

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Nuview Bridge Early College High School
<b>CDS Code:</b>	33-67157-3331014
<b>LEA Contact Information:</b>	Name: Jasper Lucas Position: Principal Email: jlucas@nuview.k12.ca.us Phone: 951-928-0066
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$7,662,723
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,290,608
<b>All Other State Funds</b>	\$442,093
<b>All Local Funds</b>	\$23,117
<b>All federal funds</b>	\$0
<b>Total Projected Revenue</b>	\$8,127,933

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$8,580,287
<b>Total Budgeted Expenditures in the LCAP</b>	\$\$1,621,445
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,589,445
<b>Expenditures not in the LCAP</b>	\$6,958,842

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$1,841,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$1,873,553

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$298,837
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$32,553

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Other expenditures were mainly Base funding used to pay for required staffing as well as other expenses such as general supplies, insurance, utilities, maintenance, custodial, grounds, facility needs, technology needs, transportation, special education, and professional development.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuview Bridge Early College High School

CDS Code: 33-67157-3331014

School Year: 2021-22

LEA contact information:

Jasper Lucas

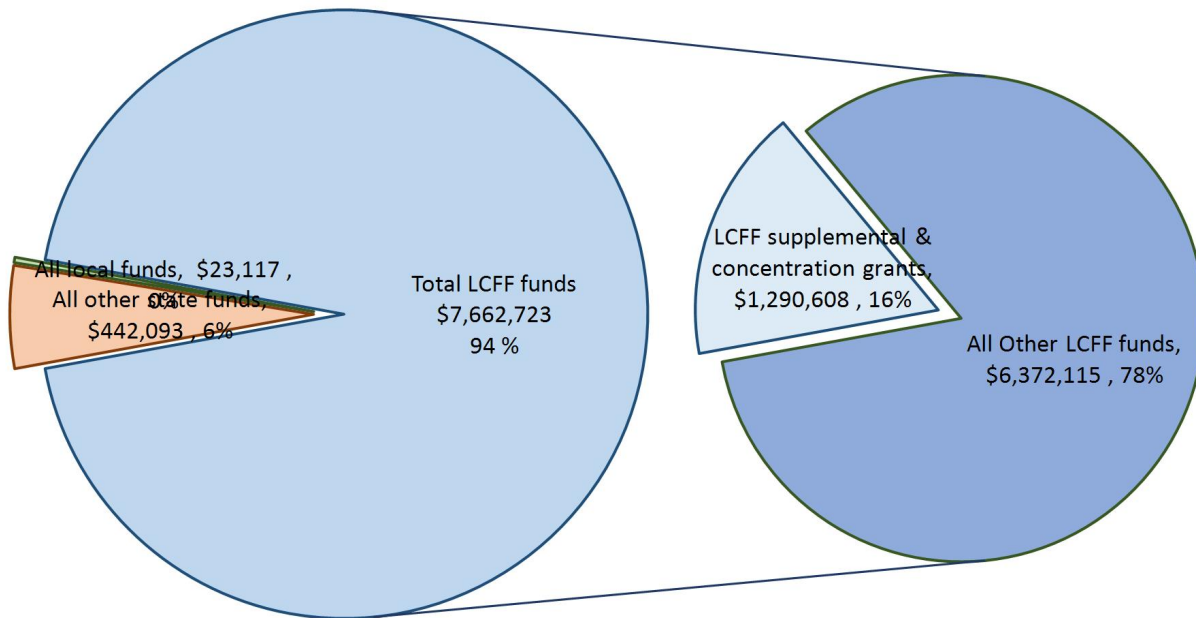
Principal

(951) 928-8498

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

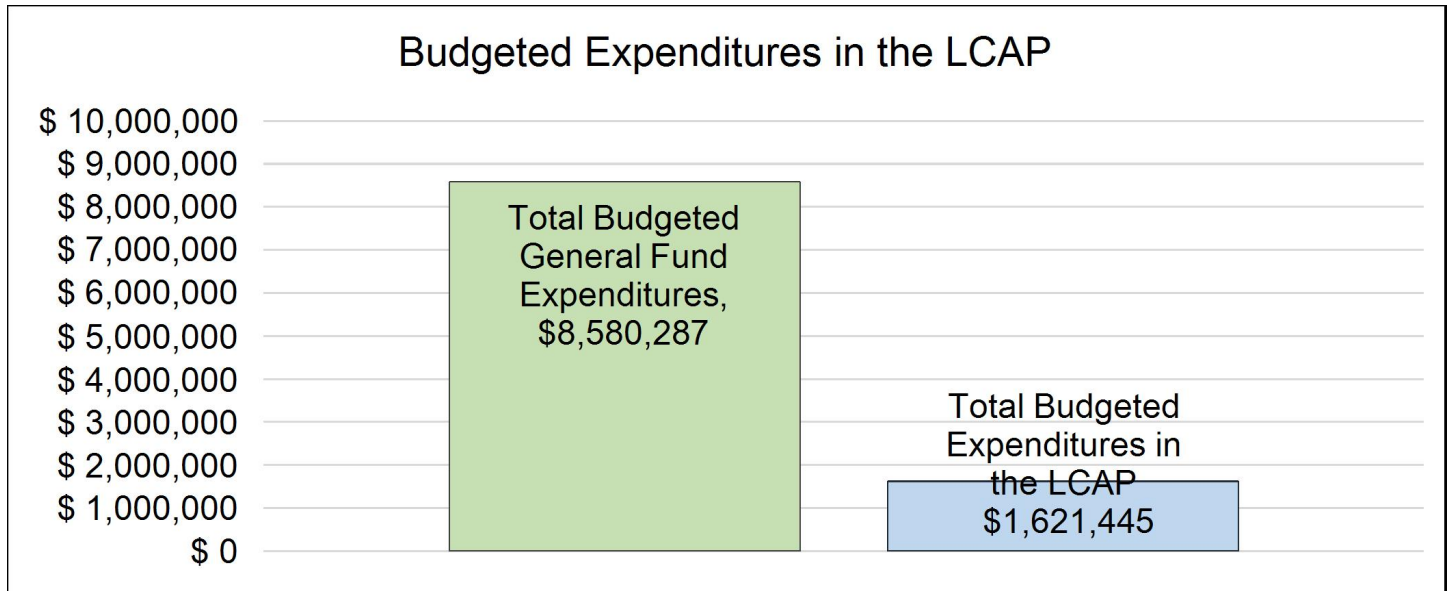


This chart shows the total general purpose revenue Nuview Bridge Early College High School expects to receive in the coming year from all sources.

The total revenue projected for Nuview Bridge Early College High School is \$8,127,933, of which \$7,662,723 is Local Control Funding Formula (LCFF), \$442,093 is other state funds, \$23,117 is local funds, and \$0 is federal funds. Of the \$7,662,723 in LCFF Funds, \$1,290,608 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Nuview Bridge Early College High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Nuview Bridge Early College High School plans to spend \$8,580,287 for the 2021-22 school year. Of that amount, \$1,621,445 is tied to actions/services in the LCAP and \$6,958,842 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

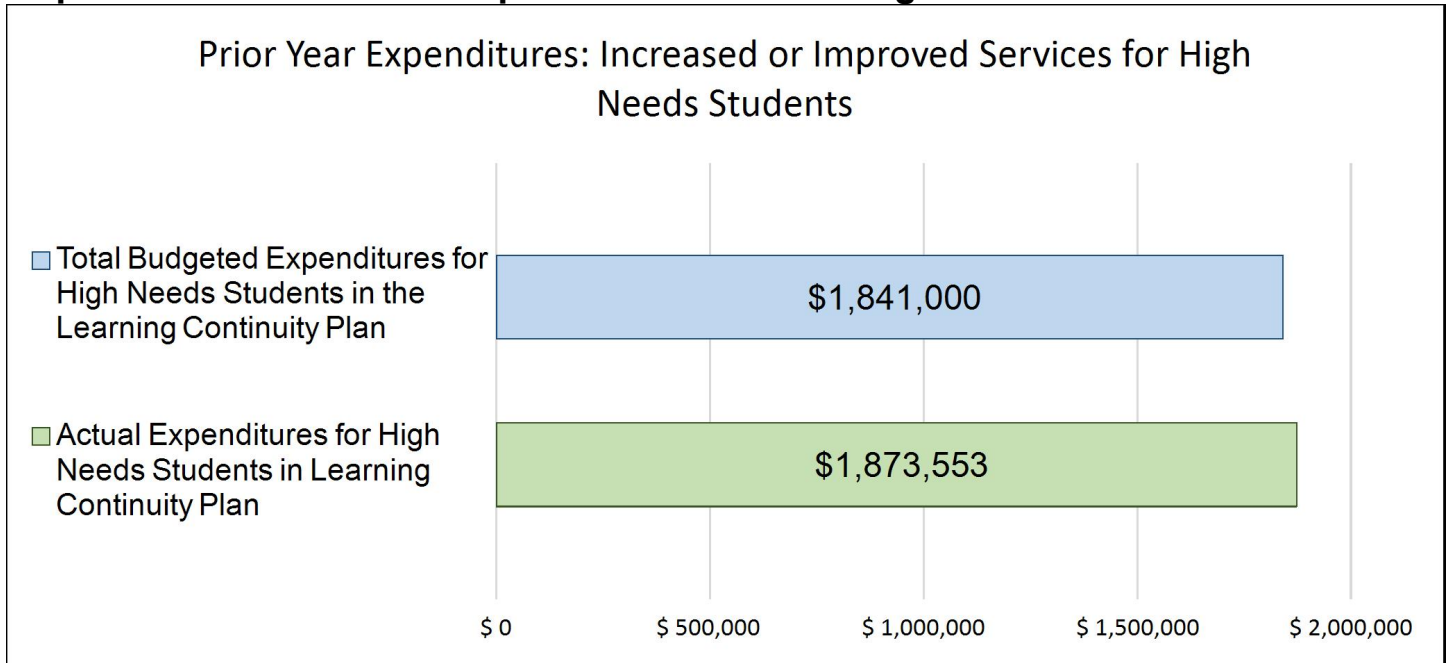
Other expenditures were mainly Base funding used to pay for required staffing as well as other expenses such as general supplies, insurance, utilities, maintenance, custodial, grounds, facility needs, technology needs, transportation, special education, and professional development.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Nuview Bridge Early College High School is projecting it will receive \$1,290,608 based on the enrollment of foster youth, English learner, and low-income students. Nuview Bridge Early College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Nuview Bridge Early College High School plans to spend \$1,589,445 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Nuview Bridge Early College High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Nuview Bridge Early College High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Nuview Bridge Early College High School's Learning Continuity Plan budgeted \$1,841,000 for planned actions to increase or improve services for high needs students. Nuview Bridge Early College High School actually spent \$1,873,553 for actions to increase or improve services for high needs students in 2020-21.



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Nuview Bridge Early College High School	Jasper Lucas Principal	jlucas@nuview.k12.ca.us (951) 928-8498

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Implement strategies to ensure all students are eligible for 4-year college admission.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            More students need to be enrolled in our Early College program</p> <p><b>19-20</b>            Increase number of students participating in Early College program by 5%</p> <p><b>Baseline</b>            2016/17 474 students were enrolled in at least 1 college course at MVC.</p>	<p>2019-2020 454 (64.4%) students were enrolled in at least 1 college course at either MVC or Dual Enrollment.</p>
<p><b>Metric/Indicator</b>            More students from unduplicated groups need to be enrolled in our Early College program</p> <p><b>19-20</b>            Develop standard processes to analyze data pertaining to participation of unduplicated populations in the Early College and Dual Enrollment programs.</p> <p><b>Baseline</b>            2016/17 68% of students enrolled in at least 1 college course at MVC were from unduplicated populations</p>	<p>65.1% of students enrolled in at least 1 college course at MVC were from unduplicated populations.</p>

Expected	Actual
<p><b>Metric/Indicator</b> More students need to be enrolled in our Dual Enrollment program</p> <p><b>19-20</b> Increase number of students participating in our Dual Enrollment program by 5%</p> <p><b>Baseline</b> 2016/17 93 were enrolled in a Dual Enrollment course</p>	<p>2019-2020 188 students were enrolled in a Dual Enrollment program.</p>
<p><b>Metric/Indicator</b> More students from unduplicated groups need to be enrolled in our Dual Enrollment program</p> <p><b>19-20</b> Increase percentage of students from unduplicated groups enrolled in our Dual Enrollment program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school</p> <p><b>Baseline</b> 2016/17 62% of students enrolled in the Dual Enrollment program were from unduplicated populations</p>	<p>69% of students enrolled in the Dual Enrollment Program were from unduplicated populations.</p>
<p><b>Metric/Indicator</b> Students need to complete highly rigorous A-G courses in order to get into 4-year universities</p> <p><b>19-20</b> Maintain 95% A-G completion rates.</p> <p><b>Baseline</b> 2016/17 92% of graduating Seniors completed A through G coursework prior to graduation</p>	<p>79% of the graduating seniors completed A through G coursework prior.</p>
<p><b>Metric/Indicator</b> Students need to take either the ACT or SAT to be eligible for 4-year college admission</p> <p><b>19-20</b></p>	<p>90% of graduating seniors took either ACT or SAT during their junior year.</p>

Expected	Actual
<p>Maintain percentage of students that took either SAT or ACT sometime in high school to at least 98%.</p> <p><b>Baseline</b> 2016/17 90% of graduating Seniors took either the ACT or SAT</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain 2018-19 seats for Early College per term and expand our Dual Enrollment course offerings with history and/or political science Dual Enrollment courses again. Increase student participation rate in our college programs by 5%.</p>	<p>MVC ECHS MOU (Extra Seats) 5000-5999: Services And Other Operating Expenditures LCFF \$40,000.00</p> <p>Dual Enrollment Stipend 1000-1999: Certificated Personnel Salaries LCFF 177,229</p> <p>college course stipends 1000-1999: Certificated Personnel Salaries LCFF \$9,600</p> <p>Additional transportation services needed to support increased number of college courses offered. 5000-5999: Services And Other Operating Expenditures Base \$20,000.00</p> <p>Continue to provide free college for students including textbooks. 4000-4999: Books And Supplies Lottery \$55,000.00</p> <p>MVC ECHS MOU 5000-5999: Services And Other Operating Expenditures Base \$110,000.00</p>	<p>MVC ECHS MOU (Extra Seats) 5000-5999: Services And Other Operating Expenditures LCFF \$40,000</p> <p>Dual Enrollment Stipend 1000-1999: Certificated Personnel Salaries LCFF \$147,485</p> <p>college course stipends 1000-1999: Certificated Personnel Salaries LCFF \$9,220</p> <p>Additional transportation services needed to support increased number of college courses offered. 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Continue to provide free college for students including textbooks. 4000-4999: Books And Supplies Lottery \$64,062</p> <p>MVC ECHS MOU</p> <p>5000-5999: Services And Other Operating Expenditures Base \$110,000</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Offer ACT to all Juniors as part of district ACT program.	District ACT (170 students) 5000-5999: Services And Other Operating Expenditures LCFF \$10,455.00	District SAT 5000-5999: Services And Other Operating Expenditures LCFF \$6,550
Expand use of Career Cruising to provide test prep, personalized success plans, and A through G course planning.	Continuing this program under Supp/Conc to support and collect data on unduplicated students in order to increase eligibility for college programs. 5000-5999: Services And Other Operating Expenditures LCFF \$5,872	Continuing this program under Supp/Conc to support and collect data on unduplicated students in order to increase eligibility for college programs. 5000-5999: Services And Other Operating Expenditures LCFF \$6,378
Add counselor accessibility to students to improve A through G course planning.	Additional .6 FTE counselor to support all students with HS and college programs. 1000-1999: Certificated Personnel Salaries LCFF \$90,272  TOSA will be put back into the classroom. Grant that supported the TOSA/Counselor has run out of money. 1000-1999: Certificated Personnel Salaries LCFF \$0  We will not have the TOSA/Counselor support position this year. 1000-1999: Certificated Personnel Salaries Base \$0	Additional .6 FTE counselor to support all students with HS and college programs. 1000-1999: Certificated Personnel Salaries LCFF \$90,549  TOSA will be put back into the classroom. Grant that supported the TOSA/Counselor has run out of money. 1000-1999: Certificated Personnel Salaries LCFF \$0  We will not have the TOSA/Counselor support position this year. 1000-1999: Certificated Personnel Salaries Base \$0
Maintain an online credit recovery program to ensure that all students and especially unduplicated students have opportunities to make up Ds and Fs to become A through G	APEX 5000-5999: Services And Other Operating Expenditures Base \$12,500.00	Edgenuity 5000-5999: Services And Other Operating Expenditures Base \$22,100
Offer enough sections of SCHOLAR for all Seniors and Freshmen. Allow Sophomores and Juniors to opt in.	2.23 FTE's 1000-1999: Certificated Personnel Salaries LCFF \$280,752	2.23 FTE's 1000-1999: Certificated Personnel Salaries LCFF \$307,225
Offer ACT or SAT test prep for all students at no cost in Spring and Fall.	test prep 5800: Professional/Consulting Services	test prep 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures LCFF \$2,500.00	And Operating Expenditures LCFF \$6,550
Offer summer college courses through MVC to increase potential for students to maximize college accessibility.	college summer course 1000-1999: Certificated Personnel Salaries LCFF \$4,500	college summer course 1000-1999: Certificated Personnel Salaries LCFF \$3,276

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Aside from eliminating the Teacher on Special Assignment (TOSA) counseling position for the 2019-2020 school year to allow for more sections of Scholar and Senior Seminar classes to be offered, all other services were implemented as planned for this goal. We implemented all actions however the primary difference in the budget was the actual versus estimated expenditures. We switched credit recovery online programs from APEX to Edgenuity, which offers more course options for students but costs more than APEX.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although we used all of the services as planned for this goal, we lost three months in our school year due to the COVID-19 pandemic. We purchased Career Cruising and began the training process, we were not able to implement the program the way we envisioned it due to the school closures. Many of the challenges we had in implementing the actions and services to achieve were around the distance learning format as we planned on having our ninth and tenth grade students plan their courses for the next four years.

## Goal 2

Engage with the community through focused outreach activities and recruitment to diverse populations

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase diversity of student body. Increase the number of parents who volunteer to serve the school from parents of SPED, Low-SES, Reclassified, foster youth, etc.</p> <p><b>19-20</b>            Maintain at least a 70% student population of student groups that are underrepresented in college</p> <p><b>Baseline</b>            Maintain at least a 65% student population of student groups that are underrepresented in college</p>	<p>For the 2019-2020 school year, we maintained our SPED, Low SES, EL and foster youth population at 70%, or 456 out of 651 students.</p>
<p><b>Metric/Indicator</b>            Add at least one parent representing an unduplicated student population to each of the parent groups we have on campus.</p> <p><b>19-20</b>            Maintain an EL, SPED, RFEP, or Foster Parent on Advisory Council in some capacity. Maintain Principal's parent cabinet, add "members" as appropriate to represent as many student subgroups as possible.</p> <p><b>Baseline</b></p>	<p>66% or (2/3) of the parents serving on Advisory Council are represented by our unduplicated population.</p>

Expected	Actual
While Advisory Council and Booster Club started with an EL parent 2016/17 those parents did not complete the year.	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Seek a third party vendor to provide evening/ weekend workshops for parents. Continue to provide a series of Parent Outreach and informational nights to: Inform parents of available testing resources in English and Spanish (Accuplacer, SAT, ACT, etc.); to inform parents and students regarding the benefits of college enrollment; Offer parent educational courses in High School 101, technology, preparing for your child to go to a 4-year college, FAFSA completion, A through G and IGETC; to engage parents from underrepresented groups to encourage them to have a voice in the decision making process of the school: to meet their principal, counselors, and staff in order to become more comfortable and familiar with the face of the school. Assess the need for new parent topics annually.</p>	<p>Parent Square Program 4000-4999: Books And Supplies LCFF \$2,225</p> <p>Classified translation and assistance in parent courses 2000-2999: Classified Personnel Salaries LCFF \$750</p> <p>Certificated OT for parent out reach 1000-1999: Certificated Personnel Salaries LCFF \$2750.00</p> <p>Outside vendor for parent classes 5000-5999: Services And Other Operating Expenditures LCFF \$6,000</p>	<p>Parent Square 4000-4999: Books And Supplies LCFF \$900</p> <p>Classified translation and assistance in parent courses 2000-2999: Classified Personnel Salaries LCFF \$118</p> <p>Certificated OT for parent out reach 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>Outside vendor for parent classes 5000-5999: Services And Other Operating Expenditures LCFF \$6,000</p>
<p>Continue to evaluate efficacy of student recruitment procedures to ensure diverse student body through committee. Continue processes to recruit students and parents from underrepresented subgroups. Evaluate its successes. Continue to involve student and parent organizations in the recruitment process.</p>	<p>Refreshments and supplies for meetings, flyers and advertisement 4000-4999: Books And Supplies LCFF \$450.00</p>	<p>Refreshments and supplies for meetings, flyers and advertisement 4000-4999: Books And Supplies LCFF \$0</p>
<p>Maintain current tutoring hours and increase counseling support</p>	<p>Tutor salary 2000-2999: Classified Personnel Salaries LCFF 22,291</p>	<p>Tutor salary 2000-2999: Classified Personnel Salaries LCFF \$20,367</p>
<p>Evaluate Advisory Council annually to ensure that State requirements and school needs are being met. Make sure unduplicated parent representatives are included.</p>	<p>Refreshments and supplies for meetings 5000-5999: Services And Other Operating Expenditures LCFF \$200.00</p>	<p>Refreshments and supplies for meetings 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Research the need for a student senate to communicate with staff regarding student issues, and increase student awareness of college opportunities, encouraging greater participation in college offerings. The student senate will include underrepresented student population to ensure that their voices are heard.	Refreshments and supplies for meetings 5000-5999: Services And Other Operating Expenditures LCFF \$150.00	Refreshments and supplies for meetings 5000-5999: Services And Other Operating Expenditures LCFF \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were used to hire more tutors and increase hours for some tutors to support students, families, teachers and staff. Although we did not utilize any of the funds refreshments and supplies at parent meetings, we still held all of those meetings and offered coffee that we already had available. We increased our tutoring opportunities in the 2019-2020 school year and began mandatory lunch tutoring for our students as identified by teachers. With the help of tutors, we opened several classrooms for students to report to during the majority of student lunch time and work on assignments they did not complete.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the success we saw in offering mandatory lunch tutoring was that we were starting to see our students' grades increase. Students who were frequently being recommended for lunch tutoring began to show more confidence in the subject area in which they were recommended. However, our challenge was that we did not get to continue the program as long as we planned with the March school closures. We began the tutoring program at the beginning of second semester but was cut short in March. In addition, we were limited to the number of tutors helping students due to hiring challenges and tutor availability.

## Goal 3

Close achievement gap by 5% each year with focused service on special populations of SPED, SED, EL, foster, and RFEP.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Students from Unduplicated populations fall onto Academic Probation and No-Fly at a rate slightly higher than others. Students are often not provided with supports until they are credit deficient</p> <p><b>19-20</b>            Reduce the number of students on Academic Probation by 5% each year. Reduce the number on AP from unduplicated populations by 10% per year.</p> <p><b>Baseline</b>            2016/17 12% of the student body fell onto Academic Probation in 2016/17. Of that number over 80% were from Unduplicated populations.</p>	<p>141 or 23% of the student population were on the Academic Probation list. Of that, 68 or 48% were from unduplicated populations.</p>
<p><b>Metric/Indicator</b>            Students from Unduplicated populations completing A-G requirements</p> <p><b>19-20</b></p>	<p>For the 2019-2020 school year, 79% of our students who did not complete A-G requirement were from unduplicated populations</p>

Expected	Actual
<p>Increase the number of Unduplicated students completing A-G requirements by 5% each year</p> <p><b>Baseline</b> 2016/17 60% of our students who did not complete A-G requirement were from Unduplicated populations</p>	
<p><b>Metric/Indicator</b> Students from Unduplicated populations eligible for and enrolled in one of our college programs.</p> <p><b>19-20</b> Increase percentage of students from unduplicated groups enrolled in our Early College Program by 5% per year until the percentage matches or exceeds the overall population percentage of that group for the school.</p> <p><b>Baseline</b> 2016/17 68% of students enrolled in at least 1 college course at MVC were from unduplicated populations</p>	<p>In 2019/2020 school year, 65.1% of students enrolled in at least 1 college course at MVC were from unduplicated populations.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Moving forward as the need arises, we will evaluate this position that serves foster youth to consider adding hours. Evaluate the position for continuation. We want to be sure that we are well-equipped to provide the necessary resources and services as appropriate for this population.</p>	<p>OT 2000-2999: Classified Personnel Salaries LCFF \$1200.00</p>	<p>OT 2000-2999: Classified Personnel Salaries LCFF \$0</p>
<p>Continue to provide targeted support for young men who are struggling with academic/emotional/belonging issues through SPEAR. Provide targeted support for young women who are struggling with academic/emotional/belonging issues through MAVEN. Evaluate program effectiveness each year.</p>	<p>Decided not to use the vendor anymore 5800: Professional/Consulting Services And Operating Expenditures Base 0</p> <p>Decided not to use the vendor anymore 5000-5999: Services And Other Operating Expenditures Base 0</p>	<p>Decided not to use the vendor anymore 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p> <p>Decided not to use the vendor anymore 5000-5999: Services And Other Operating Expenditures Base \$0</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue to provide additional 12 instructional minutes per day (2160 additional minutes of instruction per year) to provide additional access for all students to core curriculum and core intervention as needed	12 additional minutes continue to provide over 2,000 additional instructional minutes for our students. 1000-1999: Certificated Personnel Salaries LCFF 69,402	12 additional minutes continue to provide over 2,000 additional instructional minutes for our students. 1000-1999: Certificated Personnel Salaries LCFF \$48,017
Continue evaluating and refining the referral criteria and intervention process already in place for SSTs to better implement 504s and IEPs and to ensure those students get the services they need. Continue SSTs for students who have academic difficulties.	Counselor/ SPED OT to develop 1000-1999: Certificated Personnel Salaries LCFF \$250.00  OT for classified position to assist with SST scheduling/ paperwork. 2000-2999: Classified Personnel Salaries LCFF \$250.00  Stipend SST and 504 coordinators 1000-1999: Certificated Personnel Salaries LCFF \$1,715	Counselor/ SPED OT to develop 1000-1999: Certificated Personnel Salaries LCFF \$0  OT for classified position to assist with SST scheduling/ paperwork. 2000-2999: Classified Personnel Salaries LCFF \$0  Stipend SST and 504 coordinators 1000-1999: Certificated Personnel Salaries LCFF \$1,715
Zero period Academic Support Course will be required for all students that are at-risk and below a 2.0 GPA.	Prep period buy-out 1000-1999: Certificated Personnel Salaries LCFF 15,812	Prep period buy-out 1000-1999: Certificated Personnel Salaries LCFF \$15,859
Parent meetings and additional support needed for potential at-risk students with GPAs between 2.0-2.3.	OT to meet with parents beyond school day 1000-1999: Certificated Personnel Salaries LCFF \$150.00	OT to meet with parents beyond school day 1000-1999: Certificated Personnel Salaries LCFF \$0
Continue to assess the success of tiered intervention for student truancy already in place and refine as needed.	A2A 5000-5999: Services And Other Operating Expenditures Base \$9250.00	A2A 5000-5999: Services And Other Operating Expenditures Base \$0
Maintain additional math teacher and sections to ensure smaller class sizes in math. Provide for 4th year math electives.	1.0 FTE additional teacher for lower math class sizes. 1000-1999: Certificated Personnel Salaries LCFF \$77,201  .5 FTE moved to base this year. Still teacher additional math courses. 1000-1999: Certificated Personnel Salaries Base 56,989	1.0 FTE additional teacher for lower math class sizes. 1000-1999: Certificated Personnel Salaries LCFF \$77,426  .5 FTE moved to base this year. Still teacher additional math courses. 1000-1999: Certificated Personnel Salaries Base \$71,455



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Science/Engineering teacher to provide smaller class sizes and increased student access to physics and science electives	teacher salary 1000-1999: Certificated Personnel Salaries Base \$101,928	teacher salary 1000-1999: Certificated Personnel Salaries Base \$105,427
Provide EL coordinator and at least 1 class period for targeted EL support. Evaluate support classes annually to ensure that EL and R-FEP students remain eligible for the Early College Program.	stipend and prep 1000-1999: Certificated Personnel Salaries Base \$23,143	stipend and prep 1000-1999: Certificated Personnel Salaries Base \$23,831
Provide stipend for Scholar Elective Coordinator to plan for focused lessons for unduplicated student population in Scholar. Ensure that enough sections of Scholar are available for all students	(former AVID coordinator stipend) 1000-1999: Certificated Personnel Salaries LCFF \$2,770.00  No prep buyout needed this year. 1000-1999: Certificated Personnel Salaries LCFF \$0	(former AVID coordinator stipend) 1000-1999: Certificated Personnel Salaries LCFF \$1,500  No prep buyout needed this year. 1000-1999: Certificated Personnel Salaries LCFF \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were used to fill the gap in the staff salary increases in order to support students, families, teachers and staff. The actions and services we allotted for scheduling and overtime for parent meetings were not utilized as much because our parents were more available during school hours after they dropped off students to school and/or before they picked them up after school. Our coordinators also found it easier to schedule their own meetings based on their availability and work with the families directly. As we moved to distance learning for the last quarter of 19/20, we also used the funds to meet with families during the school day virtually. We were able to structure our day so that we modified some personnel hours to support any necessary parent meetings that needed to be conducted. Parents were also more available during the school day as they too were working from home and supporting their children during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing the actions/services to achieve the goal was the SST/504 stipend, smaller class size and course offerings. We began to observe an increase in mathematics and science grades towards the third quarter of the school year but had challenges with closing out the school year with the same trend due to the COVID-19 pandemic school closures in March.

## Goal 4

Plan and implement school-wide improvements in academics, extracurricular activities, and environment,

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Next Generation Science Standards aim for "All sciences for all students." A student who completes a three year sequence of Biology, Chemistry, and Physics OR Integrated Science 1, 2, and 3 will accomplish this goal</p> <p><b>19-20</b>            The class of 2021 should reach 100 percent participation in a 3-year-science sequence.</p> <p><b>Baseline</b>            As of 2016-17 8.6% of our students completed a three year science sequence</p>	<p>Students continued the sequence of the Next Generation Science Standards, and students in the class of 2021 should reach the 100-percent participation in the 3-year science sequence.</p>
<p><b>Metric/Indicator</b>            Most of the extracurricular activities at NBECHS are athletic. We want to increase the number of students participating in non-athletic extracurricular activities.</p> <p><b>19-20</b>            Increase the number of students participating in non-athletic extracurricular activities by 5%</p> <p><b>Baseline</b></p>	<p>Due to the COVID-19 pandemic during the 2020-2021 school year, many of our students were not able to participate in extracurricular activities since school closures in March 2020.</p>

Expected	Actual
As of 2016-17 13% of our students participated in non-athletic extracurricular activities.	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continued to evaluate and refine implementation of new social studies framework and standards and to improve program effectiveness through alignment of Common Core State Standards and Next Generation Science Standards, emphasizing cross-curricular activities and project-based learning. Provide work days for teachers to work on cross-curricular projects and evaluate outcomes annually.	Teacher planning subs 1000-1999: Certificated Personnel Salaries LCFF \$1,000	Teacher planning subs 1000-1999: Certificated Personnel Salaries LCFF \$0
Provide work days for teachers to create meaningful and CAASPP aligned formative assessments within content areas	Teacher planning subs 1000-1999: Certificated Personnel Salaries LCFF \$2,511	Teacher planning subs 1000-1999: Certificated Personnel Salaries LCFF \$0
Maintain least two additional sections of visual and performing arts classes	1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF \$149,551 Rights, dues, fees, travel 5000-5999: Services And Other Operating Expenditures LCFF \$10,000	1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF \$128,322 Rights, dues, fees, travel 5000-5999: Services And Other Operating Expenditures LCFF \$10,269
Evaluate and continue the peer mentoring program	Certificated OT 1000-1999: Certificated Personnel Salaries LCFF \$1,500.00	Certificated OT (Knightlife Stipend) 1000-1999: Certificated Personnel Salaries LCFF \$0
Provide resources for attendance at state and national competitions as groups qualify	Nonathletic competitions 5000-5999: Services And Other Operating Expenditures LCFF \$5,100	Nonathletic competitions 5000-5999: Services And Other Operating Expenditures LCFF \$0
Develop new and continue non-athletic competitive activities such as Academic Decathlon, Poetry Out Loud, Mock Trial, Science Olympiad, Mathletes, Sportz Improv. etc.	Fees, dues, travel 5000-5999: Services And Other Operating Expenditures LCFF \$4,500.00	Fees, dues, travel 5000-5999: Services And Other Operating Expenditures LCFF \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials, start up costs 4000-4999: Books And Supplies LCFF \$1,500.00	Materials, start up costs 4000-4999: Books And Supplies LCFF \$0
Maintain 1 additional campus supervisor position at 0.5 FTE	Classified position Campus sup 2000-2999: Classified Personnel Salaries LCFF \$11,141	Classified position Campus sup 2000-2999: Classified Personnel Salaries LCFF \$19,950
Begin KnightLife program with two assigned teacher mentors working with junior and senior student leaders, who will mentor younger students, helping with the academic and emotional transition to high school.	1 tutor, see goal 2 for additional tutor 1000-1999: Certificated Personnel Salaries LCFF 0	1 tutor, see goal 2 for additional tutor 1000-1999: Certificated Personnel Salaries LCFF \$0
Maintain computer lab aide position (1 FTE) to ensure student access to the computer lab in order to do research, word processing printing, etc. throughout the school day.	Comp lab aides 2000-2999: Classified Personnel Salaries LCFF \$26,599	Comp lab aides 2000-2999: Classified Personnel Salaries LCFF \$23,818
Provide and continue the tutor lab coordinator position to ensure the tutor lab is open whenever students need help	AVID (Scholar) Guidance tech 2000-2999: Classified Personnel Salaries LCFF \$57,215	AVID (Scholar) Guidance tech 2000-2999: Classified Personnel Salaries LCFF \$56,869

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds for actions/services that were not implemented were teacher planning substitutes and nonathletic competitions were instead used to provide an additional campus supervisor to support our after school programs, including a new CTE Certified Nurses Assistant program in partnership with Mt. San Jacinto College. In offering another after school program, our students were able to access the hours needed to qualify for the state exam and use the skills lab to prepare for the exam.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing the actions and services to achieve this goal was the increased hours of campus supervision that allowed 30 students to participate in the newly offered Certified Nurses Assistant program. We also found success in our offerings for the visual and performing arts, as students were able to participate in competitions and won many awards/scholarships. Challenges we found were our athletic competitions as many of our teams did not qualify for the competition and our Spring sports did not to get to competitions because of the COVID-19 pandemic school closures in March 2020.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Health and Safety Measures for In-Person Instruction include the following:</p> <ul style="list-style-type: none"> <li>* The usage of UV-C machines nightly for disinfecting classrooms.</li> <li>* EPA approved disinfectant spray and battery operated machines for ease of operation. All common surfaces will be cleaned and sprayed with disinfectant nightly and as needed throughout the day.</li> <li>* Masks, face shield, gloves, smocks/gowns, hand sanitizer, sanitizing wipes, and other PPE are in stock and available for students and staff as needed.</li> <li>* Temperature checks and health screenings are performed on all staff and visitors entering campus.</li> <li>* Social distancing will be implemented with furniture arrangements and the use of plexi-glass where needed.</li> <li>* Medical grade air filters are installed in all A/C units. Classrooms will have an additional anti-microbial coating on the filters.</li> <li>* One on one assessments will be done with the use of PPE, social distancing, and plexi-glass stands.</li> </ul>	\$71,000	\$37,625	No
<p>On Campus Learning Loss Mitigation:</p> <ul style="list-style-type: none"> <li>* Offer Summer School through the end of June 2020.</li> <li>* Provide additional hours of after school tutoring.</li> <li>* Provide additional Scholar tutoring opportunities for individual intervention.</li> <li>* Provide additional hours and resources for Classified staff to assist in learning loss mitigation.</li> </ul>	\$1,057,000	\$1,205,245	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> <li>* Provide all of our LCAP services including additional counseling, Scholar support, Dual Enrollment, Early College Program, increased technology, and additional enrichment in Performing Arts.</li> <li>* Continue 1:1 Chromebooks that were handed out for distance learning for continued online learning opportunities.</li> <li>* Continue 24 hour homework support that was started for distance learning.</li> <li>* Continue software implementation that was started during distance learning.</li> </ul>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

NBECHS did not return to hybrid or full in person learning, but we did have cohorts on campus to support our struggling students. The PPE needed for cohorts included all items listed for health and safety measures, but was not as much of a large scale as originally planned. We still provided all of our LCAP services to cohorts and distance learning students including dual enrollment and early college classes. We still provided an enriching performing arts program albeit online. Our counselors, EL Coordinator, and SPED personnel focused on additional support for the students and met in person when necessary.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to enact all health and safety measures listed, as planned, including use of UV-C machines, and EPA approved disinfectant spray, supplies of masks, face shields, gloves, smocks/gowns, hand sanitizer, sanitizing wipes, and other PPE. A hands-free temperature checking device and health screenings are performed on all staff and visitors entering campus and medical grade air filters were installed in all A/C units. Classrooms also have an additional anti-microbial coating on the filters. Social distancing has been maintained with furniture arrangements and use of plexi-glass in the office. Safety measures will continue to be implemented and continually assessed in the coming year.

We were also enable all campus learning loss mitigation strategies. We offered virtual summer school in the summer of 2020 and will offer in-person summer school in 2021, following all safety guidelines. Additional after school tutoring has been available, as well as additional Scholar tutoring. We also assigned campus supervisors to be mentors for those students on campus, which included unduplicated students (EL and SPED). We had a one-to-one Chromebook ratio for distance learning and 24 hour homework support through FEV tutoring.

While in-person instruction was offered to unduplicated population students, not all students offered the choice came to campus, which meant the challenges associated with remote learning for this group continued. Efforts to mitigate learning loss and the remote instruction challenges were made through the 24-hour homework support, additional meeting with counselors and teachers, and continued evaluation by administration, the EL coordinator, and the SPED coordinator.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Actions related to Students:</p> <ul style="list-style-type: none"> <li>* An additional 200 Chromebooks were purchased for students.</li> <li>* T-Mobile Hotspots with One Service was purchased by the District to provide online accessibility at home for our neediest families of which 68 (10% of enrollment) are assigned to NBECHS.</li> <li>* Additional outdoor wireless connectivity was installed on each of our campuses to provide access in our outdoor areas, such as the parking lots.</li> <li>* Contract worked out with local telephone company to provide service for families that are in remote areas that cannot use the T-Mobile Hotspots.</li> <li>* Additional supplies needed at home.</li> <li>* Interactive, digital Spanish and core textbooks.</li> <li>* 1:1 Student Interpreter for distance learning</li> </ul>	\$257,000	\$184,982	Yes
<p>Actions related to Teachers:</p> <ul style="list-style-type: none"> <li>* Provided 2 additional professional development days for online learning platforms.</li> <li>* Provided professional development through Google Camp.</li> <li>* Purchasing new laptops and equipment to better serve online learning.</li> <li>* Provide additional resources and time as needed for learning loss mitigation.</li> <li>* Distance learning training for ELD Site Coordinator.</li> </ul>	\$170,000	\$90,062	Yes
<p>Actions related to Classified Staff:</p> <ul style="list-style-type: none"> <li>* Repurposed campus supervisors as student mentors with training for our unduplicated students that have fallen behind.</li> </ul>	\$36,000	\$98,784	Yes



A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

With additional Federal (CRF and GEER) and State Learning Loss Mitigation funding, we were able to increase our number of devices and improve connectivity on campus and at home. Our textbooks and supplies were purchased through our general fund since our loss mitigation funds were limited. We did provide additional professional development and purchased new laptops as well as additional resources, but the items were not as costly as originally planned. We spent a larger portion than planned on repurposing staff to provide mentor support for students and instructional assistance to staff. Some of the staff was for health and supervision needs for our cohort groups while they were on campus.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The addition of 200 Chromebooks, and the mobile hotspots and outdoor wireless connectivity successfully provided the necessary technology and connectivity for all NBECHS students. At the start of remote learning, office staff spent many hours contacting families and local service providers to ensure technology and connectivity access. Additional school supplies (pencils, pens, notebooks, binders, calculators, etc.) were given to students who needed the supplies. Interactive, digital Spanish and core textbooks were purchased for Spanish students, as well as a 1:1 student interpreter for distance learning. At the start of the 2020-21 school year the calendar was revised to provide two additional professional development days for training and to develop online learning platforms. Teachers attended Google Camp through Riverside County Office of Education, which provided a great deal of support for setting up remote learning platforms. All teachers used the Google Suite (Google Classroom, Google Meets, etc.) for all distance learning this year, and so the training provided opportunities to both streamline and innovate distance learning plans. Our ELD coordinator also attended distance learning training for ELD Site Coordinators, which provided support resources for this unique year. And, for unduplicated students, our campus supervisors underwent mentorship training, which provided strategies for supporting students with weekly grade checks and tutoring information that was shared with students.

The start of the year was challenging as students, parents, and all staff members adjusted to the remote teaching format. Office staff members spent a great deal of time calling students, parents, and internet providers to ensure all students had access to the required technology and connectivity, textbooks, and school supplies. There was a learning curve for teachers as new attendance and participation policies were rolled out in the first month of the school year, but within a short period of time, all attendance and participation tracking was standardized and effective. Our assistant principal, in collaboration with the teaching staff, closely tracked all students in danger of failing and implemented strategies to improve participation in remote learning and grades progress. We offered remote summer school during 2020 and will have in-person summer school in 2021 to continue mitigating learning loss that was identified through department-created assessments and through assessments of grades.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Additional learning loss actions not mentioned in the distance learning or on campus learning sections:</p> <ul style="list-style-type: none"> <li>* 24 hour tutoring service for students to get support for the daily instruction and assignments.</li> <li>* Additional textbooks, novels, and materials for students at home as needed.</li> <li>* Purchased online textbooks for adopted curriculum where needed.</li> <li>* Purchased KAMI, Pear Deck, Kuta, Screencastify, Google Extensions, and other software that teachers have identified to help their classes with online learning.</li> <li>* Communication through Parent Square, Google Classroom, Edlio, and Aeries portals.</li> <li>* For ELD students, purchased Ellevation to supplement our core program.</li> <li>* Additional counseling and mental health resources.</li> <li>* Back-to-School Bootcamp - English and Math students, grades 9-12</li> </ul>	\$174,000	\$114,634	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The district purchased a 24 hour tutoring service and other teacher applications that our school used. We did provide additional counseling access and mental health resources, but there was no cost. We got an additional intern who met with at-risk students, focusing on incoming 9th graders. We continued to partner with Riverside County's Department of Public Health for staff training to assess students' mental health and provide appropriate care and resources, but this too, was at no additional cost. We will be providing the back-to-school boot camp and extensive summer school prior to the 21/22 school year to help with pupil learning loss.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To mitigate learning loss identified through department-created assessment strategies, 24-hour tutoring through FEV tutoring was instituted. Additional textbooks, novels, and school materials were purchased and provided to students at home, as needed. Departments such as the Spanish department adopted interactive, online textbooks that further supported remote learning and a variety of programs such as KAMI, Pear Deck, Kuta, and Screencastify were purchased or subscribed to for whole school access in order to promote engaging, effective instruction. The digital, interactive textbooks and purchased software required some training for both students and staff, but overall, were important tools for student engagement and understanding. In department and staff meetings, teachers provided tutorials and success stories to other staff members, who were then able to institute many of the new strategies in their own classrooms. Collaboration, coupled with the technology, turned a lot of challenges into successes. Students and parents were communicated with very regularly through ParentSquare, Google Classroom, Ellio, and Aeries about grades, student or parent activities, yearbook, and any other academic or social school activities or information. The purchase of Ellevation was very helpful to streamline dates for assessment and tracking progress for ELD and reclassified ELD students. We also provided a virtual Back-to-School Bootcamp for English and Math students, grades 9-12 before the start of the 2020-21 school year. The virtual format was helpful for students who would soon be taking virtual courses, but also provided some challenges in creating the typical friendships and relationships that the bootcamp usually provides.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

NBECCHS and Nuview Union School District provide a variety of resources and support for the mental health and social and emotional well being of our students. Some of the support was already in place prior to the 2020-21 school year, including an anonymous bullying hotline and partnership with Care Solace, which provides access to mental health support for all NBECCHS district staff members, students, and all family members. During the 2020-21 year, we also added a counseling intern who primarily supporting freshmen students who were navigating their first year of high school remotely. The intern's support also freed up additional time for all counselors to increase accessibility and progress and planning meetings with students.

One of the biggest challenges to supporting our students this year has been the difficulty of providing support when the student is not on campus. In many cases, we have seen that the stressors were actually the home environment and in some cases, made attempts to arrange for a student to learn on campus with our small tutoring groups. In-person instruction allows us to assess students face-to-face and alone, and while in some cases, efforts to provide a safe place for in-person support have been made, it has been difficult. We did see an uptick in the need for CPS reports and regular surveys made departmentally on students' social and emotional well-being have shown an overall increase in stress for many students.

At the start of the school year, NBECCHS staff all underwent mental health and emotional support training under the guidance of Riverside County Department of Public Health. Strategies for assessment and a variety of tools and resources were shared, and then departments discussed ideas for support internally. Staff members who identified students as at-risk notified the assigned counselor, who met with students and families. From our experiences this year, we have added a new goal to this year's LCAP that will expand our mental health support program. We plan to identify a mental health evaluation tool from a list that has been compiled, and then assess every student at the start of the year, and again mid-year. The assessment will help identify specific areas of need, and then students may be enrolled in many of the programs that support mental, social, and emotional support in Edgenuity. Students will then meet with counselors to discuss the experience and any additional needs. We have found that we need a systematic program that will not only offer the resources and tools our students may need, but a system to identify those who are at risk and the specific needs of the individual students.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

While the shift to remote communications was difficult, we saw many successes with many of our previous engagements, workshops, and meetings with parents that shifted from in-person to Zoom meetings. Coffee and Dessert With the Principal continued with similar participation, activities such as Back-to-School Night and Senior Recognition Night became virtual events that were live and also posted for review to the school website and sent via email to parents.

The challenges with these meetings were primarily due to parent misunderstandings about local, state, and federal safety guidelines that impacted student gatherings. We were still able to hold a variety of virtual activities for students through ASB, as well as an in-person graduation. Parents expressed frustrations with the event limitations that were necessary to meet the required safety standards. Communications through ParentSquare were shared detailing required safety standards and parents and students were surveyed for choices.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nuvview USD Nutrition Services offered a weekly meal service during Distance Learning for all enrolled students at Nuvview Union School District, every Monday beginning Monday, August 17, 2020. Meal packs, which included breakfast and lunch for a week (5 days), were free to students who qualified for free and reduced lunch. Families who did not qualify for the free lunch program were able to purchase weekly packs for students. Families were asked to check qualification for free and reduced lunch by visiting <http://www.lunchapplication.com/> for the online lunch application. Once qualified, qualification was good for the entire school year. If a student qualified the previous year, the student's eligibility status remains in effect for the first 30 days of school the following year. After the 30 days, if a new application has not been submitted, the status converts to full pay.

Nuvview Union School District Meal Service Distribution Information:

Meals for ALL students enrolled in our District.

Students do not need to be present during meal pick up, but student identification information will be asked for.

When: Every Monday. Starting Monday

Where: Nuvview Elementary School

Times: 6:00am-7:45am

and

3:00pm-4:00pm

(Only one meal pack per student)

Pricing:

All meals were provided free of charge for all students.

One of the challenges for NBECHS is that we are a charter school and so many of our students live out of the area. The meal pickup took place in Nuevo, so many students were not able to travel from surrounding cities to pick up the meals. Because of this, we saw a decrease in meal pickups during distance learning.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Virtual Theater Programs: Licensing rights to use the script, costumes, set costs, etc. are necessary for this program, which offers opportunities to increase student and family engagement.	\$7,000	\$799	Yes
Mental Health and Social and Emotional Well-Being	The duties of our Health and Mental Health employees have changed to help students with distance learning needs. These employees are providing services to help with a variety of physical and mental health situations in order for students to stay on track with their learning and to avoid any further loss of learning. These employees include the School Counselors, and Health Clerk.	\$120,000	\$179,047	Yes
Distance Learning Program	Turnitin.com subscription	\$3,100	\$3,095	No
Distance Learning Program	eDesign yearbook contract with Herff Jones: Because we are starting the school year in a distance learning format, yearbook staff and students do not have access to the yearbook design software (InDesign). Herff Jones is offering a new eDesign service that can be streamed at home. This service will be used to design the yearbook, which also increases student engagement.	\$5,000	\$2,369	No
In-Person Instructional Offerings	During this time of distance learning, the school may be able to provide additional hours of in-person instruction to small group cohorts.	\$20,000	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Certificated and Classified personnel will be assigned to the groups based on the needs of the cohort.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

While we did see some of our unduplicated population students on campus for in-person instruction, the instruction was primarily led by classified personnel, such as tutoring staff, who supported students as they navigated the curriculum from their certificated teacher. The Classified staff in this section was accounted for in the calculations for repurposing employees in a previous section. Our counseling and mental health staff were funded in this section from the base funding and through supplemental/concentration funding in the in-person section of this report.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The primary lesson learned from the 2020-21 school year was the identified need of a comprehensive mental health and social and emotional support program that systematically identifies students who are at risk and provides information on Edgenuity programs that would provide education and support. A new LCAP goal was added to create this comprehensive program, with actions including identifying an effective assessment for students to take at the start of each year, adding a counselor stipend to identify a counselor contact to monitor assessment and advise follow-up actions, and enrollment in the appropriate Edgenuity social and emotional health coursework. The goal in identifying the right assessment is to not only find students who are at risk, but also to identify what sort of support they would best benefit from. The counselor support would then monitor the entire process.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Department assessment for learning loss in core subjects will continue in the 2021-24 years, with an identified standard assessment, department meetings to identify strategies to mitigate the learning loss, and follow-up assessment. Additionally, we plan to continue with before and after school tutoring and the new (2019-2020) FEV 24-hour homework help tutoring support. We also added the action item to create a resource room devoted to unduplicated population students only, run by tutoring staff. The room will support academic needs but also emotional and physical needs experienced by some of our students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

While we did see some of our unduplicated population students on campus for in-person instruction, the instruction was primarily led by classified personnel, such as tutoring staff, who supported students as they navigated the curriculum from their certificated teacher.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The goals, metrics and actions of the 2019-20 LCAP has some of the goals we also identified in the Learning Continuity and Attendance Plan and in our WASC action plan during our reaccreditation process in 2019. It has been our goal to ensure all of our goals align, and the new 2020-21 LCAP revisions will finally allow us to do that. In our Learning Continuity and Attendance Plan, we identified assessment tools to assess for learning loss from school closures in the spring of 2019. Each department developed a pre-test, which was given to students at the start of the year, and a post test given to students mid-year to assess the effectiveness of strategies instituted to mitigate the identified learning loss. The plan also identified use of programs such as the Google Suite and supporting applications to engage student learners during distance learning. By the end of the 2020-21 year, it was clear that many of the assessment strategies and software purchases were effective tools for engaging students and identifying learning loss needs. While future years may look different from this one, it was still clear that some of the strategies were effective and should be continued. It was also clear that our unduplicated population should engage a large part of our focus to ensure students are not left behind. Because we are an Early College high school, our goals focus on ensuring these students are prepared for transfer to colleges or universities and are able to successfully participate in our dual enrollment and early college programs. This school year also saw a lot of struggles with mental health. In response to our LCAP surveys and the WASC surveys, we added a goal of developing a comprehensive mental health program that will identify student needs, partner students with counseling support, and engage them in Edgenuity's social and emotional health electives. The new actions build upon actions that were already put in place this year, such as a counseling intern devoted to freshman students and partnership with Care Solace.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,484,173.00	1,445,238.00
Base	333,810.00	352,813.00
LCFF	1,095,363.00	1,028,363.00
Lottery	55,000.00	64,062.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,484,173.00	1,445,238.00
1000-1999: Certificated Personnel Salaries	1,069,025.00	1,031,307.00
2000-2999: Classified Personnel Salaries	119,446.00	121,122.00
4000-4999: Books And Supplies	59,175.00	64,962.00
5000-5999: Services And Other Operating Expenditures	234,027.00	221,297.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00	6,550.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,484,173.00	1,445,238.00
1000-1999: Certificated Personnel Salaries	Base	182,060.00	200,713.00
1000-1999: Certificated Personnel Salaries	LCFF	886,965.00	830,594.00
2000-2999: Classified Personnel Salaries	LCFF	119,446.00	121,122.00
4000-4999: Books And Supplies	LCFF	4,175.00	900.00
4000-4999: Books And Supplies	Lottery	55,000.00	64,062.00
5000-5999: Services And Other Operating Expenditures	Base	151,750.00	152,100.00
5000-5999: Services And Other Operating Expenditures	LCFF	82,277.00	69,197.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,500.00	6,550.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	818,680.00	833,395.00
<b>Goal 2</b>	34,816.00	27,385.00
<b>Goal 3</b>	360,060.00	345,230.00
<b>Goal 4</b>	270,617.00	239,228.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$1,128,000.00	\$1,242,870.00
<b>Distance Learning Program</b>	\$463,000.00	\$373,828.00
<b>Pupil Learning Loss</b>	\$174,000.00	\$114,634.00
<b>Additional Actions and Plan Requirements</b>	\$155,100.00	\$185,310.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,920,100.00</b>	<b>\$1,916,642.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$71,000.00	\$37,625.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$8,100.00	\$5,464.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$79,100.00</b>	<b>\$43,089.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$1,057,000.00	\$1,205,245.00
<b>Distance Learning Program</b>	\$463,000.00	\$373,828.00
<b>Pupil Learning Loss</b>	\$174,000.00	\$114,634.00
<b>Additional Actions and Plan Requirements</b>	\$147,000.00	\$179,846.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,841,000.00</b>	<b>\$1,873,553.00</b>



## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nuview Bridge Early College High School	Jasper Lucas Principal	jlucas@nuview.k12.ca.us (951) 928-8498

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Nuview Bridge Early College High School (NBECHS), which serves Nuevo and surrounding cities of Hemet, Moreno Valley, Perris, Menifee, and other more distant communities, combines Early College and dual credit programs, offering students the opportunity to personalize their academic pursuits, meeting the criteria of the state's priority of providing "access to a broad course of study and programs for high-needs and exceptional students." Students are given latitude to select courses with advice from counselors, allowing students to make choices based upon their own proclivities and interests, thus creating personal meaning. This combination of support and choice creates a strong school climate, while giving students "access to a broad course of study and programs," addressing two important state priorities. Most students take college courses they believe they will enjoy and, ultimately, they succeed. Each success builds confidence. In addition to the college opportunities, all students are enrolled in a traditional high school curriculum taught by staff members engaged in innovative Common Core curricula practices, meeting the state's focus of "implementation of the Common Core State Standards for all students."

Nuview Bridge Early College originally opened with the intent of serving as a ninth grade support/intervention program for students matriculating from Nuview Union School District's middle school, Mountain Shadows. The Nuview Union School District's leadership and Governing Board recognized that students from the district had a very low college-going rate of just less than 9%. They were rightfully concerned that the students in the community were overwhelmingly from low income families who had not gone to college themselves. The Bridge's intent was to prepare these students for the rigors of a traditional public high school. It soon became clear, however, that this plan was not enough by itself so the District and school leadership began to look for solutions to encourage students to go to college and found

the Early College Model and a grant from the Gates Foundations to start the program. In September 2005, Nuview Bridge Early College High School became California's seventh Early College High School. The program started small with only 50 students being offered college courses through what is now Moreno Valley College. The program's successes soon became clear. Within a year of implementation the school's API rose more than 107 points. By 2008 the school saw its first graduate with an Associate Degree. By 2009 the school's API was 738 and it boasted the top CST scores in the County. The school's attendance rose over the same period of time from just under 82% in 2005 to 96% ADA by 2010. The program became very popular with parents. A school Advisory Council made up of district and site administration, community members parents, teachers, classified staff and students was started and given general oversight duties for the program. Additionally the school provides several parent nights each semester to inform its families on issues such as: college information and enrollment, filling out financial aid forms, how to access student data via our student information system, and to discuss priorities for LCAP, to name just a few. The principal and college liaison also provide frequent reports to stakeholder groups about the Early College and Dual Enrollment programs at public meetings.

Since the implementation of the Early College program abundant data has been kept about the successes of the NBECHS student population and graduates. NBECHS counselors serve as college liaisons to each of our partner colleges. Only students who maintain a 2.0 GPA or greater are eligible to attend college courses at Moreno Valley College and 2.5 GPA or greater are eligible to attend Dual Enrollment courses with Mt. San Jacinto College, so supports have been put into place at the high school to assist students in achieving the best GPA possible including a tutor center which is open to students from 7AM to 4PM each day and virtual tutoring available 24/7. Additionally students are counseled each term to assist them in the selection of their college classes. Once grades are received students are encouraged to reflect on their learning in both their Scholar elective and by the counselors themselves. Freshmen are enrolled in Scholar 9 courses, and sophomores may opt into the class. Seniors are enrolled in Senior Seminar, which focuses on college success and transitioning into a college or university. Students' college grades are collected and students who are perceived to have difficulties are provided with additional assistance. Due to high demand NBECHS is always seeking to increase its college options for students. In 2015 NBECHS entered into an agreement with Mt San Jacinto College to offer dual credit college courses taught by high school teachers who have master's degrees in the subject area and who have been vetted by the colleges. This has increased the college class options and makes it easier for students to get access to highly sought-after "Golden 4" classes: English 1A, English 1B, Math 11, and Speech. In Fall 2018 NBECHS piloted a CNA program, taught by MSJC instructors. The program, taught on the NBECHS campus, has been embraced by students and has showed steady growth in participation during the last three years. Since the start of NBECHS's Early College program 16 years ago, more than 4000 students have participated, earning more than 30,000 college credits and more than 115 students have earning one or more Associate Degrees. Since the implementation of the California Assessment of Student Performance and Progress (CAASPP) NBECHS has consistently ranked high in performance in Riverside County in both English and Mathematics. Moreover, the successes of the Early College program and the school are changing the demographics of the community itself as well. In 2002 the college going-rate of students from the local community was 9% today that rate has risen to 89%.

Over the last several years student successes have continued to expand. In 2015, two NBECHS students graduated with three Associate Degrees in addition to their high school diplomas, 18 students graduated with one or two Associate Degrees, while 25 additional students completed their IGETC certification that guaranteed them two years of credits transferable to most four-year colleges and universities. In 2017, the number of students graduating with three Associate Degrees expanded to eleven with several more achieving a single Associate Degree and even greater numbers completing their IGETC certification. In 2018 NBECHS was proud to have the first student to complete four Associate Degrees concurrently with high school graduation, 20 students who have completed 3 Associate Degrees, 6 students with 2



Associate Degrees, and 3 students with 1 Associate Degree and an additional 23 who have completed IGETC Certifications. The class of 2020 had 140 students. Of those students, 20 seniors earned at least one Associates degree and 33 completed their IGETC. We had 126 seniors going straight to college, 46 of those CSUs, 17 UCs, eight private colleges, seven out of state, and 47 community colleges. Of those, we had seniors going as far as Arizona, Pennsylvania and Texas. Collectively, our class of 2020 completed 5,373 college units since Fall of 2016. Then we had our six seniors joining the armed forces, five going into the workforce and four into trade schools. In addition, our seniors completed over 28,000 community service hours. By taking advantage of the college opportunities, students and their families save thousands of dollars in tuition, which opens the door to a broader range of university options for low income families.

The achievement gap between the student sub-populations of the school has steadily decreased at the same time that the school's population has become more diverse. NBECHS's 100-percent graduation rate meets the state's priority of "student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance," as does the school's low rate of absenteeism with an average ADA of just over 98%.

NBECHS graduates are at every University of California campus, as well as many California State Universities and out of state colleges. Graduates have earned degrees that range from undergraduate degrees to doctorates. Several students are in medical school, completing scientific research, and attending law schools. This program has made a huge difference in the lives of these students as many of them were the first in their families to graduate high school.

As a charter school NBECHS has to create and maintain its own LCAP document each year. The Advisory Council is a major voice in the creation of this document and the NUSD School Board must approve it prior to its submission to the state. Overwhelmingly, the stakeholder groups involved in the creation of the LCAP plan have listed "maintaining and expanding the college options for all students" as their top priority. Because of this, the school seeks to fill teaching positions with teachers that have Master's degrees in their subject matter and have continued to seek out new and different college opportunities such as the CNA program. Well over 25% of the school's LCAP funds are spent in some way to support the college programs. The LCAP serves as the guiding document for the school. Money has been spent to improve access and support to the most highly rigorous programs for underrepresented student groups.

The 2020-2021 LCAP provides an opportunity to review the focus of our goals as we develop a plan for the next four years. School closures in 2020 and 2021 have necessitated the need for a strong focus on learning loss assessment and evaluation of data to inform decision-making for student supports, particularly for unduplicated population students. While the college program is still very much the focus of our funding, the particular focus is on supports to reduce learning loss and ensure all students are able to be successful in high school academics and to meet requirements necessary to participate in the Dual Enrollment and Early College program. All school stakeholders were surveyed in March and April, and findings were analyzed and input into the LCAP. This 2020-2021 LCAP draft was presented to Advisory Council, along with stakeholder findings on May 6, 2021. Feedback that our stakeholders communicated include: 1) offering more parent courses/workshops and 2) include to maintain the mental health electives offered. Input was noted and addressed and will be presented to the NUSD School Board on June 22, 2021 at the public hearing and then proposed for adoption on June 24, 2021.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard only reported some information on the 2019-2020 school year, as CAASPP testing was paused during that school year. We saw a growth in the area of suspension rate from the 2018 to the 2019 Dashboard data. In 2018, we were in the green indicator, with 0.5% suspended at least once, an increase of 0.3%. For the 2019 Dashboard data, we are in the blue indicator with 0.2% suspended at least once, a decline of 0.3% from the previous year. We also maintained our green indicator for English Language Arts with students scoring 54.5 points above standard.

## Reflections: Identified Need

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

The California School Dashboard only reported some information on the 2019-2020 school year, as CAASPP testing was paused during that school year. The dashboard shows enrollment at 651 students, with 71.4% socioeconomically disadvantaged, 2.3% EL, and 0% foster youth. However, most of our students come from EL homes and the percentage of EL students along with RFEP is much higher. In the 2020-2021 school year, we added several foster youth/homeless students. In years past, NBECHS has scored "blue" on all academic indicators and we led the county in CAASPP test scores, and have maintained a 100% graduation rate for the last decade. Despite school closures, we maintained near a 100% graduation rate 99.3%. To track academic progress and learning loss from the 2020 school closure, core subject teachers provided assessments at the start of the 2020-2021 school year. Data was assessed in department meetings led by the leadership team, and plans were developed to reduce learning loss while teaching appropriate curriculum for the new school year. A second assessment was given to students at the end of first semester to assess the success of intervention strategies to reduce learning loss in core subjects. All subjects saw significant improvement, with the exception of math, with saw some improvement. An Academic Probation list of students whose GPA dropped below 2.0 was created each quarter and information was disseminated to teaching staff to meet with students and develop intervention strategies. While we have the highest A through G completion rate in the county at approximately 90% it is our goal to ensure all students are college eligible so we have implemented strategies and programs to improve student A through G rates to over 95% over the next several years. College and Career Readiness on the Dashboard shows all identified student groups in the highest category. All students report at prepared at 96.9%, Hispanic students show prepared at 96.8%, and Socioeconomically Disadvantaged students show prepared at 96.2%. However, when viewing the table showing student groups approaching prepared, Hispanic students are at 81.6% and Socioeconomically Disadvantaged students are at 75.5%. This years goals reflect the identified needs of providing interventions and resources to unduplicated population students to ensure they are successful in both high school courses, and meet the requirements to participate in and be successful in Dual Enrollment and Early College program courses. Stakeholder feedback though our parent meetings and surveys, as well as our last WASC review identified four areas of concern. The first area identified is concern for access to information for EL students, special needs students, and foster/homeless students. This concern shaped our first LCAP goal, which is to ensure all students, particularly unduplicated population students, are eligible for the college program (i.e. meeting grade requirements). The second identified concern was adequacy of assessment of learning loss from school closures and how the school is using learning loss data to inform decision-making about additional support. This shaped our second LCAP goal, which was to increase unduplicated student population participants in the college program. Participation in the college program requires students to meet 2.0 and 2.5 gpa minimums, and so the focus of the actions for this goal are providing appropriate supports to improve students' academic performance. The third identified concern

was the lack of parent workshops and family activities. While we had grown these offerings a great deal in the last three years, school closures created a loss. This will be the focus of the third LCAP goal, which will be increasing parent workshops and activities, such as the CAFE program, which provided parents, particularly those of unduplicated students, with education and training to help make their students successful in the Early College program. Our fourth LCAP goal, developing a comprehensive mental health support plan, was identified through our WASC stakeholders surveys and self-study.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The NBECHS LCAP will address four key goals: 1. Improve college and career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students; 2. Improve participation of all student groups in the college program, particularly EL population and socioeconomically disadvantaged students; 3. Increase community and parent participation in school programming to better support all student outcomes; and 4. Develop comprehensive mental health support plan for identified at-risk students. While college and career readiness and college participation goals are somewhat geared toward all students, many of the actions focus on unduplicated populations. More than 70% of our student population qualify as socioeconomically disadvantaged, and while the EL population appears just under 3%, including RFEP students increases that percentage a great deal. The CA Dashboard does not reflect the increase to 10 foster/homeless youth attending NBECHS in the 2020-2021 school year. The supporting actions for each goal reflect the focus on these populations. Goal one actions focus on increasing counselor supports, including counseling for foster/homeless youth and analysis of tiered intervention program, which includes communication with students and parents by teacher, implementing a tutoring plan, and eventually SST collaborative goals, as students move from tier to tier. Goal 2 actions include maintaining before and after school, as well as lunch tutoring, maintaining adequate technology accessibility, including a lab tech position, growing the CNA program, ACT/SAT testing accessibility and preparation, the EL Coordinator position and class, and creation of a foster/homeless youth coordinator position, and growing us of Edgenuity's MyPath program, which is for improving EL students' academic progress. Goal 3 actions include growing use of ParentSquare communication tool, increasing parent programs, workshops, and activities such as the CAFE parent workshops, and community recruitment and information sharing such as the annual billboard and yard signs. Goal 4 actions include identifying screening program, instituting annual screening of students at the start of the year, use of resources such as Care Solace and the peer support of KnightLife, and enrollment of students in Edgenuity mental health courses. Some key features of the plan that should be emphasized because they are devoted solely to our unduplicated population include maintaining the EL coordinator position and EL class, use of the MyPath Edgenuity program for assessment and academic support of English learners, the creation of a resource classroom space with instructional support solely for unduplicated students, and the creation of a foster youth coordinator position for our growing foster/homeless youth students.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LCAP survey, written in both English and Spanish, was sent out to all stakeholders on March 18 and was open until April 11. Regular reminders to complete the survey were sent out to staff members and school community members, until the due date. Parents and families were also informed of the LCAP survey at the weekly Coffee and Dessert with the Principal meetings and through ParentSquare communications. Teaching staff members were involved in developing LCAP goals through the survey and also through a series of department meetings. The leadership team worked with their departments to develop assessments and evaluate learning loss results. Evaluation was followed by developing plans to reduce learning loss, and then cycles of re-assessment to evaluate the instructional strategies.

Key findings from the survey results were shared with Advisory Council and Coffee and Dessert with the Principal on May 6. The positive key findings included: Most stakeholders agreed that Nuview schools have strong communication practices; Most stakeholders agreed student grade information was accessible; Most stakeholders agreed technology needs were met during distance learning; Most stakeholders agreed curriculum was accessible to students and students were submitting work during distance learning. The key concerns identified in the survey included: Access to information for EL students, special needs students, and foster/homeless youth students; Adequacy of assessment of learning loss from distance education; Schools using learning loss data to inform decisions about additional support needs for students; Interventions and individual support for students to address learning loss from school closures; Lack of parent workshops and family activities.

In the 2018-19 school year, we surveyed all stakeholders for WASC input and used the feedback to inform our self-study report, which was developed through focus groups made up of all school staff. The WASC visit took place in fall of the 2019-20 school year. Our current LCAP goals of ensuring all students are able to participate in the Early College program, growing the Early College program, and engaging the school community align with the goals identified in the WASC process. An additional goal of developing a comprehensive mental health support program was also identified. This identified need will also be included in the LCAP goals.

The LCAP will be presented at the Board Meeting on June 22, 2021 for final review with a proposed approval of LCAP adoption on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

The positive key findings included: Most stakeholders agreed that Nuview schools have strong communication practices; Most stakeholders agreed student grade information was accessible; Most stakeholders agreed technology needs were met during distance learning; Most stakeholders agreed curriculum was accessible to students and students were submitting work during distance learning. The key concerns identified in the survey included: Access to information for EL students, special needs students, and foster/homeless youth students; Adequacy of assessment of learning loss from distance education; Schools using learning loss data to inform decisions about additional

support needs for students; Interventions and individual support for students to address learning loss from school closures; Lack of parent workshops and family activities.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The NBECHS LCAP will address three key goals: 1. Improve college and career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students; 2. Improve participation of all student groups in the college program, particularly EL population and socioeconomically disadvantaged students; 3. Increase community and parent participation in school programming to better support all student outcomes; and 4. Develop comprehensive mental health support plan for identified at-risk students. While college and career readiness and college participation goals are somewhat geared toward all students, many of the actions focus on unduplicated populations. More than 70% of our student population qualify as socioeconomically disadvantaged, and while the EL population appears just under 3%, including RFEP students increases that percentage a great deal. The CA Dashboard does not reflect the increase to 10 foster/homeless youth attending NBECHS in the 2020-2021 school year. The supporting actions for each goal reflect the focus on these populations. Goal one actions focus on increasing counselor supports, including counseling for foster/homeless youth and analysis of tiered intervention program, which includes communication with students and parents by teacher, implementing a tutoring plan, and eventually SST collaborative goals, as students move from tier to tier. Goal 2 actions include maintaining before and after school, as well as lunch tutoring, maintaining adequate technology accessibility, including a lab tech position, growing the CNA program, ACT/SAT testing accessibility and preparation, the EL Coordinator position and class, and creation of a foster/homeless youth coordinator position, and growing use of Edgenuity's MyPath program, which is for improving EL students' academic progress. Goal 3 actions include growing use of ParentSquare communication tool, increasing parent programs, workshops, and activities such as the CAFE parent workshops, and community recruitment and information sharing such as the annual billboard and yard signs. Goal 4 was identified during our WASC reaccreditation process through stakeholder input. Actions for this goal include identifying an effective mental health screening tool, annual screenings of students at the start of the school year, continued dissemination of the Care Solace mental health support resource, peer support through KnightLife for freshmen students, and use of Edgenuity mental health coursework for identified at-risk students.

# Goals and Actions

## Goal

Goal #	Description
1	Improve college and career readiness for all student groups, particularly EL population and socioeconomically disadvantaged students.

An explanation of why the LEA has developed this goal.

The California Schools Dashboard reported in 2020 that 21.1% of our Hispanic students and 21.9% of our socio-economically disadvantaged students were not prepared for college and career readiness. 19.9% of all students were not prepared.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of unduplicated populations enrolled in Dual Enrollment and Early College programs	2020/2021: 66% of unduplicated populations enrolled in Dual Enrollment and Early College programs.				Grow % of unduplicated populations enrolled in DE and EC programs by 15%.
Dual Enrollment Program (MSJC)	2020/2021: Two sections of ENGL101, 103 each semester, MATH 96, Math110, Math95, and Math211. Two sections of US History and Political Science.				Continue offering current English, Math, and Social Studies courses, as well as two Spanish courses.
A-G coursework completion rates	2020/2021: 79% of all seniors met A-G requirements.				Increase percentage of seniors meeting A-G requirements from 79% to 85%.
A-G coursework completion rate	2020/2021: 60% of the 70% of the seniors				Increase percentage of unduplicated



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	who met A-G requirements were unduplicated.				seniors meeting A-G from 70% to 76%.
SAT or ACT completion rates	2020/2021: 0				95% of seniors complete either ACT or SAT.
CNA Program participation rates	2020/2021: 28 students				Increase CNA program participation rates to 35 students/year.
CNA program participation rates, unduplicated population	2020/2021: 19 or 67%				Increase unduplicated students participation in CNA program to 24 or 79% of the total 35 students goal.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to ACT/SAT	Our unduplicated population of students was considered first for the action of access to the ACT/SAT tests, as it may be difficult for EL, low-income, and foster/homeless youth to travel to and pay for the tests like these that are necessary to attend colleges and universities. While we did not have data for the 2020-21 year as testing was paused during school closures, previous SAT/ACT completion rates indicate the need to make these tests more accessible to unduplicated population students. In the annual update base year of 2016-17, 90% of our seniors took either the ACT or SAT; however, as we have seen a small decrease in math and English scores on the CA Schools Dashboard for unduplicated population students, as well as the need to continue improving college and career preparedness for these groups, there is a clear need to make the ACT or SAT accessible and ensure our students are well-prepared. Students take the ACT or SAT on campus for free during the school day, so no travel is necessary.	\$21,600.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Test preparation is offered to students to improve scores, which is another cost score and improves ease of access to preparation materials and guidance to our unduplicated students. Ease of access and the free cost provide the opportunity for our low income and foster/homeless youth to take the ACT/SAT, which is necessary for college acceptance. Offering the ACT/SAT on campus during the school day also provides support for our English learner students who have access to bilingual test proctors.		
2	Targeted Interventions	Our unduplicated population of students was considered first for the action of credit recovery and other target interventions as these option provide cost and time saving resources for our EL, low-income, and foster/homeless students who may not have the resources at home. We saw a decrease in students' performance in mathematics on the CA Schools Dashboard from the 2018-19 school year to the 2019-20 school year, and the impacted students were low-income and EL/RFEP students and so we will continue to focus on targeted interventions to improve academic success rates for these students. Opportunities to make up Ds and Fs allows our students to complete A through G requirements necessary for access to colleges and universities. During summer, certificated staff to monitor credit recovery process with support from classified staff. Edgenuity MyPath offers targeted interventions for EL students. Staff members are given professional development to increase the effectiveness of targeted interventions in the classroom. While credit recovery options are available to all students, Edgenuity MyPath is specifically targeted toward our English language learner population. Accessibility of the credit recovery, supported by instructional aides and certificated staff support our low income and foster youth population who are provided with technology such as Chromebooks that may be taken home to improve access.	\$136,835.00	Yes
3	Early College	Our unduplicated population of students was considered first for the action of the Early College program, as the program was originally created to provide access to free college coursework to unduplicated	\$435,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>populations. In the 2017-18 and 2018-19 school years, CA Schools Dashboard indicators showed a need to improve college and career readiness, particularly for low-income and EL/RFEP students. The Early College and Dual Enrollment programs are a large part of those efforts and we saw improved adherence to this goal as we have continued to maintain and grow these programs. The Early College program was created to provide opportunities, education, and access to free college course for our low income, English language learners, and foster youth students. The program is designed for these students, and coursework pathways and parent information workshops are geared to promote successes in this program for our unduplicated population, most of whom are first generation college students. This program allows our English Learners, Foster Youth and Low Income students to take community college classes with minimal out of pocket expenses since the school will cover the costs for the contract/partnership, transportation, textbooks, high school counselor time and instructional stipends.</p>		
4	Dual Enrollment	<p>Our unduplicated population of students was considered first for the action of the Dual Enrollment program, as well. Similar to the Early College program, the Dual Enrollment program was added to provide on-campus opportunities, education, and access to free college course for our low income, English language learners, and foster youth students. In the 2017-18 and 2018-19 school years, CA Schools Dashboard indicators showed a need to improve college and career readiness, particularly for low-income and EL/RFEP students. The Early College and Dual Enrollment programs are a large part of those efforts and we saw improved adherence to this goal as we have continued to maintain and grow these programs. The Dual Enrollment program is taught by approved certificated teachers who have at least a master's degree in the subject they teach and this program further creates accessibility to college courses and preparation for college life, as courses are taught on the NBECHS campus. The program is designed for these students, and coursework pathways and parent information workshops are geared to promote successes in this program for our unduplicated population. This program allows our English Learners, Foster Youth and Low Income students to take</p>	\$204,307.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		community college classes with minimal out of pocket expenses since the school will cover the costs for the contract/partnership, transportation, textbooks, high school counselor time and stipend.		
5	Certified Nurses Assistant (CNA) Program	Our unduplicated population of students was considered first for the action of the CNA program, which was created to meet the need of increased CTE options for our EL, low-income, and foster/homeless youth students. In the 2017-18 and 2018-19 school years, CA Schools Dashboard indicators showed a need to improve college and career readiness, particularly for low-income and EL/RFEP students. The creation of the CNA program in 2018-19 school year was a successful effort to engage our unduplicated students and improve college and career readiness performance. The program, taught by a Mt. San Jacinto college (MSJC) instructor on the NBECHS campus, provides our students with coursework that ends with students earning their certificate as a CNA. Courses are taught on our NBECHS campus and provide not only access to a CNA career or the start of a medical degree pathway, but increases interest in schooling, keeping more of our unduplicated students on campus and motivated. Our English Learner, Foster Youth and Low Income students would have access to easily qualify for a CNA career directly after high school graduation with minimal out of pocket expenses as we cover costs including the professor, on campus courses, textbooks/materials and contract with MSJC.	\$53,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Improve participation of all student groups in the college program, particularly EL population and socioeconomically disadvantaged students.

An explanation of why the LEA has developed this goal.

Dual Enrollment and Early College programs participation data showed the need to increase the number of unduplicated population students in the college programs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment Participation Data	100 Students				Maintain or grow participation rate of 100 students.
Dual Enrollment Unduplicated Population Data	69 Students				Increase DE unduplicated students participation of 69% by 5%.
Early College Participation Data	350 Students				Maintain or grow participation rate of 350 students.
Early College Unduplicated Population Data	228 Students				Increase EC unduplicated students participation of 65% by 5%.
Grades data meeting minimum 2.5 gpa for MSJC and 2.0 for MVC.	88% of students met 2.0 requirement; 80% met 2.5 requirement				Increase percentage of all students meeting 2.0 requirement from 88% to 90% and percentage of all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					students meeting the 2.5% requirement from 80% to 82%.
Unduplicated students grades data meeting minimum 2.5 gpa for MSJC and 2.0 for MVC.	66% of unduplicated students met 2.0 requirement; 65% met 2.5 requirement				Increase percentage of unduplicated students meeting the 2.0 requirement from 66% to 70% and unduplicated students meeting the 2.5 requirement from 65% to 70%.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Electives	Our unduplicated population of students was considered first for the action of continuing our support electives offerings, as Scholar and Senior Seminar courses are geared toward providing resources and support for EL, low-income, and foster/homeless students as they begin the Early College program and as they prepare to transfer to college, university, or career. Our 2020 population was 651 students, of which 71.4% qualify as low-income and 2.3% are English learners. Much of our population qualify as RFEP, so our EL needs are much greater than they may appear on the indicators. We also have seen a great increase in students who qualify as homeless, despite the 0% listed on the CA Dashboard. This data indicates the need for transitional support. Most of our unduplicated students are first generation college students and parents are unable to provide support and resources needed for college life. We offer electives such as Scholar and Senior Seminar to support the transition to Nuview Bridge high school for new students and prepare 12th grade students for college applications and life after high school. These courses are geared toward our first generation college students, which are primarily unduplicated student families. Scholar provides support for	\$426,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>freshmen transitioning into NBECHS and particularly our Early College/Dual Enrollment program, helping young students learn to prepare for Early College or Dual Enrollment courses, improve study skills, take notes, etc. Senior seminar prepares students for the transition to colleges or universities or a career pathway. Courses are taught by certificated teachers with support from our guidance technician and tutors. We also provide before and after school tutoring, and lunch tutoring, as students return to campus. This action item will maintain an elective course to help new students transition and prepare for college courses and we will ensure that enough sections of Scholar are available, first for our unduplicated students. If there are open spaces in the classes after all freshmen and seniors are enrolled, sophomores and juniors have the option to opt in. Support from these courses ensures our unduplicated populations have the resources and support to be successful in the college environment.</p>		
2	Academic Support	<p>From the 2017-2018 and 2018-2019 school years, we saw a decrease in student performance on the mathematics CA Dashboard indicators, as well as in school grade trends. While not as dramatic, there was also some indication that more students were failing English courses, as well. We also saw the shift to Next Generation Science Standards, which resulted in decreased grades, as students and staff adjusted to the new curriculum. Unduplicated students, particularly EL, RFEP, and low-income students saw the greatest decreases in grades, and it was clear we needed to assess our academic support practices and continue improving the resources and services we provide. Our unduplicated population of students was considered first for the action of academic support, which includes maintaining an SST Coordinator, creating the position of Foster Youth Coordinator, and maintaining the position of an ELD Coordinator and ELD Class Period. We will also offer coordinator positions for parent meetings and additional support needed for unduplicated population students with GPAs at 2.0 and below. The EL coordinator and at least 1 class period will provide targeted EL support. We will also evaluate support classes annually to ensure that EL and R-FEP students remain eligible for the Early College Program. As the need arises, we will evaluate the Foster</p>	\$26,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Youth coordinator position that serves foster youth to consider adding hours. We want to be sure that we are well-equipped to provide the necessary resources and services as appropriate for this population. Lastly we plan to create an intervention room supervised by paraprofessionals and continue to assess the success of tiered intervention for student truancy already in place and refine as needed. This is an open-access support for only our unduplicated student population.</p>		
3	Performing Arts Enrichment	<p>Our unduplicated population of students was considered first for the action of performing arts enrichment for several reasons. Research shows VAPA curriculum is particularly effective in providing support for and improving language performance, which supports our EL population. The California County Superintendents Arts Initiative suggests guiding principals that integrate with Common Core Standards, providing a means to increase academic achievement and engagement. Our program has long provided opportunities to enrich student learning. We provide support for our low-income students for performances that require travel. For low-income and foster/homeless students, performing arts also provides access to a variety of colleges and universities, including ivy league and other universities that require travel for applications. The universities work with theater programs, meeting students at performances all over the country to allow students to apply on site, rather traveling to the university. Senior performing arts students also practice college application speeches in class, preparing for the interviews. We will maintain our performing arts teacher position, as well as the cost for materials and events. This program provides opportunities for our unduplicated population students to either pursue a career in the performing arts or enjoy this elective that at other schools is typically a costly alternative to other electives. The coursework celebrates diversity, providing our EL population with performance opportunities that celebrate all cultures. Performing arts electives are also something many students enjoy and participation increases academic motivation as students become immersed in school culture, spending more time on campus, and forming relationships with staff and students.</p>	\$122,063.00	Yes



Action #	Title	Description	Total Funds	Contributing
4	Technology Support	Our unduplicated population of students was considered first for the action of technology support as our EL, low-income, and homeless/foster students require access to technology to be successful in today's school environment. When schools shut down in the spring of 2019, it was quickly clear that our low-income and homeless/foster students needed access to not only Chromebook technology at home, but access to the internet as well. We quickly tracked down every student, checking out Chromebooks and other school supplies as needed, and providing MyFi Wi-Fi hotspots, as well as a Wi-Fi hotspot in the school parking lot. We have always had Chromebook access for all students at school. After the school shut down and year of remote learning, it is clear we need to continue ensuring all students have access to technology and technology support, especially our low-income and foster/homeless students. We began a one-to-one device ratio for students at home to support our unduplicated population of students. As we expand opportunities for on-campus and remote learning, as well as credit recovery options, technology access at home and at school has become increasingly important for our unduplicated population and they will continue to be our first priority.	\$47,589.00	Yes
5	Additional Course/Section Offerings	Our unduplicated population of students was considered first for the action of maintaining an additional math teacher and section offerings because research has shown the value of smaller class sizes. Smaller class sizes means we can offer more one-on-one instruction and access to tutoring to ensure our unduplicated students are successful. In the 2017-18 and 2018-19 school years we saw a drop in mathematics performance on the CA Schools Dashboard indicators, particularly for our low-income and EL/RFEP populations, which indicated a need for improvement. The mathematics department adopted new curriculum and went through training to adopt the curriculum, which has been used now for two years. In addition to these actions, we added a math teacher to decrease class sizes. We have seen some improvement in student grades since then. While we do not have Dashboard indicators for the current school year, prior to	\$17,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school shutdowns, we were seeing improved grading patterns. Maintaining an additional math teacher and sections to ensure smaller class sizes in math and provide for 4th year math and science electives ensures smaller class sizes and provides opportunities for students to explore their interests. Maintaining an additional Science/Engineering teacher provides access to different elective science courses and electives. Smaller class sizes are a necessity to provide the necessary one-on-one instruction and support to ensure our unduplicated population are academically successful. The unduplicated population would have access to a variety of electives also allows our students to explore their interests, and access to electives that interest students increase engagement and motivation, which correlates with a positive school culture and improved academic performance.</p>		
6	Additional Instructional Minutes	<p>Our unduplicated population of students was considered first for the action of increasing instructional minutes as research indicated that increased time in the classroom allowed instructors to spend more time assessing student understanding and improving instruction to ensure our unduplicated students are academically successful. In 15/16, we negotiated an additional 12 minutes of instruction each day (2,160 minute each school year) equivalent to 2.86% on the teacher salary schedule. We will continue to provide the 12 additional minutes of instruction to increase service to our students. We will also explore opportunities through the negotiation process to increase student services within and beyond the current school day and year. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class periods that allow instructors to provide increased regular assessments and instruction and apply targeted instruction, as needed.</p>	\$63,016.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Increase community and parent participation in school programming to better support all student outcomes.

An explanation of why the LEA has developed this goal.

This goal was developed in response to a need identified in our 2019/2020 WASC visit.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ParentSquare	352 posts, 348 direct messages (187 threads), 96 calendar events (4 RSVP events), and 56 files shared (42 posts). - 852 total communications.				Grow total ParentSquare communications to at least 1,000 messages (posts, DMs, calendar events, and file shares).
# of parent events that invited parent participation	3 workshops at start of year, two events each month, 12 CAFE classes, townhall - 18 total events				Increase parent event offerings to at least 25 events per year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Support	When surveying our school communities for the LCAP, as well as our WASC self-study in 2019, this action was identified as a need. In the	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>LCAP survey, parents identified the needs for parent workshops on student advocacy and educational priorities, as well as the need for more family activities. Our unduplicated population of students was considered first for the action of family supports, as our EL, low-income, and foster/homeless youth families and guardians need the most support and survey data indicates parents want to be involved and support their students. Most unduplicated population families do not have experience with college coursework or the admissions process, as well as experience with technology that is needed to support their students. Many of our parents do not speak English and many parents need citizenship assistance. We will continue providing a variety of workshops for family support, and continue assessing needs to increased support. We will maintain a third party vendor to provide evening/weekend workshops for parents and we will continue to provide a series of Parent Outreach and events to: Inform parents of available testing resources in English and Spanish (Accuplacer, SAT, ACT, etc.); to inform parents and students regarding the benefits of college enrollment; Offer parent educational courses in High School 101, technology, preparing for your child to go to a 4-year college, FAFSA completion, A through G and IGETC; to engage parents from underrepresented groups to encourage them to have a voice in the decision making process of the school: to meet their principal, counselors, and staff in order to become more comfortable and familiar with the face of the school. We will assess the need for new parent topics annually. We will also provide parent led CAFE-partnership classes to teach parents strategies to ensure students are successful in the high school and Early College environment in person and/or virtually offered to Spanish only speaking parents. We will also offer additional courses to be taught by staff for after school parent classes on technology, ELD, citizenship and/or positive discipline at home. Day care will be provided for families to be able to attend by time carding employees to supervise children while parents attend classes/workshops at school.</p>		
2	Recruitment	Advertise through billboard and lawn signs at the start of each recruitment season and busing to visit middle schools to promote a	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		diverse enrollment of new students each year, thereby growing our unduplicated population.		
3	School to Home Connectedness	<p>Our LCAP survey identified a need to improve school to home connectedness. Parent respondents indicated that EL students, students with special needs, and foster/homeless youth need access to appropriate materials, and the need for more evaluation of effectiveness of current programs and services offered to our EL students. Increasing parent involvement in NBECHS programs and processes will provide ways for parents to be involved in their child's academic progress and share their opinions about school programs. We want our parents to advocate for their children. Our unduplicated population of students was considered first for the action of increasing school to home connectedness, as our EL and RFEP student population is very large and we want to ensure these families are closely connected with NBECHS to further students' academic and social-emotional successes. We also have a large low-income population and a growing population of foster/homeless youth. These families and guardians are our priority and so we aim to increase parent opt-in of ParentSquare communications by continuing to offer translation services and providing all communications in both English and Spanish. We will also provide translation services in monthly meetings with parents to share information and hear the voices of parents for school decision making in both English and Spanish. We will provide written communication in English and Spanish at annual event handouts to share school information, provide opportunities for parents to ask questions, celebrate students, and offer opinions about school practices and policies. We will continue to make school and home connectedness via annual senior banners are printed and delivered to graduating seniors. The increase in bilingual communications and regular parent meetings will be geared toward increasing parent and guardian involvement of our low income, EL, and foster/homeless youth populations.</p>	\$10,000.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Develop comprehensive mental health support plan for identified at-risk students.

An explanation of why the LEA has developed this goal.

This goal is the result of our 2018-2020 self-study and WASC committee visit. The need for a comprehensive mental health support plan was highlighted in survey results from staff, students, and parents. The need was also identified in the last Healthy Kids Survey. While we have had district-level supports in place, we would like to develop a comprehensive system that both identifies and better supports the social-emotional needs of our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Screening Programs	0 (New program)				50% of students complete mental health screening.
Mental Health Communications	In 2020-21, 20 mental health support resource communications were sent out via ParentSquare				Increase mental health support resource communications to three ParentSquare posts per month, or about a 44% increase.
Peer Support Programs	All incoming freshmen partnered with a junior or senior mentor to support their transition to high school through the KnightLife program.				In addition to the KnightLife program, an advisor-led peer mentor group of students will partner with at least 10 at-risk students.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Edgenuity Mental Health Support Lessons Use	0 (New program)				15% of students take at least one Edgenuity Mental Health Support Lesson each year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health Screening	Using a program such as Co-vitality, Social, Academic, Emotional Behavior Risk Screen (SAEBRS), Strengths and Difficulties Questionnaire, Student Risk Screening Scale, evaluate students for mental health, social and emotional risk behaviors. The screening assessment would provide us with the data needed to be able to be proactive in our counseling groups, individual counseling and social/emotional lessons to implement with the students.	\$7,000.00	No
2	Transition to High School Support	We will continue KnightLife, our transition to high school program, which partners junior and senior mentors with incoming freshman to provide academic and social-emotional support during their first year transition to high school. Due to the shutdown of the 2020-21 school year, sophomores will also be partnered with mentors in the 2021-22 school year. We will also continue offering peer/mentoring conflict resolution training to an advisor-led club of peer mentors to support at-risk students at any grade level.	\$10,000.00	No
3	Mental Health Support	We will increase sharing of information through ParentSquare and other communication avenues on a variety of mental health support resources, as well as CareSolace, a mental health support provider network free to students and their families. We will also offer Edgenuity social-emotional support lessons for students who are identified after the screening, who can then be enrolled in the appropriate courses while being monitored by counselors individually or during counseling group sessions. We will also provide	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		social emotional support electives classes such as psychology, art, and science of well being and wellness to provide students with tools and resources.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.25%%	\$1,290,608

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Maintain EL Coordinator and at least 1 EL class (1. The needs of EL students were considered first with this action because it focuses support and resources solely on our English learners. 2. Maintaining an EL coordinator and the EL class designates all testing and student support to one person who is able to assess and develop strategies to support every EL student at NBECHS. The class provides a support structure in which EL students are able to access tutoring for any class and learn strategies to be successful.)

MyPath Edgenuity program for unduplicated intervention and support (1. MyPath Edgenuity is specifically for unduplicated population students. 2. This program provides tools and strategies to improve academics for EL students and students at-risk, which improves academic outcomes for this specific student group over time.)

Designate resource class space and instructional support for all unduplicated population students with free access (1. Foster youth, English learners, and low-income students were first and solely considered in the idea to create a designated resource class space with instructional support. The classroom will also provide a safe space for members of this student group who need a quiet space to support social-emotional needs. 2. Creation of this resource class space will provide support for this student groups to improve both academics and socio-emotional health.)

Create foster/homeless youth coordinator position with targeted supports for our foster/homeless youth students (1. Foster youth were considered before any other group with the creation of a foster/homeless youth coordinator position. As we have seen growth in foster/homeless youth students in our school, the need for the position has become clear. 2. The creation of this position will support both the academic and social/emotional health of our foster/homeless students.)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The programs above are services that are specifically geared toward support for our foster youth, English learners, and low-income students and are unavailable to the rest of the student population. The EL Coordinator position and EL class provides academic support specific to the EL population with access to students for required testing and academic tutoring support. MyPath Edgenuity program is specifically geared toward EL students. It can be used as a diagnostic assessment. It focuses on ELA and math and is primarily used for EL and SPED support. The resource/intervention classroom would provide a space solely for unduplicated students who need additional academic or social-emotional support. An instructional aide would oversee the space and provide the necessary support. In the 2020-2021 school year we had 10 students designated as homeless. This number was much higher than in years past and the creation of a foster/homeless use coordinator with targeted duties to support these students would provide additional support and resources to improve success rates. Other actions tied to our four goals are available to all students, but will also support these student populations. Some of the interventions available to all students, including these populations also include credit recovery options through Edgenuity and summer school, virtual and in-person tutoring, the SST coordinator position, and smaller math class sizes. These general population supports coupled with the specific supports listed above for foster youth, English learners, and low-income students provide a variety of resources that support academic progress and socio-emotional support.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,452,610.00	\$168,835.00			\$1,621,445.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$917,921.00	\$703,524.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Access to ACT/SAT	\$21,600.00				\$21,600.00
1	2	English Learners Foster Youth Low Income	Targeted Interventions	\$48,000.00	\$88,835.00			\$136,835.00
1	3	English Learners Foster Youth Low Income	Early College	\$355,180.00	\$80,000.00			\$435,180.00
1	4	English Learners Foster Youth Low Income Socioeconomically Disadvantaged	Dual Enrollment	\$204,307.00				\$204,307.00
1	5	English Learners Foster Youth Low Income	Certified Nurses Assistant (CNA) Program	\$53,000.00				\$53,000.00
2	1	English Learners Foster Youth Low Income	Support Electives	\$426,544.00				\$426,544.00
2	2	English Learners Foster Youth Low Income	Academic Support	\$26,722.00				\$26,722.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Performing Arts Enrichment	\$122,063.00				\$122,063.00
2	4	English Learners Foster Youth Low Income	Technology Support	\$47,589.00				\$47,589.00
2	5	English Learners Foster Youth Low Income	Additional Course/Section Offerings	\$17,589.00				\$17,589.00
2	6	English Learners Foster Youth Low Income	Additional Instructional Minutes	\$63,016.00				\$63,016.00
3	1	English Learners Foster Youth	Family Support	\$25,000.00				\$25,000.00
3	2	All	Recruitment	\$5,000.00				\$5,000.00
3	3	English Learners Foster Youth Low Income	School to Home Connectedness	\$10,000.00				\$10,000.00
4	1	All	Mental Health Screening	\$7,000.00				\$7,000.00
4	2	All	Transition to High School Support	\$10,000.00				\$10,000.00
4	3	All	Mental Health Support	\$10,000.00				\$10,000.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,420,610.00	\$1,589,445.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$1,420,610.00	\$1,589,445.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Access to ACT/SAT	Schoolwide	English Learners Foster Youth Low Income		\$21,600.00	\$21,600.00
1	2	Targeted Interventions	Schoolwide	English Learners Foster Youth Low Income		\$48,000.00	\$136,835.00
1	3	Early College	Schoolwide	English Learners Foster Youth Low Income		\$355,180.00	\$435,180.00
1	4	Dual Enrollment	Schoolwide	English Learners Foster Youth Low Income		\$204,307.00	\$204,307.00
1	5	Certified Nurses Assistant (CNA) Program	Schoolwide	English Learners Foster Youth Low Income		\$53,000.00	\$53,000.00
2	1	Support Electives	Schoolwide	English Learners Foster Youth Low Income		\$426,544.00	\$426,544.00
2	2	Academic Support	Schoolwide	English Learners Foster Youth Low Income		\$26,722.00	\$26,722.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Performing Arts Enrichment	Schoolwide	English Learners Foster Youth Low Income		\$122,063.00	\$122,063.00
2	4	Technology Support	Schoolwide	English Learners Foster Youth Low Income		\$47,589.00	\$47,589.00
2	5	Additional Course/Section Offerings	Schoolwide	English Learners Foster Youth Low Income		\$17,589.00	\$17,589.00
2	6	Additional Instructional Minutes	Schoolwide	English Learners Foster Youth Low Income		\$63,016.00	\$63,016.00
3	1	Family Support	Schoolwide	English Learners Foster Youth		\$25,000.00	\$25,000.00
3	3	School to Home Connectedness	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		