517	LCFF-LI 4000-4999: Books And Supplies Scholastic Magazines, Southwest Copy paper work room.
7397.00	Title I 4000-4999: Books And Supplies Classroom Supplies

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

Maintenance of Photo Copy Konica Minolta machines, needed to fund copiers which provide supplemental materials for all teachers to use in classrooms with 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)
11,825	LCFF-LI 5000-5999: Services And Other Operating Expenditures Konica Minolta copiers.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Following WASC recommendations, NVHS Staff will use a model of continuous improvement to move towards a focus on school wide writing goal. NVHS will focus on common assessments, common rubrics, increased writing opportunity within all departments, focused PD for departments, ELD embedded lesson strategies, best practices that focus on providing equal access to the curriculum, and best practices that address the needs of our demographic sub groups.

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

The budget will focus on supporting the goals of the school, the needs of the students, staff and parents, as well as using data to adjust budgeted expenses.

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.

Any changes that affect conditions of learning will be based on new school, department, formative level data, that identifies new or on-going needs. In addition budget expenditures may include a technology focus to accommodate implementation of distance learning

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

Goal 2: Students will be prepared to be college and career ready when they graduate from high school.

By June 2021, Norte Vista will increase the graduation rate from 92.7% in 2020 to 95.0% in 2021 (an increase of 2.3%).

By June 2021, Norte Vista will increase the percent prepared from 36.9% to 41.9% in 2021 (an increase of 5.0%).
*CTE Pathway, College Credit, CAASPP Achievement, AP, IB, A-g, Seal of Biliteracy.

Identified Need(s)

Based on the California Dashboard data, needs include increasing the graduation rate overall, as well as identified sub-groups, increasing FAFSA completion rate and using data to drive intervention, acceleration and placement of students in courses and pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California School Dashboard Graduation Rate and CCI/College Readiness Indicators for 2020-2021.	Baseline will be 2019-2020 graduation rate of 92.7. Norte Vista will increase by 2.3% for a 95% graduation rate in 2020-2021.	Norte Vista will evaluate their progress yearly by looking at AP pass rate, IB Pass rate, Pathway completion, A-G completion rate, college acceptance rates, and FASFA completion.
FASFA Completion Rate for 2020-2021.	Norte Vista will increase from in 2019-2020 FASFA completion rate to 90% in 2020-2021.	90% of Norte Vista High School's Seniors will complete their FASFA for the 2020-2021 school year.

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

Student will be educated in an environment which fosters school connectedness and is inclusive of students and staff, in an effort to utilize engagement strategies which increase academic performance and which prepare students to be college and career ready upon graduation from high school. Incoming 9th graders will be enrolled in Freshman Focus, and all students will develop their Ten Year Plan.

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

Amount(s)	Source(s)
8,047.44	LCFF-LI 1000-1999: Certificated Personnel Salaries Staff Team Planning for Freshman Focus, and 10 year Plan.

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

Provide all students binders that will prepare students for college and career, and will assist with keeping track of their ten year plan.

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)
21,834	LCFF-LI 4000-4999: Books And Supplies Technology
900	LCFF-LI 5000-5999: Services And Other Operating Expenditures Quill Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

9th and 10th Grade Students

Strategy/Activity

Puente Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 0000: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in grades 9-12

Strategy/Activity

AVID

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)
	Title I 0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

To increase the number of EL students completing FAFSA/Dreamer financial aid applications.

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)
4000	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional Hours for FASFA workshops

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Additional hours provided outside of the school day to extend EL instructional support.

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)
1698	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional hours to extend EL instructional support

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

Provide incentives for improved attendance to improve college and career readiness.

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)
2500	Attendance 4000-4999: Books And Supplies Incentives to promote college and career readiness.

Annual Review

SPSA Year Reviewed: 2020-21

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.

To increase the graduation rate, focus will be on increasing effective placement of students in courses their 9th grade year, in an effort to connect students to pathways, academic programs or extra curricular activities, and to continuously gather data from student, staff, parent surveys that guide improvement of college and career readiness initiatives.

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

One challenge would be that Title 1 funds are targeted and not school wide, in regards to NVHS.

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.

Any changes that may occur over the course of this SPSA will be guided by school level, district, state data that provides additional information in relation to areas goals. In addition budget expenditures may include a technology focus to accommodate implementation of distance learning

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

Goal 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Identified Need(s)

NVHS needs relevant to this goal include increased number of BIA's to support EL population, data driven interventions related to ed. code violations and development of site based intervention team to address absenteeism, social/emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NVHS will utilize student, staff and parent surveys during the school year to measure school contentedness and environment.	Fall 2019 student plus forum survey. Fall 2019 parent plus forum survey. Fall 2019 parent plus forum survey. Spring 2020 distance learning survey for teachers and students.	Use data to address areas of concern in regards to school safety, drug-free environment, and positive school culture.
Norte Vista will reduce the number of suspensions and expulsions and discipline for drugs, alcohol, tobacco, and/or physical violence. Norte Vista will reduce its chronic absenteeism percentage rates compared to the previous school years.	NVHS will set a goal of decreasing its suspensions by .5% for the 2020/2021 school year. In 2015/2016, the number of suspensions increased to 50 (1.8%) In 2016/2017, the number of suspensions increased to 55 (2.1%)	Norte Vista will compare monthly and each year's attendance and suspension reports to the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2017/2018, the number of suspensions decreased by .1% (2.0%) from the previous school year. In 2018/2019, the number of suspensions increased 1.9% from the previous school year. Norte Vista's 2014/2015 attendance report shows a 96.10% rate. The 2015/2016 rate decreased slightly to 94.77% or . Norte Vista is focusing on 1st-period attendance rates by contacting parents of habitual tardy students, assigning lunch detentions, Saturday School and home visits.	

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)

English Language Learners

Strategy/Activity

Bilingual Aides will be utilized to translate for parents at Parent Conferences, to promote inclusiveness of parents for English Language Learners to make annual progress and achieve reclassification.

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	LCFF-EL 2000-2999: Classified Personnel Salaries Positive Parent Conference, Parent Teacher Conference.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

ELAC Facilitator to Conduct ELAC meetings and the reclassification process of EL students. Provide documentation to be with in state/federal compliance.

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)
300.00	LCFF-EL 4000-4999: Books And Supplies To provide for parent members at all ELAC meetings thru out the school year.
4587.00	LCFF-EL 1000-1999: Certificated Personnel Salaries ELAC Facilitator position
560.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Sub coverage for ELAC Facilitator to attend monthly ELAC meetings and present.

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

Positive Parent Workshop- Variety of presenters to parents and 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)
500.00	Title I 1000-1999: Certificated Personnel Salaries Certificated staff supervising the Positive Parent workshops.
400.00	Title I 4000-4999: Books And Supplies Reimbursement for food served at the Saturday Positive Parent Workshops.

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

Site based Team to address chronic absenteeism, social/emotional needs and behavioral concerns of most at risk 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)
10,000	LCFF-LI 1000-1999: Certificated Personnel Salaries After contractual day hours
2295	LCFF-LI 4000-4999: Books And Supplies Copies, supplies, supplemental materials

Strategy/Activity 5

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

EL Students

Strategy/Activity

Parent conference attendance- For parents to attend conferences that support parent involvement activities. CABE Institute.

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	LCFF-EL 5000-5999: Services And Other Operating Expenditures Registration fee for parents of EL students CABE
1000.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures Paraeducators Conference- To support parents at the CABE conference.

Annual Review

SPSA Year Reviewed: 2020-21

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.

NVHS will use student, staff, parent PLUS Forum Survey data to build more targeted strategies that address the cultural needs of NVHS.

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

This will be our second year using PLUS Forum surveys with these three groups, therefore adjustments will be made to this section once all data has been collected and analyzed.

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.

Changes will be made after all surveys have been administered and data has been collected. In addition budget expenditures may include a technology focus to accommodate implementation of distance learning

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

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

	LCFF-LI 4000-4999: Books And Supplies

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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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.

	LCFF-EL 4000-4999: Books And Supplies

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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$273,501.00

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	$88,100.00

Subtotal of additional federal funds included for this school: $88,100.00

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 ($)
Attendance	$2,500.00
LCFF-EL	$40,011.00
LCFF-LI	$142,890.00

Subtotal of state or local funds included for this school: $185,401.00

Total of federal, state, and/or local funds for this school: $273,501.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	40,011	0.00
LCFF-LI	142,890	0.00
Title I	88,100	0.00
Attendance	2,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	2,500.00
LCFF-EL	40,011.00
LCFF-LI	142,890.00
Title I	88,100.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	94,443.00
2000-2999: Classified Personnel Salaries	2,734.60
4000-4999: Books And Supplies	58,208.40
5000-5999: Services And Other Operating Expenditures	113,115.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	2,500.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	13,543.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,734.60
4000-4999: Books And Supplies	LCFF-EL	9,265.40
5000-5999: Services And Other Operating Expenditures	LCFF-EL	14,468.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	57,400.00
4000-4999: Books And Supplies	LCFF-LI	38,646.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	46,844.00
1000-1999: Certificated Personnel Salaries	Title I	23,500.00
4000-4999: Books And Supplies	Title I	7,797.00
5000-5999: Services And Other Operating Expenditures	Title I	51,803.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,879.56
Goal 2	38,979.44
Goal 3	21,642.00

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:

Jason Marquez School Principal

4 Classroom Teachers

Karla Sanchez Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Christina Rackleff	Classroom Teacher
Sarah Galvan	Classroom Teacher
Claudia Gonzalez	Classroom Teacher
Laura Flores	Parent or Community Member
Ann Pisano	Parent or Community Member
Kate Hernandez	Secondary Student
Michelle Dang	Secondary Student
Diego Urias	
Jason Lomeda	Classroom Teacher
Karla Sanchez	Other School Staff

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
[signature]	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 10/14/2020.

Attested:
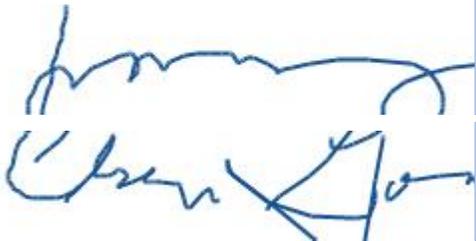
[signature]	Principal, Jason Marquez on 10/14/2020
[signature]	SSC Chairperson, Claudia Gonzalez on 10/14/2020

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.

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

<p style="text-align:center">Attach Parent and Family Engagement Policy (Title I Schools)</p>

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)