



**North Salinas High School**  
**SELF-STUDY REPORT**

**55 Kip Drive**  
**Salinas, CA. 93906**

**Salinas Union High School District**

**January 30 - February 1, 2023**

ACS WASC/CDE Focus on Learning Accreditation Manual,  
2019 Edited Edition (2020-2021/2021-2022 SY Visits)



## WASC

### Visiting Committee

Dr. Stephanie Osowski, Chair

Dr. Rachelle Sallee, Member

Mr. David Clarke, Member

Ms. Mariam Ogle, Member

Mr. Bob Spain, Member

Mrs. Beth Black, Member

### Self-Study Leadership Team

Julie Cruz, Self Study Coordinator

Cameron Chien, A: Organization

Brandee Hage and Sonia Jimenez, B: Curriculum

Brandee Hage and Sonia Jimenez, C: Instruction

Tessa Mauro, D: Assessment

Kate Foster and Tina Espinoza, E: School Culture



**North Salinas High School**  
**WASC Self-Study**  
**Leadership Team**

**Administrative Leadership Team**

Dr. Mary White, Principal  
Rebecca Vivit, Assistant Principal  
Jason Reich, Assistant Principal  
Amy Cornelsen, Activities Director  
Jeankinn Ashen, Athletic Director

**School Site Council Members**

Jose Trujillo , President  
Kathy Grab, Vice President  
Ronica Alberto, Student  
Kaiden Garcia, Student  
Emily Ramirez, Student  
Vanessa Chavez, Parent

Mary White, Principal  
Cameron Chien, Teacher  
Tessa Mauro, EL Specialist  
Melissa Mears, Teacher  
Charles Trementozzi, Teacher  
Diane Tucker, Teacher

# Salinas Union High School District



## Board of Education

Carlos Rubio, Vice President  
Tracy Filice, Trustee  
Nathalia Carrillo, Trustee  
Sandra Ocampo, Trustee  
Patty Padilla-Salsberg, Trustee  
Jorge Rojas, Trustee  
Philip Tabera, Trustee  
Vanessa Huynh, Student Trustee

## District Administration

Dan Burns, Superintendent  
Hector Galicia, Assistant Superintendent of Human Resources  
Ernesto Garcia, Assistant Superintendent of Curriculum and Instruction  
Eugene Christmas, Assistant Superintendent of Student Support Services  
Ana Aguillon, Manager of Business Services

## Salinas Union High School District

### Mission Statement

Salinas Union High School District develops educated learners to the highest standards, preparing them to achieve their life's aspirations and to be productive citizens in a global society.



## TABLE OF CONTENTS

Preface	6
Chapter I: Progress Report	13
Chapter II: Student/Community Profile and Supporting Data and Findings	29
Chapter III: Self-Study Findings	34
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	34
B: Curriculum	48
C: Learning and Teaching	57
D: Assessment and Accountability	63
E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	72
Prioritized Areas of Growth Needs from Categories A through E	80
Chapter IV: Summary from Analysis of Identified Major Student Learning Needs	83
Chapter V: Schoolwide Action Plan/SPSA	84
Appendices	90



**Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:**

- 1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
- 

North Salinas High School began its process of self-study in earnest, in the Spring of 2022. After returning from distance learning in the fall of 2021, much of the school staff was focused on the immediate needs of students, re-engaging students into the learning process and environment, and addressing concerns as they came up. In essence, the staff was already working over capacity and simply were not volunteering or wanting to process additional tasks. When returning to a flow of somewhat normalcy, with new policies and with procedures to help, we were able again to focus deeper in our WASC committees and discussions.




The WASC leadership team was formed with support from the principal and with input from the self-study coordinator; group leadership was based on interest, strengths, and representation of content areas. To create each self study group, the staff was first surveyed as to their preferences for which focus group they wished to participate. Focus groups were then formed based on these results, providing first choices where possible while ensuring diverse representation across subject areas, years of experience, and job roles. Monthly faculty meetings provided the time to complete the assessment of the entire school program and its impact on student learning. During these sessions, each focus group spent time analyzing the data, then identified strengths and areas for growth for the school. At times, PLC leads and Department Chairs were asked to take back questions and information to their groups where additional information, comments, and concerns could be further proposed and/or discussed. Home groups in the weekly PLC collaborations and the Instructional Leadership Team of admin, PBIS/Interventions, instructional coaches and department chairs continued as an ongoing collaboration.

Parent and community members have been invited to participate in sharing thoughts and ideas for improving NSHS. These meetings are held in varied venues and include feedback from the School Site Council, English Language Advisory Committee, NSHS Athletic Boosters and Migrant Parent groups. An online parent survey was posted in the Spring of 2022 along with student surveys: a handful of empathy interviews conducted in the Fall of 2021, and whole school student surveys in the Spring of 2022.

The critical areas of need were identified through the analysis of data, survey results, and focus group input. Feedback was prioritized and embedded into the Single Plan for Student Achievement as well as the school's action plan.

**2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**

Students know our policies and expectations. While many students understand and can repeat the Viking Creed, in the 2021-2022 school year, additional student expectations were reviewed on daily announcements by our administration; each day a new or needed reminder about policies, procedures, and expectations. This is often phrased with the why to positively encourage expected behaviors, and along with the now expected joke of the day or inspirational quote, has become part of NSHS culture.

Mission Statement	ESLRs	Viking Creed
		
Est 2016	Revised 2022	Est 2014

Additional [school posters](#) of the Viking Creed have been displayed throughout areas of campus to reiterate expected behaviors in designated areas since 2014. New posters of the 2022 revised ESLR posters have been made and orders are set to arrive in January 2023 to remind students of academic expectations. Once posted, they will be explained to students through announcements and class lessons.

These three posters, along with the continued counselor grade level meetings, [class expectation meetings](#) by the administration team (beginning in 2022), and continued teacher and staff reminders all help students follow what it means to be a NSHS Viking.

Overall, students should be able to communicate both orally and in writing as well as function in a productive society with critical thinking skills. More teachers are increasing technology and group activities with creating options for final products that vary from the traditional test to assess learning and promote these expectations.

**3. The analysis of the California Dashboard indicators and additional data about students and student achievement**

**CA Dashboard Indicators [\(link\)](#)**

	2019	2020	2021
Enrollment	2,285	2,114	2,144
% Socioeconomically Disadvantaged	72.9%	78.7%	90.4%
EL's	16.4% 35.6 % making progress toward English Language proficiency	16.1%	17.2%
Foster Youth	0.1%	0.2%	0.2%
Suspension Rates	5.4% (at least once) (Maintained 0.1%)	<b>Not available due to COVID-19 pandemic reporting to state</b>	<b>Not available due to COVID-19 pandemic reporting to state</b>

	2019	2020	2021
Graduation Rates	89% (Declined 7.6%)	<b>Not available due to COVID-19 pandemic reporting to state</b>	
College/Career	31.7% prepared (Declined 13.8%)		
ELA	2.9 above standard (increased 19.6 pts)		
Math	83.8 below standard (Increased 26.3 pts)		

Overall, our CA Dashboard indicators remain fairly stagnant. The student population at NSHS decreased in 2020 by over 100 students; these numbers reflecting the opening of a new district high school and redistricting lines. Further, this redistricting increased our socioeconomically disadvantaged students by over 10% resulting in new resources needed to fully support students. All students are now eligible for free breakfast, lunch, and snack as a result.

Our EL population, specifically the newcomers, has drastically increased. This has resulted in adding now 2 blocks of each ELD 1 and ELD 2 to support the learners.



## Graduation Rates

Upon returning to in-person classes in 2021, [graduation data](#) remains high at 91.6% of students graduating, a .3% higher than in 2020 and up 2.6% since 2019. Most subcategories showed an increase in graduation rates, however the two subcategories affected the most through school closures and distance learning were the EL's who decreased by 6.5% and our homeless population (which also decreased in the pool size by  $\frac{2}{3}$  the number) decreased by 29.1%. Likewise, these two categories are the lowest in meeting their A-G requirements. In each of these categories, new measures and structures to support these students are now in place such as Math intervention, PDSA cycles of improvement, more remediation opportunities, and more as listed in chapter 1. Additional district policies of lowering the number of graduation credits from 240 credits to only 220 credits being required and waiving the community service requirement for students up through the 2023 graduation class have also been in effect.

For our graduating seniors, the counseling department has increased information on colleges, scholarships, and financial aid, hosting multiple sessions to not only inform students and parents about opportunities, but hosting full sessions to support seniors as they are filling out their forms. Specifically for the 2022 graduating class, 76% of students completed and submitted their [FAFSA or Dream Act applications](#), 6% higher than in 2021. Further, more students have completed their [Steps to Success](#), fully applying to Hartnell College, Salinas' local community college. In encouraging all students to enroll, and walking them through completing each step, more students are attending college at any level. Specifically, this Steps to Success program has increased completed applications by 16 % from 2021 to 2022, resulting in at least 79% of our graduating senior class already enrolled in a higher education. While only 55% of 2022 graduates completed the last step in the process, to pledge to Hartnell College, this is a result of some students choosing other options such as a CSU, UC, private school, or military enlistment.

## Course Lists

- [Graduations Requirements](#) are listed here.
- SUHSD [Course Catalog](#) is linked here.
- A narrative of the list of new courses and those dropped to our UC Course List (or list of approved A-G courses is [linked here](#)).

## STAR English and Math Data

While state testing had been put on hold during school closures, NSHS began using the Renaissance STAR data for English (since Fall 2018) and Math (since Spring 2021). Students are now tested at least three times over the course of the year: at the start, middle, and end of the year. Overall, while most years illustrate growth in that content area for the school year, scores have not shown a significant growth from year to year. Tests are given in class; however, many teachers have reported that student buy-in and earnest focus on the test remains a challenge. Teacher conversations around the “why” of the content mastery not showing a continuous growth from year to year has continued in PLC groups as well as departments.

[STAR Data](#) linked here.

## AP Course Analysis

Overall, the district has continued to support students with paying for all AP exams; therefore, most students enrolled in an AP course are given the opportunity to test. Teachers and staff continue to encourage all students to just at least take the test, despite their feeling of readiness or if they “will pass”. Since making the payments on the behalf of each student, NSHS has seen the number of AP tests taken increase, while at the same time, lowering the mean scores as *all* students are testing.

Despite teacher motivation and taking the financial burden of the tests off the responsibility of the families, there still continues to be a drop in AP enrollment. After the COVID school closures and distance learning in 2019, there has been a noticeable trend in the [AP data](#) that illuminates more students lacking a drive to have the highest GPA or continue to push themselves to a more rigorous schedule. While distance learning may have discouraged students to take these higher level courses when returning in person, still, 6 of the 11 AP course tests in 2022 showed an increase in their average mean score.

To combat this decline of enrollment, one new means of promoting AP courses has been publishing a video of all classes offered, with short excerpts from the teachers describing expectations and course content. Also, parent nights with contracts are also being held to inform about these courses before pre-registration. At these nights, teachers talk about the requirements, show student samples, and have students talk about the benefits of the course.

### **4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**

One of the most impactful areas on student learning since the last visit is the development of services to support students’ mental health needs. As a result of the pandemic and the subsequent school closures, a significant number of students showed evidence of needing more emotional support than ever. The Wellness Center at North Salinas High School initiated a school-wide focus on developing a positive and empathetic culture as evidenced by healthy student and teacher relationships, an increased emphasis on equitable and flexible grading practices, and compassionate instructional practices.

During Covid, in 2020, the Wellness Center was opened and fully staffed. Going into the 2022-2023 school year, these socio-emotional intervention systems continue to improve with increased availability for 1:1 and small group counseling before, during and after school. Intake protocols have been better refined with teachers and students using E-hall pass to make appointments and offering teachers ongoing support in how to refer students to the Wellness Center. This fall 2022 semester alone ran 6 groups including Spanish Newcomers, Spark (motivation), Teen group, Grief Group and 2 Thrive and Shine (mood management) Groups. There were 133 referrals and intakes from staff, families, and students to the wellness center with 1689 check- ins to the Wellness Center (appointments, walk-ins, telehealth, calming corner, crises assessments and groups). Students are using it and getting varied support.

Further, structured and tiered supports for teachers and students continue to improve in communication and responsiveness. To date, NSHS now has multiple live google docs shared between the staff where a member might identify a concern or question, and have it answered promptly. These forms include one for staff concerns and questions ([Creating Solutions Together](#)), and another for [facility, safety, and technology concerns](#), among others. In addition, a solid tardy policy and behavioral supports for teachers have improved that simply allow teachers to teach. In other words, with continued disruptive behavior, cell phone use, or other teacher needs, a simple text-a-tip directed to a classroom allows for immediate support by an administrator or campus security. For students, this has put an emphasis on the learning environment and encourages more focused behaviors in the classroom, leading to greater student successes. Teachers also have reported feeling more supported.

NSHS has also developed strong ongoing cycles of teacher led decision making. From department chairs to course lead meetings, ILT to PAL supports and discussions, and classified monthly meetings, stakeholders are given multiple opportunities to voice concerns and ideas, gathering important information to continue to make positive school change.

Also embedded into school supports this year are restorative practices. In the 2022-2023 school year, our teams began to focus on building multiple systems of support for students in various areas. Port V (Port Valhalla), a behavioral support center continues to develop and focuses on supporting students who are off task or disengaged. A behavior intervention specialist focuses on building relationships, communicating with parents, and supporting the students through consequences and reentering the classroom. Another layer of support is the R.E.S.E.T center (Restore Educate Strengthen Empower Transform) which supports peer to peer conflicts, teacher to student conflicts, and check-in connect student support services. In addition, we have continued the grad ready credit remediation program run by an intervention specialist who manages student enrollment, credit completion opportunities in conjunction with the counseling department. Grad ready intervention programs run both after school and on Saturdays to make credit recovery accessible to all students.

Specific to students with disabilities, student cases are reviewed at the beginning of each school year, their schedules analyzed to ensure an appropriate placement and all that needed services have been built into each IEP. Case carriers then do monthly check-ins to offer continued supports and are carefully monitored in IS classes. These IS sections are minimized to avoid too many 5th year students as this course does take a timeslot out of a schedule, per year. One academic counselor oversees all of these students to allow for one point of contact to support student case loads and ensure the services and courses are accurate and appropriate, encouraging more success for all.

Additionally, more celebrations and positive reinforcement can be seen through Viking Days, quarterly celebrations to highlight individuals through announcements and postcards as well as all students with treats and celebrations. Throughout the year, PBIS Tier 1 activities also continue to encourage an overall school climate through Viking Superstars, staff nominated students who exhibit the Viking Creed, and other activities. While not an official celebration, Lollypop Fridays began in 2021-2022 in which also has raised students' connectedness to the school and the administration as they hand out lollipops with a smile or short conversation.

Electives offered are also increasing. In 2019, a new music course was created, entitled music appreciation. This elective course is designed around the needs of functional academic students to introduce them to a variety of musical concepts including singing, dancing, and playing a variety of instruments. During instruction, sign language is used along with verbal language to improve communication, integrating the content with a musical therapy approach. The class also includes general education students who serve as music leaders (buddies) for the functional academic students to support them in music education. NSHS is the only site with this program; other sites are now trying to adopt the course into different areas of visual and performing arts.

Further, in 2021-2022 with the growth of the vocal program and the guitar program, NSHS was able to also bring in a full time guitar teacher. While Covid shutdowns decreased enrollment for the Baile sections, dropping to only 4 sections offered, since reopening, the course regained its enrollment back to have a full time instructor and even now include a full advanced baile section also. Similarly, theater and vocal courses now each have grown to include a pure advanced section. Band has increased enrollment as well, allowing for the one advanced course to divide into two specific focus sections, an advanced percussion as well as an advanced brass and wind course. All of these additions are supporting students in their chosen interest as well as supporting a four year continuum and emphasis in an elective if desired.

With continued and growing support for all students, in the 21-22 school year, NSHS had the lowest number of students lost to sports eligibility due to grades. And, more females are now joining the wrestling team, up to 15 for the year, the largest number yet!

**5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

The schoolwide action plan is carefully aligned with the goals and intended outcomes of the District LCAP. The Single Plan for Student Achievement has a strong emphasis on ELs and multi-tiered systems of support in addition to credit recovery and academic interventions. It serves as the core source of funding for actualizing the following foci:

- EL success rates
- Graduation rates
- A-G completion
- Parent involvement
- MTSS (Multi Tiered Systems of Support)

Each year, data is reviewed and used to review our SPSA and site action plan.



## Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Since the last visitation, numerous developments have had an impact on student learning and success. While there may be others, the most significant changes include the amount of shared information presented as well as a site wide commitment to policy enforcement. Simply put, this has allowed teachers to focus on teaching, being able to spend more time on new content, support, and intervention. Specifics are outlined as follows:

Predictable Routines and Expectations That Support Student Success	
Significant Development or Change	Impact on School
Supporting students to be on time for class: Student Late Passes	Significant drop in tardies to each class period. When late, students check in to Port V, get a late pass, and go straight to class. Consequences are assigned for accumulations of tardies.
Knowing where all students are on campus: E-Hall Pass	<a href="#">E-Hall Pass</a> is a digital hall pass system that allows NSHS to know where students are supposed to be, or who is out of the classroom at all times as well as to track who is out, for how long, and how many times. Data is used for reimagining school safety protocols.
Prevention of harm is a #1 priority: Text-a-Tip (831-200-3384)	Staff and students are encouraged daily to “See something, say something.” More students, teachers, and even parents are using this tip line for immediate response. Texts immediately go to all admin and some office personnel for immediate response.
Dress Code Communication form	<a href="#">Google form notification</a> : Teachers can now keep the focus on learning and away from engaging in uncomfortable conversations. Dress code concerns are addressed by Restorative Justice personnel or administration.
Vikings Creating Solutions Together form	<a href="#">Live Digital Doc</a> : To provide staff with an opportunity to ask questions/provide feedback and receive weekly responses from administration.
Facilities, Tech, and Safety Form	<a href="#">Google Doc</a> : Shared with the entire staff and linked in the weekly communications, staff is encouraged to note facility, technology, or safety concerns as they arise.
Ear Bud and Cell Phone Free Policy	This policy encourages students to be active and engaged. Reminders are in the announcements as well as posted in most rooms. After being reminded to put a phone or ear bud away, teachers may use the text-a-tip line

Increasing Academic Engagement School Wide	
Significant Development or Change	Impact on School
Viking Superstars (est. 2021-2022)	At the close of each quarter, NSHS celebrates student academic and social growth through Viking Superstars. Superstars are nominated by staff members in one of each tennent of the Viking Creed. Students can earn a PBIS incentive and have their name posted both online and in the school hallways. Students can also nominate staff members with celebratory explanations.
Vikings Days (est. 2021-2022)	Once a quarter all students have an extended lunchtime with treats to celebrate academic successes. Students who need to make up either credits or attendance to be graduation eligible instead meet with the administration during this time to support their future success.
Newcomer Academy	Newcomer Academy is being developed to support needed interventions to all Newcomers. This will help build success in our school system, with sessions focusing on how to access their Chromebook, email, Google Classroom, StudentVue, Clever, and more.
ELD Support Class	An ELD support class has been created to structure supports in individual language acquisition through small group instruction for our most at need EL population. Data is analyzed during staff conversations to best place students in the necessary support class.
ELD Classes/SH Classes	ELD and Sheltered classes have been structured to support the language acquisition needs of Newcomers. This includes creating two ELD 1 and two ELD 2 blocks to support the larger number of students now enrolled. We also are offering SH (sheltered) Ethnic Studies, 2 levels of Science, Math, World History, and US History courses to ensure that students are receiving opportunities to meet graduation requirements. The school is working towards creating sheltered electives in the near future.
Reading Incentive Program (ELD)-- PBIS incentives	Competition between individual ELD classes. Students receive raffle entries based on AR growth, most time read, and most effort. Winners of the raffle receive PBIS incentives of their choice.
Guest speakers	Guest speakers have been invited to speak to students and student groups. Last year we had a WW2 veteran, Leon Panetta, and current senator, Jimmy Panetta.
NGS new curriculum	NGS has increased its tiered coursework to include all 3 levels of integrated science. Students are required to take NGS 1 and 2, with NGS 3 or another science course being available for 3rd or 4th year electives.

Math 1 (Spring 2022-present) and Math 2 (Fall 2022) have tiered supported interventions	Additional staff is in the classrooms; the pacing has slowed for better comprehension, embedded CI strategies, additional scaffolding to support all students. Math 1 has equity of grading and rubrics for all classes.
FFA & Agriculture Classes	Offering new this year, Ag Mechanics has its own course section, an Environmental Horticultural course was added, and a full 3 year science pathway is now in place to support FFA students and offer more choice. See all they do at: <a href="https://nshsffa.weebly.com/">https://nshsffa.weebly.com/</a>
Increased space (MPR) for choir (2022)	More sections of choir, music, and band are now being offered. Additional rooms have been assigned to meet the growing need which now allows students to elect in 4 years of music. This larger, additional space also provided necessary room to increase the music appreciation with SWD students.
Saturday School	Increased in numbers: Students attend for attendance recovery, behavior, and credit recovery.
Grad Ready	Academic intervention and credit recovery: This is an after school class for 10th, 11th, and 12th grade on Saturdays; we will begin to include 9th grade in the Spring. This allows for more students to stay on track to graduate.
SkillsUSA	ROP classes including culinary and graphic design compete in the <a href="#">SkillsUSA contest</a> to further career readiness skills.
Varied Viking Academy	Intensive support for students who are unsuccessful in the comprehensive setting of NSHS. Students are offered differentiated schedules and intervention support.
Scholars Academy	Tier 3 students needing specialized academic programs of support. Students are cohorted and attend all 6 classes together. Curriculum is scaffolded and designed to help students start off high school on a positive step. Students assigned to this program typically have had 50% or higher D's and F's in middle school, and does not include students with 504's or IEP's to focus support for students not receiving support elsewhere.
New Book Clubs	Optional to all teachers: During the 2020-2021 school year a cohort of teachers read and discussed the book <i>Grading for Equity</i> . The following year, the cohort read, discussed and implemented ideas from the book <i>Peer Feedback</i> . Several teachers moved towards standards-based grading. This year in 2022-2023, some staff are reading <i>The Four Pivots: Reimagining Justice</i> with online modules for support.
Music- Academic Functioning class and PE Leadership	Leadership electives designed to support our moderate to severe life skill students in exploration in music and physical education activities. General Education students serve as leaders for on and off campus activities. We are the only site to offer the Music Appreciation course, started during the Covid pandemic.

NSHS Information	
Significant Development or Change	Impact on School
Daily Student Bulletin	Bulletin is created by students, presented by students and now sent out to all families in English and Spanish. The Bulletin often features people, clubs, and cultural/ historic events. Viking Creed lessons are embedded throughout.
Principles Daily Message of the Day	Starting in 2021-2022, the Principal announces a message of the day in the school announcements: review of a policy, celebration of success, or other topic as needed. Now, students are engaged in the joke-of-the-day following the message, some students even sending in jokes to be shared.
Facility, Custodial, Tech Form	<a href="#">Google Form</a> : Provides staff the ability to report and request any facility needs on campus.
Student Senate and Principal Advisory (est. 2022-2023)	A student representative from each first period meets once a month to discuss school wide issues, concerns, and ideas. Senators take information back to each first period.
Vikings Creating Solutions Together Form (est 2021-2022)	<a href="#">Live Digital Doc</a> : To provide staff with an opportunity to ask questions/provide feedback and receive weekly responses from administration.
Principal's Weekly Staff Email (est 2021-2022)	Each Monday, the principal sends out the news for the week, schedule updates as well as data on tardies or other policies the school is working towards to keep all informed. Each communication also includes an educational article or TED talk video link for additional PD opportunities.
Athletic Program Resources	New <a href="#">document</a> has been created and sent out with step by step instructions for all potential athletes.
Simple Text	This communication system allows admin, secretaries, and support staff to message parents and guardians about school related information. Our community can respond, ask questions and receive additional support.

School Pride/Spirit	
Significant Development or Change	Impact on School
Senior Sunrise	<p>2 years now, celebrating students' final year. Hot cocoa and donuts were served to seniors at sunrise, out on the football field.</p> <p>Students also signed a graduation gown to commit to graduation: it will be displayed in Port V and the main office as a symbol to all.</p>



Choir	Choir performed the national anthem for the first time at a football game (2022).
Rebranding	Committee of past grads, staff, and students redesigned the mascot.
Lollipop Friday	Increasing student morale and spirit; a sense of belonging: Students are now interacting more positively with the administration team who passes out lollipops every Friday during lunch (2021-present).
Viking Cafe (est 2021)	NSHS Life-Skills class takes orders and provides coffee or tea to staff as ordered. This teaches students to take an order, organize supplies, and deliver the order with appropriate job skills.

Community Outreach	
Significant Development or Change	Impact on School
New Social Media Accounts, managed by Ed Tech	<p>The official social media is as follows:</p> <ul style="list-style-type: none"> <li>● NSHS Facebook: @northsalinashs</li> <li>● twitter: @NorthSalinasHS</li> <li>● Instagram: @northsalinashs</li> </ul> <p>Some of the specialty groups have Instagrams as well:</p> <ul style="list-style-type: none"> <li>● @northsalinasvikingband</li> <li>● @northsalinasffa</li> <li>● @northsalinaspercussion</li> <li>● @nshsvikingvoices</li> <li>● @nshs.japanclub</li> <li>● @northsalinas_yearbook</li> <li>● @northsalinasasb</li> <li>● @northsalinas_avid</li> </ul>
Talking Points (est 2022)	Staff can message parents (and vice versa) through text or email in the receiver's native language, which the system will translate automatically for the recipient into their native language. This has opened for more parent to staff communication as over 100 languages can be accessed with the ease of texting.
Alumni Tour	Alumni classes are being scheduled for more tours of campus, led by students.
Baile	Baile is now performing more out in the community as well as on campus at lunch time or back to school nights among others. As the amount of class sections grows, more students have also now performed at their first football game during "Latin Night this year (2022), both middle school feeder schools, and more.

Outreach to all stakeholders in athletics by offering a <b>virtual</b> Extracurricular/Drug-Free information night to students in English with Spanish translation	Looking to engage more students in the athletic program with a focus on our newcomers from Mr. Carlos Cano.
Athletic Resources now in English and Spanish for eligibility that have live links for all students	Better access for our Spanish speakers and easier to link for all students and families.
Daily translations from English to Spanish of school announcements	Every school document that is being provided to students have been translated to Spanish and posted on Google Classroom for EL students to access.
2022–Athletic Google VOX number for students and parents to text for immediate help.	This serves our community in a timely fashion.
Harden Bike Lane	In spring of 2022, the graphic design students painted murals on horse troughs to be used as a temporary bike line to protect Harden students who bike to school. While the temporary bike lane was installed, traffic was studied in order to plan a more permanent solution. After the project concluded, the agriculture classes used the troughs in their greenhouse.
Choir has been performing the national anthem at football games for the first year.	Continuing to grow in community involvement and celebrations. Choir and band also have more public live and recorded performances over the past few years.
Dedicated the Varsity Baseball Diamond to Blair Milner 2022	Community outreach with stakeholders.
Food bank services offered on-site	Monterey County food bank is now bringing to the school a monthly dry pantry to pass out to students. Items can be picked up anytime in the Wellness Center.
Japanese Classes (3/AP): Connections with the community	Published a book of student work: a collection of stories and poems about our families’ immigration.
Japan Club	Sold authentic Japanese food at football games to promote Japanese culture. In addition, hosted and participated in the district-wide speech & karaoke contests, and art exhibitions in First Fridays of Salinas.
Japanese National Honor Society	<a href="#">Promoted</a> the learning of Japanese culture and language to Harden Middle School students. (Harden formed their own Japan Club as a result, in the 2022-2023 academic year.)
<a href="#">Reclassification Ceremony</a>	The reclassification is being changed to a banquet, increasing the number of families who participate.
Viking Stocking Stuffer Program	Since 2019, NSHS clubs or organizations can choose to sponsor a family for the winter holiday season. Gifts, food gift cards and more are collected and donated to those in need.

ROP Floristry	Floristry is one of the few true work-based learning programs in the district. It serves the community by providing professional-looking florals and event decorating services; including orders for Weddings, Funerals, Prom, Graduation, Quincineras, and every holiday throughout the year. The successful program has been in place for over 36 years.
ROP Culinary	Students volunteer by preparing and serving meals at a local homeless shelter, Dorothy's Kitchen, in addition to serving baked potatoes to staff and students most Fridays as well as hosting special occasion treats available to staff and students.
Digital Nest	ROP Graphic Design and Computer classes partner with the Digital Nest to bring recent Viking graduates on campus as guest speakers to teach students how to code. Additionally, our students take after school computer classes at the Digital Nest near downtown Salinas.
<a href="#">Newcomer Website</a>	Newcomer Website for our Newcomer students to have access to basic literacy information around accessing Gmail, Chromebook, Classroom, etc.
Back to School Night: Reimagined	Since 2020, <a href="#">slides on each teacher</a> are made available, including a course description, syllabi, and contact numbers. In person since 2022, this also served as a resource for room numbers as Back-to-School Night transformed from a sit and get to explore and talk with your teachers.
Supporting Growing Need of Socioeconomic Disadvantaged Students and Families	Year round, families are also now able to get school supplies and bags of food through the EL department or Wellness Center.

Facilities	
Significant Development or Change	Impact on School
Wellness Center built (2020/2021 SY)	We now have a centralized location for students that are in need of counseling services, connections to county services, calming corner (decompression space), group therapy, etc.
<a href="#">Wellness Center Website</a>	This is a digital location of all services that are offered at the wellness center, and has contact information for each of the staff members that are located in the wellness center.
Rerouted buses for safety	The campus is safer for students walking to and from classes. Before, the school bus dropped off and picked up students off McKinnon, also crossing student walk-ways. Now, all but 3 buses drop off/pick up in the front of the school.
Bond measures for renovations: ventilations, field, new plumbing. infrastructure, new lights, emergency	In the summer of 2023, a new two story building will begin construction, with a new admin building, and Sports Medicine facility among additional classrooms. Further, a new scoreboard and

response, and more.	bleachers in the gym will be installed along with work on the onsite stadium to include: new lights, bleachers, announcer booth, new goal posts, new scoreboard, bathrooms, and a new snack bar to accommodate the expected larger crowds and enable NSHS to host its own stadium games on site. This new construction will also change the front of the school to Alvin as the Kipp entrance is in the middle of a housing neighborhood, demonstrating traffic flow problems.
New greenhouse	This has been installed, used by FFA to support A-G sciences and floristry.
Construction Technology course reinstated	NSHS now has 2 courses, with a three year plan of increasing the sections to a full time position. In this plan, the course should also grow to include one advanced section and two or three entry level sections by next year, and full time the following year.
Construction and the AG mechanics shop is in the process of a total overhaul	NSHS is currently working with an architect to resign and update the shop. This should complete by January, 2023 to include updated equipment and quadrants focused on different aspects of AG mechanics.

Other Items:	
Significant Development or Change	Impact on School
Athletic Training Services offered after school	This helps with students who do not have access to medical services. Students in Sports Medicine also work to wrap muscles or joints and offer limited training services as needed to prevent injuries for practices or games.
School supplies offered to all students- wifi, mouse, headsets, back pack, school supplies.	Students have supplies to be successful. Supplies can be requested in the office, EL office, or Wellness Center.
Newcomer Supplies	The district has provided additional school supplies for each Newcomer on campus at the start of the 2022-2023 school year.
ELD Expectation Meetings	The ELS pushes into the ELD classrooms to provide NSHS expectation meetings in Spanish for Newcomers.
EL Summer Parent Workshop	This provides information to our parents on how to access ParentVue, graduation requirements, attendance expectations, and EL office information.
RESET center and Restorative Justice program	Discipline is now being reviewed by a bigger team of supporters, not just a single administrator. This now allows for better collaboration between the school and student, to work to change a student's unproductive behavior and involve more resources to support the student as needed.

<a href="#">Monthly ELS/ELSS in class presentation</a>	Monthly ELS/ELSS push-ins now occur to ELD/ALL classes, providing timely information and/or pertinent workshops to prepare students for ELPAC and other important information that students will need to be successful.
Boys' Volleyball	New sport added (since 2019)

- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

Implementing and monitoring of the SPSA and schoolwide action plan is done through monthly school site council meetings, course lead meetings, ILT /coaching meetings, department chair, monthly faculty meetings, monthly parent meetings, annual LCAP parent meeting, administration summer planning retreats, PLC implementation and cycles of inquiry with impact on student achievement, and surveys of all stakeholders. NSHS now also has weekly parent institutes with a strong ELAC team of parents and staff.

- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.**

WASC Recommendations from 2017:	
Overall:	What have we done?
Increase success of EL students	<ol style="list-style-type: none"> <li>1. ELD Support - ELD Support has been structured to serve the Newcomers with the highest need around literacy. A reading support class for our higher performing EL's is being discussed for next school year's master schedule. This reading support class can either be embedded into the school day or offered as a 7th period like the ELD Support (Rosetta Stone) course is offered.</li> <li>2. Small group instruction with support from Mirtha Lopez, our credentialed librarian - Ms. Lopez has been working with small groups of students during students ELD 1 or ELD 2 class in developing phonemic awareness and reading comprehension skills.</li> <li>3. ELS class push-in for EL workshops (like <a href="#">RFEP workshop</a> and ELPAC workshop) - Every month, the ELS will push into EL classes to offer workshops to prepare students for ELPAC, STAR, and potential reclassification.</li> <li>4. ELPAC Bootcamp in the Spring - North would like to model what other middle schools are doing in our district by offering 4 consecutive Saturday workshops to prepare students who are close to reclassification. The Bootcamp will provide students with strategies on how to take the ELPAC exam. The goal for the boot camp is to prepare students who are close to RFEP'ing so they can meet district RFEP criteria.</li> <li>5. Monthly reading incentives - We have started monthly reading incentives with our students. Students who "win" each month will receive a PBIS Incentive.</li> <li>6. Student concern <a href="#">form</a> is completed by teachers daily. ELS office will make phone calls home, meet individually with students, or create a plan of improvement</li> <li>7. Community Service hours offered to Newcomer students and LTEL's</li> <li>8. ELPAC Speaking practice, one - on - one with students who sign up</li> <li>9. <a href="#">Summer EL Parent Workshops</a> to help parents gain knowledge on the upcoming school year and the best ways to support their child(ren). Workshops include attendance, Student/ParentVue, registration, EL program information</li> </ol>

	<ol style="list-style-type: none"> <li>10. <a href="#">ESL adult classes</a> - Information is being pushed to families around the free ESL adult classes offered at the Salinas Adult School.</li> <li>11. <a href="#">EL Google Classroom</a> - Started the EL Google Classroom during 2020 and it has been something we have continued with.</li> <li>12. Parent communication via; Simple text, Blackboard, Google Classroom, email, Talking Points, phone calls, texts, social media, NSHS website, etc...</li> <li>13. <a href="#">Instant translators</a> - currently purchased for our SH classes, but working on getting them for all of our SH classes.</li> <li>14. Supplemental curriculum like <a href="#">Listenwise</a>, <a href="#">Quill</a>, <a href="#">IXL</a>, <a href="#">BrainPop</a>, and <a href="#">RazKids+ELL</a> - These are all new within the past 1-2 years. Continue utilizing these supplemental programs in SH and ELD classes.</li> <li>15. RFEF Ceremony has been changed to a RFEF <i>Banquet</i>. Shift from a small celebration to a large banquet with catered food and student speeches at the forefront. <a href="#">Here is the original proposal.</a></li> </ol>
<p>Increase % of students completing A-G requirements</p>	<ol style="list-style-type: none"> <li>1. Counselors are going into all grade level classrooms more often to inform students.</li> <li>2. Students meet with counselors individually during pre-registration to enroll in courses aligned for graduation and A-G completion. When a grade does not meet A-G eligibility, students are given multiple opportunities to remediate that grade.</li> <li>3. Counselors complete A-G evaluations with each student yearly to check status, community service, GPA, etc.</li> <li>4. Counselors meet individually with students who are at risk or not A-G eligible due to a D in a course. Credit remediation is offered to get the student back on track.</li> </ol>
<p>Increase graduation rates</p>	<ol style="list-style-type: none"> <li>1. Discussions and book club in 2021 on grading practices and student feedback.</li> <li>2. Students meet yearly with counselors to review a credit evaluation.</li> <li>3. Notices in daily bulletin on community service opportunities and other requirements are made.</li> <li>4. New ROP/Career Center bulletin board is posted and maintained in the 700 hallway for continued information.</li> <li>5. Grade level meetings are now being held.</li> <li>6. Grade level classrooms are now being used, posting information</li> <li>7. Grade level parent nights to distribute information.</li> </ol>
<p>Increase Parent Involvement</p>	<p>All NSHS</p> <ol style="list-style-type: none"> <li>1. Communication home through student bulletin, Parent Vue, and Talking Points.</li> <li>2. Revised Back to School Night Format</li> <li>3. Increased Parent Seminars/Information Sessions</li> <li>4. Increased Parent Outreach</li> </ol> <p>EL Department</p> <ol style="list-style-type: none"> <li>1. Translation of bulletin to Spanish sent home every day on all communication platforms</li> <li>2. Individual phone calls home to all English Learner parents inviting parents to ELAC, DELAC, and to inform parents of the EL office at North</li> <li>3. Raffle prizes for students parents who show to ELAC</li> </ol>
<p>Continue to develop and implement strategies to measure the impact of new continuous improvement initiatives</p>	<ol style="list-style-type: none"> <li>1. PDSA cycles began with Math 1 in Spring of 2022.</li> <li>2. In Fall 2022, Math 1 and 2 are completing full PDSA cycles, with introduction and choice open to all PLC's.</li> <li>3. PLC Common Inquiry Form is revised each year.</li> </ol>

- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

Category A: Organization and Purpose	
Critical Area for Follow-Up	Comments
<p>Staff should continue to refine their purpose through the development of schoolwide learner outcomes that are drawn directly from the school's mission.</p> <p>Facilitate and foster relationships with all stakeholders through communication to build trust and increase stakeholder engagement.</p> <p>Ensure appropriate resources are allocated to develop career technical and college readiness opportunities for all students.</p>	<p>In Fall 2022, the staff revised the school wide ESLR's. New implementation structures are being planned. There is also continued emphasis on the Viking Creed which comes out in daily announcements as well as quarterly celebrations of Viking Superstars (students and staff).</p> <p>Relationships with stakeholders continue to be fostered through monthly parent meetings, SSC, Department and Course Lead meetings, PLC's (time both in school and after school additional PLC time in Math 1 and 2), Dr. White's weekly messaging to staff, data and/or announcements for the week have kept up internal messaging so all staff is informed. More parent communication is happening through posting daily bulletins, messages home, Talking Points, and parent meetings/workshops along with posted information on the Viking Longhouse, website, and all social media to continue to build relations with stakeholders.</p> <p>Funds have been allocated into the current SPSA as evidenced through additional college campus field trips, additional college recruiters and information sessions, continued ASVAB testing and more. Our Career Center now has a public bulletin board along with digital postings in a google classroom to inform about community service, college events, and more. Also, a <a href="#">padlet</a> is available to students and parents for more college or career information (work experience, internships, etc). This year, the career counselor is bringing back mock interviews and building alumni resources and databases to support the interviews, presentations, and career readiness skills.</p>
Category B: Curriculum	
Critical Area for Follow-Up	Comments
<p>Continue to promote technology as a curriculum tool</p>	<p>Text a Tip; Google VOX numbers; Google Meet meetings and Zoom meetings to accommodate all our stakeholders.</p> <p>Google Classroom is available to parents as well as students, some teachers use class websites to share curriculum and instructional materials. This further supports all students when out of class due to absences.</p> <p>Additional tech tools are embedded into courses; many teachers use programs such as Brain Pop, Edpuzzle, Kahoot, Quizizz, and online portfolios. Tech trainings are offered each winter and summer break. NSHS past attendance data and presentation data is as follows in this <a href="#">linked chart</a>.</p>

<p>Provide increased access to curriculum for all students toward college and career goals</p>	<p>More ROP courses and pathways are now offered. The once district shared restaurant career courses are now purely serving NSHS students as interest has grown. Also, the Health Academy expanded from 1 to 2 career pathway courses, now able to expose students sooner to health careers and options by taking Health Occupations in sophomore year. This further allowed NSHS students to have an entire section of medical assisting dedicated to them, taken in their junior year.</p> <p>Counselors, including the Career Counselor, are visiting classrooms more often to share information and encourage enrollment in these courses. Race to Submit numbers are increasing with modified schedules to assist all seniors in filling out their FAFSA.</p> <p>FFA courses have implemented a mentor program, CATA meetings with CSU, UC, and CC instructors for collaboration and communication, and continue to grow in community involvement opportunities.</p>
<p>Continue to work on identifying essential standards and focus curriculum to meet the academic needs of all students</p>	<p>CIA week (Curriculum, Instruction, and Assessment) takes place in the summer to plan and prepare for most content areas. On site, PLCs work collaboratively to identify major needs and essential standards for each content and grade level. Interventions and remediation options are expanding with tiered Math courses as of Spring 2022, and plans to implement them in English 9 by Spring 2023.</p>
<p>Improve articulation with feeder schools</p>	<p>FFA has incoming 9th grade days at the middle schools. The NSHS Band, Choir, and Baile performs at middle schools periodically. Other student leaders from multiple academies or programs visit all 4 middle schools during the pre-registration process.</p> <p>Math 1 communicated with Harden Middle School, the primary feeder school, to collaborate on standards addressed and mastered in grades 7 and 8, and entering high school. During CIA week, math, for grades 7-11 continue these conversations. Other content areas also collaborate to better align the structured curriculum.</p>
<p>Use data and success rates to effectively implement CCSS in all curriculum areas</p>	<p>The Renaissance STAR Math and English assessments are now given three times throughout the year to assess growth. Data is used to guide instruction. Science courses have also merged into the Next Generation Standards with a new curriculum, integrating all sciences at each level for tiered exposure.</p>
<p><b>Category C: Instruction</b></p>	
<p><b>Critical Area for Follow-Up</b></p>	<p><b>Comments</b></p>
<p>Implement the consistent use of GRR with fidelity</p>	<p>The instructional coaching team has grown, expanding to having a coach in more disciplines and more to better support the large staff.</p> <p>PLC's continue to use data-driven instruction in creating either CFAs or cycles of PDSA inquiry. Additional support, tools, and collaboration are presented in Course Lead meetings as well as from coaches.</p>



<p>PLCs need to focus on data-driven instruction, CFA's, and the use of common strategies/tools to improve higher level thinking for all students</p>	<p>PDSA inquiry cycles have been introduced to PLC's.</p> <p>A common inquiry form has been edited each year to meet changing needs.</p> <p>Data from each district assessment is reviewed in teams with a plan for further action as needed.</p>
<p>Focus on oral language skills of all students across all content areas</p>	<p>Additional teachers are trying out socratic seminars or fishbowl discussion.</p> <p>Academic speaking frames are expanding; Math/CI instruction uses these more regularly. General frames for all contents are posted on the <a href="#">Viking Longhouse</a>.</p> <p>*After distance learning, this is an emerging challenge to engage into conversation. PD plans are scheduled for more oral strategies for Spring 2023.</p>
<p>Continue to make strides towards higher levels of SAMR in the integration of tech.</p>	<p>Tech is more widely used at this point. Since distance learning more teachers are comfortable with a variety of different programs to support and enhance the curriculum. Tech showcases continue to be offered twice a year for teachers to learn new programs and skills.</p> <p>Math uses desmos and quizizz, to support graphing, card sorts, and discovery activities</p> <p>The Japanese courses focus on a global end product: SeeSaw, published a book, and more</p>
<p>Use data gathered from student surveys in meaningful and purposeful ways to drive instruction</p>	<p>2021- Empathy Interviews were administered to a handful of students; results drove creation of the invention courses in math.</p> <p>2022 - Student perception surveys are in process, to be given to the math students in December, 2022. Data will help staff understand how to bridge student perceptions and feelings about the courses, teachers, and more to reimagine needs for students to be successful. The goal is to have all contents administer the survey by May 2023.</p>

Category D: Assessment

Critical Area for Follow-Up	Comments
<p>Implement school wide use of tech based assignments that allow for immediate feedback</p>	<p>More teachers are using google forms, quizizz, and other digital forms to allow for immediate feedback.</p> <p>Google classroom is now universally used. Not only does this support students during the classroom period, but it allows for students to keep up with the material and see activities when absent from school.</p> <p>District content assessments are given through Synergy; in which teachers can view live progress, with results immediately given to both students and teacher at the end.</p>

	<p>STAR reading and math assessments are administered at 3 points throughout the year, allowing for immediate feedback to both students and teachers.</p> <p>Edpuzzle has been more widely used to engage students in learning, answering questions with immediate feedback.</p> <p>Extempore: a new (2022) app for world language teachers to facilitate various tasks for different modes of communication (more training is needed for all teachers to use this to its extent).</p>
Provide for the continuous training of teachers on various forms of technology based assessments	<p>Teachers have been offered opportunities to participate in tech showcases, either during winter break, and/or over summer break. Many options are available to choose from.</p> <p>On site, we have an Ed Tech coach to support individual needs as well as offer group training sessions.</p> <p>District assessments through Synergy are supported with step by step guides or slide shows to support teachers as they administer an assessment. PLCs and the ed tech support each other as questions still arise.</p>
Increase data systems (Synergy) across curricular areas for assessment and disaggregation of populations	<p>More contents are now being assessed with disaggregated data, at multiple points during the school year: English, Math, Social Studies. The system further allows for any teacher to create an assessment for their classroom, of which the data can be disaggregated.</p>
Increase level of assessment expectations to stakeholders	<p>Multiple messages have gone out to stakeholders including mailers, phone calls home, social media postings, teacher information, and the daily announcement messages to all students.</p> <p>For AP testing, a parent night is also held at the beginning of the year to discuss the test and expectations, of which a course contract is signed before enrolling. Additional reminders before the test include those listed above.</p>
Increase sentence frames in all classrooms for all learners.	<p>Sentence frame starters and writing frame guides are available on the <a href="#">Viking Longhouse</a>. Additional content specific or functional specific frames are available on content websites for the district. Additional language frame foldables are available in the teacher prep spaces to use. Some classes now are posting additional resources in classrooms, google classrooms, and/or have handouts available for student reference.</p>
Category E: School Culture	
<b>Critical Area for Follow-Up</b>	<b>Comments</b>
Formalize the interventions for all students; increase messaging to stakeholders	<p>Math 1 interventions are formalized with new structures and supports. Starting in Spring of 2023, English 9 will work to include intervention periods that provide scaffolded support to students who struggle with the content.</p>

	<p>For the entire school, structured interventions for behavior (Wellness Center, PBIS, Port V, RESET) and more are in place. Academic structures are also available for credit recovery and remediation such as teacher tutoring hours, Grad Ready, and Saturday attendance recovery.</p>
<p>Counseling office develop consistent and overarching practices utilized by all members</p>	<p>In 2018, the counseling department had the opportunity to undergo a reorganization due to counselor transfers and retirements. At that time, some strategic hires were made, including one counselor with skills in technology and multimedia. This allowed the counseling department chairs to implement a comprehensive series of calibrated services for students across all grades.</p> <p>The first significant step that the newly formed team took to align services to students across the department was to develop a year-long plan of services that all counselors took relatively equal share in coordinating. Second, counselors now conduct our “critical progress to graduation” meetings with students in the same way, utilizing the same evaluation document. This has provided students critical feedback on their progress to graduation in the same way. A third major initiative was to push into every English classroom at every grade level and provide students with information about graduation requirements, college preparation and postsecondary options. Fourth, a coordinated sequence of in-class workshops in collaboration with Government and Economics classes has been scheduled each year to support students with completion of either the Free Application for Financial Student Aid. For the last three years, North Salinas High School has had the highest rate of financial aid application submissions. Generally speaking, these common practices are utilized for the following:</p> <ul style="list-style-type: none"> <li>● Communicating with off-track students and their families</li> <li>● Referring students for credit recovery for all grade levels</li> <li>● Referring students for alternative education placement</li> <li>● Utilizing social media and the counseling webpage to promote counseling activities</li> <li>● Supports for Hartnell-bound students in completing the matriculation process</li> <li>● An equitable division of duties and responsibilities that acknowledges our strengths and areas of expertise</li> </ul>
<p>Develop means for all students to receive appropriate levels of academic counseling support to foster culture of college and career ready through exploring additional and/or alternative meetings and outreach strategies</p>	<p>Several strategies are now in place to support students in their readiness for college or career. In addition to visiting every English classroom at every grade level to present on graduation requirements, college preparation and post-secondary options, counselors also provide the following:</p> <ul style="list-style-type: none"> <li>● Progress to graduation meetings that ensure students are taking courses that help them explore or prepare for chosen majors or careers. For example, promoting specific career pathways, or offering advanced placement or honors courses where a student would benefit from such challenging curriculum</li> <li>● College and financial aid application workshops to support students 4-year college aspirations</li> <li>● Concurrent and dual enrollment workshops for students hoping to take college courses while still in high school</li> </ul>

	<ul style="list-style-type: none"> <li>• 4-year plans for 9th grade students</li> </ul> <p>Most recently, the College and Career Center has been coordinating visits to campus by college representatives from all over the country. It has also begun career exploration presentations with corresponding assessments in grades 9 through 11 with the goal of incorporating the assessment information into our progress to graduation meetings.</p> <p>Current areas of growth:</p> <ul style="list-style-type: none"> <li>• Increase AP course enrollments</li> <li>• Address a declining in 4-year college enrollment</li> </ul> <p>*See full <a href="#">Counseling Calendar</a> linked here</p>
<p>Explore additional means and strategies to increase communication between staff, admin, parents</p>	<p><a href="#">Creating Solutions Together</a>- Staff Communication Document Talking Points (can be translated in over 100 languages) Synergy Mail Text-a-tip line Additional parent information nights (counseling, AP, and more) Increased Social Media Platforms NSHS will be adding back in an emergency Remind system with procedures for the staff in Spring, 2023.</p>
<p>Continue to work on a relationship of mutual trust and respect among all stakeholders; including valuing dissenting opinions</p>	<p>The PAL team has opened communication between staff and administration.</p> <p>Restorative practices have engaged in more positive relationship building activities between all stakeholders (teacher to teacher, teacher and student, etc.).</p> <p>New positions have been created to assist in additional supports.</p> <p>NSHS has strengthened communication lines between PLC course leads through monthly meetings and a shared Google Classroom, department heads, and ILTs to the whole staff.</p> <p>New avenues to open communication lines have been established to hear all comments, questions, and concerns on the <a href="#">Creating Solutions Together</a> document.</p> <p>Teachers use Text-a-Tip or google forms (uniform violations, etc) to ensure prompt support as needed.</p>



## Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school

### The District Overview

Salinas is a city embedded in the agricultural heart of the California Central Coast. Also known as Steinbeck Country or “The Salad Bowl of the World”, it has an established agricultural connection that is echoed in every aspect of the community, from the surrounding farmland to the local farmers’ markets and fuels a \$2billion agricultural industry, supplying about 80% of the country’s lettuce and other crops.

Salinas’s median income is \$41,296 and has a population of approximately 162,791 as of July, 2021. Salinas is a diversely populated city with a Hispanic population of 79%, 12% White, 6.4% Asian and 1.4% African American. This allows for a school district that prides itself in being culturally accepting and diversified while providing a wide range of experiences for students.

The Salinas Union High School District School District now includes five comprehensive high schools, four middle schools, one independent studies school for grades 7-12, an alternative education school, a community day school, an adult school, and an adult transitions program. Attendance in the district’s schools currently totals approximately 16,400 students.

*\*More information on the [district profile](#) is linked here.*

### The School Overview

North Salinas High School was established in 1959. The Title 1 school is boarded by single family homes as well as high-density housing. The economic decline, along with other global factors, has had a significant impact on the city, with multiple families sharing the same address. The number of students and families qualifying for free and reduced lunch is significant and growing, so much that now 100% of our students are able to get free and reduced lunch as well as district-paid AP tests.

North Salinas High School serves a student population of approximately 2,100 students and has a diverse student population with increasing numbers of new comer students and an increasing number of diverse home languages. \*For more specifics, see the CA Dashboard Indicators ([link](#))

Specifically, NSHS encourages the support of various parent, alumni, and community organizations. The Santa Lucia Rotary Club continues to sponsor our on-campus Interact Club which promotes student community service as well as hosting Student of the Month and Top 100 celebrations. The Athletic Boosters Club is focused on creating access and support for all students to achieve high academic standards with a focus on increasing both the graduation rate along with being college or career ready. Over the past few years, the alumni groups have increased their number of tours and events on campus, and when not in school COVID restrictions, inviting many back as guest speakers to all students. All parents are encouraged to participate in district parent connections and seminars as well as NSHS healthy family monthly sessions, class level informational meetings, FAFSA and college application support sessions, and various student performances, athletic competitions, and back to school nights.

North Salinas High School’s academic program focuses on a collaborative approach to increase student achievement. More classes are supported with interventions and additional staff in the classrooms to reduce the student to teacher ratio where possible, allowing for increased student support and success. PLC’s collaborate together to design curriculum, build common assessments, and analyze their student data. Course Leads attend monthly meetings to share together as a site and build capacity of leadership and whole school successes.

In all facets of the NSHS campus, the tenets of the Viking Creed are emphasized and part of the daily routine. This truly speaks to the values demonstrated by students and staff in building our school culture.

**A description of the school programs:**

Program	Description
Health Academy	Students who are interested in a health related career can join either the pre-academy as a 9th grader, or into the academy for grades 10-12. Lessons in these classes adhere to the A-G standards with a health focus. The academy also offers fieldtrips, educational experiences, job skills training, and more.
FFA	This program works to prepare students for a career in the science and business of agriculture. Students work both in the classroom and put in outside hours in multiple areas to strengthen their hands on learning and skills.
AVID	The program is designed to prepare students for success in colleges and universities. AVID students enroll in college preparatory classes and in an AVID elective class. The AVID curriculum focuses on developing the study skills and academic skills necessary for success in high school and beyond. The AVID program offers college preparatory activities, skill development, career building, personal mentoring, and group tutoring.
Theatre	Students are involved in creating and producing all aspects of production. In the classes, students learn basic stage movements, characterization, history, analysis, sound, lighting, set and costume design and stage construction. It should be noted that all the performing arts on campus have grown considerably in the last five years. The performing arts occupy their own wing in the theater building next to the gym.
Baile	The Baile Folklorico class offers students the opportunity to learn about Mexican culture and celebrations through dance in a fun and safe learning environment. The emphasis of the class is basic kinesthetic movement to rhythms including latin rhythms, folklorico dances, square dancing, line dancing and zumba dance movement. Students learn to create dances and present them in front of an audience.
Music	The music program includes choir, guitar; and various ensembles of instrumental performers including jazz band, percussion ensemble, beginning band, intermediate band, and advanced band. Over the last few years, the program has grown to allow for students to participate and grow in their skills for all four years of high school.
ASB	Leadership organizes students to be leaders of the school, helping them grow not only as a person, but as a class. ASBs' goal is to create a warm environment for fellow students, to make them feel accepted, and to keep the spirit and pride of the school ongoing and everlasting.

Scholars Program	This program is designed to target tier 3 students needing specialized academic programs of support. Students are cohorted and attend all 6 classes together. Curriculum is scaffolded and designed to help students start off high school on a positive step. Students assigned to this program typically have had 50% or higher D's and F's in middle school, and does not include students with 504's or IEP's to focus support for students not receiving support elsewhere.
Math Tiered Interventions	Math 1 and Math 2 have systematic interventions to support students' success. For Math 1, students are selected based on their math grades from middle school. For Math 2, students were recommended by their Math 1 teachers based on who would benefit the most from more one on one support.
Port V / RESET	Behavior and academic intervention structures to support students.
E Hall Pass	All hall passes have gone digital as of 2021. Better data is being collected on who is out of class at a given time and for how long. For a few students who abuse hall pass privileges, and to assist with safety issues, students may be on a "frequent flier" program of limited passes, or require security to help escort them as needed.
Engagement focus	With continued reminders, students are encouraged to be engaged in all classes. This comes with a cell phone and earbud free policy (3xs then text-a-tip).
Wellness Center	The Wellness Center was opened during distance learning, and is now serving all students, both individually and through group sessions such as Spanish Newcomers, Spark (motivation), Teen group, Grief Group and 2 Thrive and Shine (mood management) Groups. In fall of 2022 there were 133 referrals and intakes from staff, families, and students to the wellness center with 1689 check-ins (appointments, walk-ins, telehealth, calming corner, crises assessments and groups).

- **California School Dashboard Performance Overview and other local measures**
  - [Dashboard data 2021](#)      [Graduation Rates](#) (view under additional reports)
  - [Dashboard data 2020](#)

Overall, the population of NSHS remains roughly the same over the past few years, just over 2,000. While foster youth and ELs have increased along with more diverse populations and languages, the NSHS staff is working to ensure all groups are supported. Specifically for the ELs, this increased the number of ELD 1 and ELD blocked sections to support the learners. Further, more students are socioeconomically disadvantaged than in prior years, up 10% higher in 2021 than in 2020 alone.

To assist with student achievement, the RESET Center was opened in 2022. With this, suspension rates are showing a decline as the RESET team is working with students and staff to change disengaged or disruptive behavior through a positive, team-based approach.

Due to the combined efforts of NSHS programs and staff, the Viking graduation rate has remained high, at 91.6%, up 2.6% since 2019. Continued efforts in instruction and remediations are being reviewed to ensure all students can be successful and graduate. (More specific STAR test data and graduation data

was analyzed in the Preface on page 9).

- **Examination of perceptual data, such as surveys**

In analyzing the Spring 2022 student surveys, what students most appreciate about NSHS is overwhelmingly the staff/teachers and the environment. What students would most like to see as an improvement beyond food and bathrooms, was minimal. This shows that students feel welcomed, a part of the school, and know policies and procedures. The data did reveal an area of growth is to make better connections between the learning and meaning for it, or how the learning may help after graduation. Further, about 1/3 of the students reported that they don't attend events after school.

Like the students, the staff surveys resulted in overwhelmingly positive responses in regards to the people they work with, the support from administration and each other, and the overall environment. Teachers agree that the work done across campus is not only modeled and meaningful, but also varied to allow for student choice in how learning is being conveyed. One area of growth that came up was to have more consistency and structured consequences for students' actions and behaviors in addition to updating the infrastructure of the school, both of which NSHS has made strides in this school year.

- Parent Surveys (See LCAP and Bright Bites Surveys)
- [Include Empathy Surveys](#)
- [Student and Teacher Surveys](#)

- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**

With school shutdowns and canceled state testing, some school data is not available to fully track the most recent progress. In looking at the STAR reading and math data assessments on campus, some of the irregularities are the growth of students within each year, but not year to year. As students are showing they are learning in a given setting, that learning is not continued for an overall, year to year progression.

The ILT team and PLC leads have begun conversations around possible reasons for this, so far understanding that there is a gap between what students show they know in a classroom through varied means of assessment(sometimes with student choice) and what is illustrated through the computerized assessments. Testing language and structures, along with question stem types (such as multiple selection and hot text) are the key points of current discussion. While teachers do not want to teach to the test, students need to understand the language of the test to show more accurate growth.

Further, more of the discrepancies within disaggregating the data illustrates that for some of the learning loss or deficiencies that grew out of the school closures, long-term EL students are not all re-engaging with in-person learning. Specifically, some of the long-term EL students who are not showing growth are also not as engaged in classes, and not turning work in even when back in session. Informal discussions with some of these students show the lack of confidence at being even more behind. As of fall 2022, teachers can now alert non-engaged or struggling students who may need more support through a google form. The ELS has called these students out to discuss their situation, may call home, and offers additional support beyond the classroom as needed. Work in this will continue.



Overall, our EL population continues to increase. This group, along with the Youth in Transition (YIT) are still not making progress with as much success as other populations. While students are showing more progress and growth in English, even through distance learning, the math scores are stagnant. It has been reassuring to see that student perceptions of their classes and teachers at NSHS are high. They generally feel welcomed, part of the community, and engaged.

- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**

The data implies that student progress is slow, but moving. While the school closures did have an impact on student continuum of learning, students have been reintroduced to what it means to be a student, and more work is being completed, more collaboration is productive, and more negative behaviors are waning.

However, overall literacy skills are still low. As our textbooks and teaching materials are at grade level, additional structured supports are continuously needed to help students be successful. This often takes time and resources for teachers to create necessary supplements to help students be successful on a learning standard or performance task. In most classrooms, teachers are rethinking and chunking the material in different ways now to break down concepts in small, more digestible sections to learn the content. While this supports a student who may have missed a period or two for an absence, the slower-pace of instruction, while building foundations, may not lead to fully completing a curriculum in a given year.

Further, students need to talk more, using the content language as well as academic vocabulary. Post COVID school closures, students are more apprehensive to talk with others and aloud in the classroom. Teachers are trying new strategies and structures to encourage this.

Students also need empathy and more emotional support and encouragement to struggle through a challenge successfully. More students are missing class time to seek emotional support, both individually and in group sessions, then pre COVID. While it is great that NSHS can provide these needed supports, work or academic information from those times are lost. Teachers are using Google Classroom regularly and consistently across the campus now, yet many students are not making up work from those lost times and the learning is somewhat fragmented.

Taking this into consideration, the important focus group questions to be asked have been:

- Share out a “What’s Right”, personally as well as professionally. This practice has helped to re-establish the staff as a team, celebrate with each other, and begin our work with a positive vibe.
- What are the student strengths and weaknesses of each department? How might we as a school-site celebrate the wins, navigate through the challenges, and support each other?
- What is a significant development or learning that has had a major impact on the school or your students?
- How are each content’s textbook and curriculum materials being used? Does it have an online curriculum for equitable access? How (and what) have we used supplemental materials? What are the successes and challenges with these?



## Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>A1.1</b></p> <ul style="list-style-type: none"> <li>● In reflecting on our Viking Creed (established about 10 years ago), the tenants are still applicable and speak to the school's behavior goals. More work around the creed continues in that staff is now celebrating NSHS superstars based on the creed's values along with other positive reinforcements.</li> <li>● New in 2022, NSHS is reintroducing a set of ESLRs to offer transparency on academic expectations as well. After the</li> </ul>	<p><b>A1.1</b></p> <ul style="list-style-type: none"> <li>● Mission Statement</li> <li>● Viking Creed</li> <li>● Updated ESLR's</li> <li>● PLC Cycles</li> <li>● Signage</li> </ul>

<p>pandemic and school closures, work has continued to redesign and implement these, making them more applicable to our current world and student population. While more work will continue to communicate them to all stakeholders, all staff have agreed to these commitments. Poster for these have been designed and are in the process of being printed.</p> <ul style="list-style-type: none"> <li>• PLC Inquiry cycles support the Mission, Creed, and ESLRs, their work reflected in the classrooms.</li> <li>• New signage of the Creed is posted in the hallway ceilings and in each classroom.</li> </ul> <p><b>A1.2</b></p> <ul style="list-style-type: none"> <li>• All guiding statements have been reviewed by the staff. While in agreement our mission and creed are solid, in 2022 the expected schoolwide learner outcomes were revised and updated. Feedback was sought by the staff who all had an opportunity for input. As these are new, work will continue to make these transparent to all stakeholders and be embedded in lessons to reiterate and celebrate the principles.</li> <li>• The Mission and Viking Creed are posted on the website for all stakeholders as well as throughout the school, with signage in the hallways and classrooms. Further, the creed and its tenants continue to be celebrated outwardly as constant communication with all stakeholders: in the student bulletin (posted), on the marquee, and more.</li> </ul> <p><b>A1.3</b></p> <ul style="list-style-type: none"> <li>• Students are reminded of the Viking Creed daily in classrooms and the bulletin. Multiple activities throughout the year focus on the four tenants to reiterate and communicate the expectations. Most students, if asked, can repeat the creed; some graduation speeches or other projects often recite or talk about the creed as well. More work around the newly revised ESLRs needs to be done to have the same effect.</li> <li>• Questions on the LCAP ask for feedback from various stakeholders, including on the topic of how well they understand the vision, mission, schoolwide learner outcomes, and the district LCAP.</li> <li>• A virtual community stakeholder meeting was held between February 10 to 25 of 2022. All community members, parents, and students are invited to the meetings to review policies, expectations, and concerns.</li> <li>• A feedback survey was sent to stakeholders. In 2021, we received over 7300 student responses, which is an increase of 22.8% compared to 2020. 3300 responses came from parents, which was an increase of 33.6% compared to 2020. 800 responses were collected from staff. Nearly 12000 total responses were gathered for 2021.</li> </ul>	<p><b>A1.2</b></p> <ul style="list-style-type: none"> <li>• New ESLR document (Fall 2022)</li> <li>• Staff working document; all edits and discussions</li> <li>• Website</li> <li>• Marquee</li> <li>• Bulletin</li> <li>• Signage</li> </ul> <p><b>A1.3</b></p> <ul style="list-style-type: none"> <li>• Announcements</li> <li>• Posters</li> <li>• Activities (Superstars, nominations, etc)</li> <li>• LCAP data</li> <li>• Virtual Community Stakeholder Sign in</li> <li>• Additional Feedback survey</li> </ul>
--	---

**A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards

based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

**Indicators**

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority’s role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>A2.1</b></p> <ul style="list-style-type: none"> <li>● Specific roles and duties of each member of the governing board are published on the district website. Meetings are regularly held. Parents and community members are informed of all meetings through the website and other robocalls. Board agendas and minutes are published for all to read. Public comment is welcomed at the beginning of every meeting, prior to closed sessions.</li> <li>● Each semester, NSHS students present recent highlights at board meetings. This has been a positive inspiration at the meetings.</li> </ul> <p><b>A2.2</b></p> <ul style="list-style-type: none"> <li>● Over the pandemic’s school closures, monthly board meetings were available for livestream and on demand viewing via Facebook and YouTube. The district continues this practice post COVID to increase stakeholder communication.</li> <li>● The Student Senate meets monthly with representation of one student from each first period class to discuss school issues and concerns.</li> <li>● Principal’s Advisory: From the Student Senate, 7 students are chosen to represent the group, meeting with the principal</li> <li>● Admin updates all stakeholders of the North High community via email with SUHSD board updates that directly affect,including but not limited to, logistical implementation at the site level. These updates have kept more staff feeling connected to decisions and processes.</li> <li>● The union president, Katie Bassler, updates the staff on all information after a meeting. Emails are sent out along with a weekly district newsletter to highlight the board meetings for all to keep informed.</li> <li>● PAL (Partners of Administration and Labor) is the collaboration between the certificated union and the principal. The team meets regularly to vet concerns and issues raised by the staff and/or administration. The</li> </ul>	<p><b>A2.2</b></p> <ul style="list-style-type: none"> <li>● Published board policy</li> <li>● Website</li> <li>● Calls</li> <li>● Board meetings agenda and recordings</li> </ul> <p><b>A2.2</b></p> <ul style="list-style-type: none"> <li>● Salinas Union High School District board meetings</li> <li>● Senate attendance</li> <li>● Emails from administration</li> <li>● Emails</li> <li>● Eye on the Board Reports</li> <li>● SUHSD Newsletter</li> <li>● Ed Services Update</li> <li>● PAL meetings</li> <li>● Senate meetings/rosters</li> <li>● Robocalls to parents</li> <li>● Social media</li> <li>● Mailers</li> <li>● Talking Points Data/Synergy Mail</li> </ul>

<p>objective is to identify issues before escalating and make more positive changes. New to 2022-2023, NSHS also has a student Senate for students to voice concerns and stay informed. One senator is elected from each first period class, attends the senate, and reports information and discussions back to their classes to keep all informed.</p> <ul style="list-style-type: none"> <li>● Robocalls are made to families to update on major and/or urgent matters.</li> <li>● Updates are posted on Facebook, Twitter, Instagram, Remind, Blackboard messaging, etc. for the local community.</li> <li>● Physical flyers are sent back home in English and Spanish to reach out to families.</li> <li>● Implemented for the 2022-2023 school year. Parents and staff members are more easily able to get in contact with each other, with added accessibility through functions such as auto-translate when sending written messages.</li> </ul> <p><b>A2.3</b></p> <ul style="list-style-type: none"> <li>● Every classroom on campus has the uniform complaint procedures posted. Additional information is posted on the website. In addition, students also use the text-a-tip line to report some instances of bullying or other complaints. Informants, when identified, are asked to complete the district procedures as necessary.</li> </ul>	<p><b>A2.3</b></p> <ul style="list-style-type: none"> <li>● Posted information</li> <li>● Websites</li> <li>● Text-a-tip line</li> </ul>
---	--

### **A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

#### **Indicators**

**A3.1. Broad-Based, Inclusive, and Collaborative:** The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include*

supporting evidence.

Findings	Supporting Evidence
<p><b>A3.1</b></p> <ul style="list-style-type: none"> <li>● NSHS has a system of collaborations from departments to PLC teams. PLCs, led by the ILT of instructional coaches, work through inquiry cycles each semester, some of which are being supported through a PDSA cycle. All teachers are included in a PLC to look at the data, work toward an inquiry, and re-analyze the data to discuss growth and next steps.</li> <li>● Pacing guides and district interim assessments are provided to support PLC teams. Additional support for teams is available through the site instructional coaches. Additional work as a PLC can be done outside of school with an EWA or supported with release time.</li> <li>● Some PLCs are invited to district collaborations as well to analyze and discuss results from district assessments given throughout the year. After looking at the data, planning time has been allotted for each school site to reimagine their next steps.</li> <li>● This year, administration at NSHS is encouraging and holding teachers accountable to complete all district assessments. While not all PLC members might attend a district collaboration due to sub shortages still, the work discussed is brought back to individual PLCs to discuss on site. An assessment calendar is attached to each weekly email the principal sends out.</li> <li>● In addition, tardy data and other data points are shared out in the principal’s weekly messages. After each grade reporting quarter has ended, data showing how NSHS students are performing is shared with the staff to be reviewed independently as well as in teams to work toward growth.</li> </ul> <p><b>A3.2</b></p> <ul style="list-style-type: none"> <li>● NSHS has clearly aligned goals to the district’s LCAP. Student growth and achievement is reviewed each year to update the site needs and SPSA. The School Site Council meets monthly to review the progress and goals, and will revisit or change items as needed.</li> <li>● Data from district assessments and PLC inquiry cycles drive the guiding plan. School wide assessments in English and Math are taken multiple times throughout the year to track progress and growth. After each assessment, the results are analyzed and used to plan the next steps, highlighting areas for more growth and celebrating where growth was already strong.</li> <li>● EL data (numbers of students, numbers reclassified, etc.) and the current LCAP data is shared with the staff at the start of the year. Teachers are reminded how to locate the data as well as how to read it in order to make modifications to support all students’ success.</li> <li>● In 2022-2023 the Instructional Coaching team met with the district and other schools to discuss the updated</li> </ul>	<p><b>A3.1</b></p> <ul style="list-style-type: none"> <li>● Agendas for meetings</li> <li>● Cycle Forms.Progress</li> <li>● PDSA work and elements of change</li> <li>● Attendance at meetings</li> <li>● Principal's messaging and data charts</li> </ul> <p><b>A3.2</b></p> <ul style="list-style-type: none"> <li>● Agendas are made available for stakeholders prior to each meeting</li> <li>● STAR assessment results</li> <li>● Inquiry Cycle and PDSA data</li> <li>● Staff Slideshows</li> <li>● PD sign in sheets and discussion notes</li> </ul>

<p>LCAP goals, discuss the why's behind each target, and have time to plan as a school site. While the goals align and this work was valuable for the team, most staff members may not be aware of the LCAP goals. More work can be done to inform all parties and make explicit the connections between the district and school sites.</p> <ul style="list-style-type: none"> <li>Overall, while communication among PLCs and departments is growing, more collaboration as a school site might ensure more continuity between practices and student successes.</li> </ul> <p><b>A3.3</b></p> <ul style="list-style-type: none"> <li>The staff participates in surveys to voice concerns and celebrate achievements schoolwide. Answers from these surveys have driven certain PD sessions and policy changes/support systems for the school.</li> <li>PLCs are expected to complete and turn in two instructional inquiry cycles per semester. Each cycle is expected to include materials, lessons, and data of student performance collaboratively reviewed by members of the PLC. This process is evolving each year, with PLC leads able to edit and reimagine the cycle process together. While having consistent leadership could help from year to year, NSHS has a history of changing a number of their course leads each year. The benefit of this does bring in new ideas, and having more teachers step up to take on a leadership role and voice into the system.</li> <li>Additional teacher leaders have stepped up over the past few years into leadership positions. To date, the instructional coaching team has expanded (from 1) to cover at least five content areas (English, Math, World Language, Social Science, and ALL/ELD) to better support all staff. NSHS also has an ed tech for additional tech support.</li> </ul> <p><b>A3.4</b></p> <ul style="list-style-type: none"> <li>Since returning back to in-person learning, the admin team has listened to feedback and is committed to supporting teachers. Communications forms are used, with links sent out weekly, as follows:             <ul style="list-style-type: none"> <li>Principal's Monday email of information for the week</li> <li><a href="#">Creating Solutions Together</a>: an ongoing google doc in which staff members can list a comment, question, or concern and get a response from an admin promptly. New responses are added to the top to keep this ongoing document to support all staff as they may have the same or similar comment/question to refer to.</li> <li><a href="#">Facilities, Tech, Saftey Requests</a>: This google form allows any staff to fill out a facility/tech concern or issue which is addressed promptly.</li> <li>Student tardy numbers per period</li> </ul> </li> <li>Since the addition of these documents, and with the</li> </ul>	<p><b>A3.3</b></p> <ul style="list-style-type: none"> <li>Survey Results</li> <li>Inquiry Cycles and Notes</li> <li>ILT</li> </ul> <p><b>A3.4</b></p> <ul style="list-style-type: none"> <li>Emails</li> <li>Join codes:</li> </ul>
--	---

<p>proactive support of the admin team, hallway talk and staff “complaining” has not only dwindled, but staff feels more connected, supported, and valued.</p> <ul style="list-style-type: none"> <li>● EP, 504 Meeting Notifications have also been streamlined a bit. While calendar invites are made well in advance to notify parties involved, a weekly (Sunday) message reminder is sent for all meetings for the week; who is involved, location, and time.</li> <li>● The Career Center and Counseling department now have their own google classrooms to post opportunities, scholarships, and information.</li> <li>● Google Forms are sent to teachers from admin and instructional coaches to collect data and make decisions. For example, finals week scheduling.</li> <li>● ASB and daily bulletin announcements now have a shared google doc for any staff member to post to. Staff from all areas will post news for students to keep all informed.</li> <li>● Text-a-Tip hotline: This number is used to communicate emergencies and immediate concerns. Texts are sent to all admin with immediate response to support all teachers and students as needed.</li> <li>● PAL team of union representatives takes unresolved concerns directly to the admin to work on a plan of action. This, along with the Text-a-Tip line has decreased the number of filed grievances. Overall though, the NSHS admin team continues to have an open door policy for all staff.</li> <li>● Additional avenues for communication are monthly department meetings, monthly course lead meetings, weekly PLC meetings, and monthly union meetings.</li> </ul>	
---	--

#### **A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### **Indicators**

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order



to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>A4.1</b></p> <ul style="list-style-type: none"> <li>● NSHS follows the hiring guidelines established by the Salinas Union High School District, which specifies that the most suitable candidate be hired for any open position. The interview panel usually includes administration, and teachers in the related field.</li> <li>● All new teachers (to the district) may attend a new teacher orientation the summer prior to beginning the school year. In this time, teachers have district orientations, city orientations, content specific sessions, and site time.</li> <li>● New teacher support group: Monthly meetings are offered by an instructional coach to support new teachers and help them be successful in and out of the classroom. Each agenda includes time for immediate questions and concerns as well as learning a new strategy to support classroom teaching.</li> <li>● Personnel Evaluations: District-wide policy: Staff are evaluated every other year and provided feedback from admin for maintaining quality instruction to students. If a member is considered to need intervention, the instructional coaches will support that staff member.</li> <li>● Induction process: New teachers are matched with a site teacher as their Induction Program mentor. The teachers receive support via consultation as they complete tasks towards clearing the Program.</li> </ul> <p><b>A4.2</b></p> <ul style="list-style-type: none"> <li>● The IC team works to develop PD as needed/requested by the staff. Some PD mini sessions have been presented through staff meetings, course lead meetings, PLC time, or release time throughout the work day.</li> <li>● The admin team supports attending outside PDs and conferences, sending teachers or staff as needed/requested. Specifically, the admin team, along with the IC team, attended the Carnegie Summit in the Spring of 2022. Time was embedded into each day for the NSHS team to collaborate and work on next steps.</li> <li>● New teachers attend a three-day inservice orientation to the district and site policies prior to the start of school. Workshops include classroom management strategies, gradebook setup, library resources, community tours, classified staff introductions and responsibilities, and assigning a content mentor. New teachers reflect on their practice in weekly meetings with their mentors.</li> </ul>	<p><b>A4.1</b></p> <ul style="list-style-type: none"> <li>● SARC report</li> <li>● SUHSD Human Resources Policies and Procedures</li> <li>● Minutes from Site Leadership Meetings</li> <li>● Attendance at New teacher Orientations</li> <li>● PD Attendance Sheets</li> </ul> <p><b>A4.2</b></p> <ul style="list-style-type: none"> <li>● SPSA budget</li> <li>● Attendance at PDs</li> <li>● Attendance Sheets</li> </ul>

<ul style="list-style-type: none"> <li>• New teachers have voiced this to be a positive experience while also requesting more time prior to school starting to work on their own curriculum. Due to these comments, over the past few summers, new teachers have been given contact information of veteran teachers in their content area, department chairs, and instructional coaches to seek more understanding and support on the pacing guides and lesson building prior to the start of school.</li> </ul> <p><b>A4.3</b></p> <ul style="list-style-type: none"> <li>• Math 1 and Math 2 teachers are in the process of PDSA cycles, able to collect measurable data and more effectively adapt their lessons for students, making small, meaningful changes every few weeks. In the 2021-2022 piloting year, participating teachers checked in with instructional coaches every 3 to 4 weeks. In 2022-2023, course leads continue to collaborate with instructional coaches for support.</li> <li>• After each PD session, participants self reflect on its impact and if the goals were met. They also complete an evaluation to be read by the presenter(s) and instructional coaches. This data is used to improve the next PD and make the content more meaningful.</li> <li>• Overall, PDs have been limited since re-opening school after school closures due to sub shortages and teacher stamina. While most teachers agree they would like PD, when offered options of time and days, few sign up, giving reasons such as “too much to do”, “can’t leave the classroom now”, and such. More PDs, some more on individual basis vs large groups, are planned for the Spring of 2023.</li> </ul> <p><b>A4.4</b></p> <ul style="list-style-type: none"> <li>• Teacher evaluation protocols follow district policy. Non-tenured teachers work directly with administrators on the evaluation process, supported by their induction coaches, every year until tenured. Tenured staff is evaluated every other year and are able to choose their administrator. The evaluation process begins with a self-evaluation guide, followed by a meeting to review expectations and ask questions, ending in two physical observations (one scheduled and one unscheduled visit) before the final evaluation is written and discussed with the staff member.</li> <li>• Overall, teachers generally appreciate this process of constructive and specific feedback as conversations are positive to drive instruction. New teachers have voiced (in the past) that they would like more support on understanding the document and what administration focuses on. This has led to the development and conversations of the evaluation process into the new teacher meetings as well as a topic of conversation with all induction coaches.</li> <li>• Administration also conducts announced and</li> </ul>	<p><b>A4.3</b></p> <ul style="list-style-type: none"> <li>• Plan/Do/Study/Act (PDSA) cycle notes</li> <li>• PD Evaluations</li> </ul> <p><b>A4.4</b></p> <ul style="list-style-type: none"> <li>• Evaluation guide and schedules</li> <li>• Classroom walkthroughs by administration</li> <li>• Admin observation notes</li> <li>• Staff meetings</li> <li>• IC calendared events</li> </ul>
---	--

unannounced walkthroughs of classrooms throughout the year. Admin gives feedback in multiple ways:

- Via weekly email bulletins that include data of the school climate and student learning.
- Individual personnel reviews with admin, via a rubric
- Monthly staff meetings (in person and online) to share recent data and trends.

- Administration visits weekly PLC meetings to provide support and be informed by latest progress.
- Instructional coaches continue to offer support throughout the year for any teacher to refine a strategy, learn something new, or work through a concern/question, either individually or as a team. Coaches also offer teachers to go on learning walks to visit and observe other classrooms, followed by a debrief discussion to collaborate on best practices and strategies to embed in one's own practice.

**A4.5**

- The biggest change in NSHS's communication are the now routine weekly emails (established in 2021), sent out Monday mornings to inform the staff of pertinent information for the week as well as needed reminders. Links to policy and procedural documents are noted at the end of the messages.
- At the beginning of each school year, the administration team holds a round of informational sessions to clarify and share current expectations, policies, and procedures. All slide shows are shared with the staff and posted to the Viking Longhouse (staff web site).
- Additional reminders to staff and students are announced in the daily bulletin, emails, posted in Google Classroom, and disseminated through department chairs and PLC leads.
- Site calendars are shared through Google Calendar and the Viking Longhouse.
- Flow charts have been created and shared to show responsibilities and where to go and to whom for a concern.
- When a concern arises, PAL addresses it to admin and amends policies as needed.
- Bulletin and Principal's message of the day are announced each 4th period as well as posted to the website.
- Admin and staff patrol the campus daily and interact with students to maintain a positive and safe, and predictable learning environment.
- All stakeholders (students, parents, staff, admin) are encouraged to send text messages (Text-A-Tip) to alert admin and maintain school safety.
- Throughout distance learning (2020-2021), the Ghostbusters system was implemented to promote safety for students' attendance and engagement in

**A4.5**

- Google Calendars
- Google Classrooms
- Principal Emails
- Slide Shows
- Viking Text-A-Tip
- Ghostbusters
- Viking Longhouse
- NSHS - Creating Solutions Together
- Teacher/Staff Request Form
- Daily announcement by admin

<p>class. Teachers are able to reach out to parents, to involve them to help students connect to their classes.</p> <ul style="list-style-type: none"> <li>● The online staff Viking Longhouse hosts a variety of key resources, such as handbooks, to help teachers perform the range of daily work and expectations.</li> <li>● An on-going Google Doc that gives staff the space to leave comments and requests (for information, logistical issues, etc.) to admin.</li> <li>● Google Form for staff to make requests for items related to facilities, custodial and technological issues, and other safety issues.</li> <li>● In daily announcements delivered at the beginning of 4th period, an admin member (usually the principal) makes addresses towards students and staff for logistical and operational directions, with clear reasoning. “Joke of the day” and “thought of the day” are always included to foster joy and connectedness for students and teachers.</li> </ul>	
--	--

## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### Indicators

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>A5.1</b></p> <ul style="list-style-type: none"> <li>● Monthly meetings with representatives from students, teachers, and parents. Meetings include voting for allocation of funds. And frequent review of the SPSA.</li> <li>● Each department is allocated a set amount of funds. Teachers collaborate to decide how the funds will be used for that department.</li> </ul>	<p><b>A5.1</b></p> <ul style="list-style-type: none"> <li>● School Site Council Meetings</li> <li>● Departments</li> </ul>

<p><b>A5.2</b></p> <ul style="list-style-type: none"> <li>Annual budget is discussed typically during the first SSC meeting of the school year and a review after each new allocation twice during the year.</li> </ul> <p><b>A5.3</b></p> <ul style="list-style-type: none"> <li>UV Light Sanitizers utilized during hybrid in 2021 and continue to be used periodically to sanitize classrooms and other spaces.</li> <li>Filters have been installed since COVID lockdowns. Hybrid learning was made possible in Quarter 4 of the 2020-2021 school year, and consequently in-person learning for 2021-2022.</li> <li>The Wellness Center was built in summer of 2019 and has since supported students' mental health and re-enter the classroom in a better state.</li> <li>In December of 2022, new desks arrived for use in math classrooms to support collaborative work.</li> </ul> <p><b>A5.4</b></p> <ul style="list-style-type: none"> <li>Chromebooks are now 1:1. In 2021-2022, all Chromebooks were updated and replaced for students.</li> <li>Some classrooms (as requested) have extra chromebooks and/or chargers to offer students as needed.</li> <li>Teachers and students have been able to access and interact with digital materials, which has enabled students additional dimensions of learning outside of the classroom; including but not limited to: viewing, listening, and recording.</li> <li>Textbooks are on a 7 year adoption cycle.</li> <li>Licenses to online platforms such as Padlet, Quizlet, Kahoot, Canva, Renaissance Learning (STAR testing in English and Math). MyOn, Quill, and more are available through district funded resources.</li> </ul> <p><b>A5.5</b></p> <ul style="list-style-type: none"> <li>Teachers have opportunities to participate in optional PD each academic year. PD in the form of pacing, lesson planning, tech tools/usages and more.</li> <li>New teacher Support PDs are now offered once a month.</li> <li>Math and English have few required PD days to calibrate, score, and discuss district assessments.</li> <li><i>PDs are limited at the current time due to sub shortages.</i></li> <li>Most, if not all of our ROP/CTE classes on campus provide a 10-hour OSHA online Training platform for safety certification for all of their students; some specific to the class subject and others offer the General Industry Certification.</li> <li>The App License also provides certification in the following categories: Employability &amp; Interviewing Skills, Communication, Critical Thinking Foundations, &amp; Problem Solving,</li> </ul>	<p><b>A5.2</b></p> <ul style="list-style-type: none"> <li>School Site Council Meetings</li> </ul> <p><b>A5.3</b></p> <ul style="list-style-type: none"> <li>HEPA (HVAC) Filters</li> <li>Wellness Center</li> <li>New desks</li> </ul> <p><b>A5.4</b></p> <ul style="list-style-type: none"> <li>1 to 1 Chromebooks</li> <li>Textbook adoption cycles</li> <li>Tech/app licenses</li> </ul> <p><b>A5.5</b></p> <ul style="list-style-type: none"> <li>Optional professional development opportunities</li> <li>OSHA Training Platform</li> </ul>
---	--

**A6. Resources Criterion [Charter Schools only] - Does not apply to NSHS**

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

**Areas of Strength**

1. The Viking Creed is fully known by all students and staff, used in a variety of lessons and communications for emphasis.
2. Relationships between the Governing Board and the school are working together with greater progress and adapting to current needs.
3. School staff concerns/voices are heard resulting in more change; consistent messaging of information and avenues to ask for support are in place.
4. Instructional materials and equipment/technology are meeting the varied needs of students.

**Areas of Growth**

1. While discussions and work has continued, additional work is needed to fully communicate the purpose of our Vision/ Mission and Schoolwide Learner Outcomes (ESLRs) with students.
  2. While more meetings and sessions have been live streamed for access, and more are opening up to in-person sessions, the percentage of stakeholders keeping informed can grow.
  3. The collective accountability (collective decision making and self reflection, our inquiry cycle process) could be revised to make it more meaningful and better support student learning.
  4. While professional development was paused during school closures, and due to sub shortages, along with whole release days at the district levels, staff would like to engage in meaningful professional development and professional sharing.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Mission and ESLRs could be communicated more explicitly for students to better understand what they mean and how they apply to their education. Include disseminating the mission and ESLRs in multiple languages.
    - Continue with structured PLC discussions around meaningful assessments to guide student

- learning on the focus standards, work to better calibrate rubrics within each PLC and/or department.
- While increasing student participation and voice in LCAP surveys is collected, create an ongoing outlet for students to voice concerns and ideas.
  - Increase student engagement and buy in toward all assessments (STAR, PDSA, etc) for more accurate data collection; students need to better understand the purpose and benefits of the assessment to guide instruction.
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - Teachers need to stay current in research and pedagogy to better support changing student needs. Continue to be open to be trained and attend PDs.
    - Students need more opportunities or avenues to be able to share their voice confidently.
  - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**
      - Increase in-class supports for students
      - Make new posters of ESLRS and mission-- increase messaging to students around what these mean in the classroom and how students can reach the expectations, step by step, or learning by learning.
      - Increase PD for more current, researched-based teacher growth. Teachers need to go beyond attendance at a PD and strength application of the material to implement it. Teachers will need structured support along the way.
      - After or during each PD, structure in time to discuss as a group, with implementation goals. PLCS should attend a training together for wider implementation and to be able to support each other through the implementation. Continue with discussions on the process and successes, following up with this throughout the year.

---

\*The summary information will be used for Tasks 4 and 5.

## Category B: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

#### Indicators

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.


**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>B1.1</b></p> <ul style="list-style-type: none"> <li>● Productive group work supported by Complex Instruction is being used in all our Math 1 and Math 2 classes as a way to support our current curriculum (Mathematics Vision Project)</li> <li>● Core content areas participate in a week long, district wide PD to discuss essential standards, curriculum, and assessments</li> <li>● Science classes are now teaching the NGSS standards and curriculum. We began with piloting NGS 1, then NGS 1 and 2 the following year. This past year we included NGS 3</li> <li>● Though government/economics standards have not changed, they are using new resources and books to help them teach the standards.</li> <li>● In 2020, a one semester Health Science course was created that will eventually replace the full year Health Education course. While both are being taught through this school year, beginning in 2023, only the semester-long Health course will be taught in tandem with one semester of Ethnic Studies.</li> <li>● In 2020, Ethnic Studies was introduced as a semester course. Students now take health for one semester and ethnic studies for one semester. The Purpose of this course is to help students gain a multicultural perspective and understanding for the community around them. The</li> </ul>	<p><b>B1.1</b></p> <ul style="list-style-type: none"> <li>● Team roles, group seating, group norms</li> <li>● CIA Week                             <ul style="list-style-type: none"> <li>○ <a href="#">Math 1</a></li> <li>○ <a href="#">Math 2</a></li> <li>○ Math 3</li> <li>○ NGSS</li> <li>○ ELA</li> </ul> </li> <li>● New NGSS standards and curriculum being used in the classroom                             <ul style="list-style-type: none"> <li>○ <a href="https://drive.google.com/drive/folders/16SdfqyBJgfYX2d19R1t3duaxNjjs0E18">https://drive.google.com/drive/folders/16SdfqyBJgfYX2d19R1t3duaxNjjs0E18</a></li> </ul> </li> <li>● Gov/Econ Books                             <ul style="list-style-type: none"> <li>○ Government Alive! Power, Politics, and You</li> <li>○ Economics Alive! The Power to Choose</li> </ul> </li> <li>● <a href="#">Health Science Pacing guide</a></li> <li>● <a href="#">Health Education Pacing guide</a></li> <li>● Health Book: Goodheart-Willcox, <a href="#">Health Skills</a>, 2021</li> </ul>



<p>CDE has provided districts with a general guide for the development of the curriculum for this course. However, it is up to the district to decide how to approach the principals given.</p> <ul style="list-style-type: none"> <li>• ELA 9, 10, and 11 Content and standards have remained the same, though delivery systems have changed (much of the Springboard content has been scaffolded and supplemented).</li> <li>• Spanish Heritage Speakers Level 1 and 2 are using a new curriculum</li> <li>• The curriculum for Spanish is now online</li> <li>• ROP/CTE Floral Design Class has run a successful on-campus Flower Shop for over 30 years. It provides a true, Work Based Learning environment for our students and a wonderful service to our community on a daily basis.</li> </ul> <p><b>B1.2</b></p> <ul style="list-style-type: none"> <li>• The school provides different pathways for students to be college and career ready.</li> <li>• Students are exposed to a variety of A-G courses for many different content areas.</li> <li>• All students are made aware that they are on track to graduate and the options they have to fulfill A-G required courses.</li> <li>• All Health Academy students take Health Occupations ROP during their sophomore year and as juniors, they take Medical Assisting ROP. HA students also take field trips to colleges with a focus on preparing for medical careers. These field trips have helped to motivate students to set goals and visualize themselves in a college or career training program.</li> <li>• In 2019, we began offering English 1A through Hartnell Community College. This is a college level course where students can receive college credit upon completion of the class through Hartnell College. We currently have two of these classes being offered. Last year we began offering 1B during the second semester as well, which is great because the students have an opportunity to complete two college courses before leaving high school. The teacher who is teaching these classes had to apply through Hartnell and is in communication with them about their expectations of the course. Also, we offer Counseling 1 for juniors, taught by a counselor. These classes have helped students in gaining confidence about being prepared for college.</li> <li>• The Art &amp; History of Floral Design Class has been aligned and approved with the state standards and the curriculum the class provides, lines up to qualify for the students' A-G requirements for College in the Fine Art Category.</li> </ul> <p><b>B1.3</b></p> <ul style="list-style-type: none"> <li>• Math 1, 2 &amp; 3 are collaborating toward having common grading practices and common lessons that follow the district's pacing guide.</li> <li>• All teachers are expected to communicate learning goals</li> </ul>	<ul style="list-style-type: none"> <li>•  Ethnic Studies Essential HS...</li> <li>• <a href="https://www.cde.ca.gov/ci/cr/cf/esm.c.asp">https://www.cde.ca.gov/ci/cr/cf/esm.c.asp</a></li> <li>• <a href="#">Spanish Heritage Speakers 1 Curriculum</a></li> <li>• <a href="#">Spanish Heritage Speakers 2 Curriculum</a></li> <li>• <a href="https://my.hrw.com">https://my.hrw.com</a></li> </ul> <p><b>B1.2</b></p> <ul style="list-style-type: none"> <li>• AVID, FFA, Health Academy, AP classes, ROP classes</li> <li>• Yearly evaluations between students and counselors</li> <li>• Complex Instruction</li> <li>• Health Academy Course enrollment in ROP classes</li> <li>• College field trips</li> <li>• English 1A course</li> </ul> <p><b>B1.3</b></p> <ul style="list-style-type: none"> <li>• Math PLC Planning Time</li> <li>• Posted Learning Goals</li> <li>• Yearly evaluations between students and counselors</li> </ul>
---	---

- that involve product, content and language function.
- Counselor outreach to students in a variety of ways offering pathways towards certifications and necessary tests to fulfill career indicators.
- The NGSS curriculum supports student learning in the areas of reading, writing, and critical thinking. Students are more prepared for future courses as they are able to effectively think through problems.
- NGS 1 and NGS 2 are following a district pacing guide that is updated each year.
- The curriculum for Government/Economics is sequenced and structured in a way that allows the students to promote the idea of cause and effect. This has helped students to develop schema, linear reasoning, and sequential logic.
- ELA 9, 10, 11 has continued to use Springboard for their curriculum. The content within the curriculum is directly connected to specific standards. This curriculum also has a digital component and most stories have the audio version available. This has allowed teachers to give their students extra support for those who need it.

**B1.4**

- District pacing guides and curriculums have not allowed for contents to have integrated lessons though many disciplines have expressed an interest in wanting to improve in this area.
- More content areas are using GRR/CM strategies to increase student engagement and the use of academic language through verbal participation.
- Some of our science teachers use the California Career Zone with their students as a way for them to explore careers in science. This has helped students to narrow down careers they are interested in.
- World Language - French is not aligned with technical disciplines; however, it fits in students' daily lives, such as school, friends, family, hobbies, careers etc. Connecting the content to what they already know brings the material into reach and is easily accessible. The curriculum flows in a way that allows students to learn through a variety of topics that bring them to higher and higher levels of communication and comprehension. Students see that they are expanding their future opportunities by becoming proficient in another language because it includes a daily written and verbal communication which supports their listening skills, overcome errors and challenges that support them to continue to develop proficient
- Yearbook - The curriculum naturally incorporates communication and tech skills in the process of creating the yearbook. It teaches interview and communication skills, software skills, graphic design, marketing which translate to business skills, finance, sales, and technology.
- ELA 10 curriculum incorporates communication skills, research skills, and safe online presence skills. Students are able to practice these skills while researching topics for

- Counselors visiting classrooms
- NGS-1 Big Bang Theory Essay, labs and lab reports
- NGS 1/2 Pacing guides
- Gov/Econ: Use of graphic organizers, photos and visuals in class
- Some ELA 9, 10, 11 teachers use the audio books in class or have students use it at home
- ELA 9, 10, 11 standards are visible in the content

**B1.4**

- Use of California Career Zone in class
- Written and verbal warm-ups, speaking activities and presentations. Students use target language to communicate with peers and teachers.
- Yearbook
- ELA 10 classes
- Two of our math teachers attended a training for the Data Science during the summer of 2022
- Ag - course assignments, career explorations, vet techniques, business plans

presentations and projects, and creating website portfolios. With these skills, students have demonstrated improved communication, confidence, and self expression both in person and online.

- Welding (ROP) -Students are exposed to and gain skills in drafting, P.B.L, Trade Skills, Tech Skills, Pathways to E. Campus Hartnell, Business Organization, Professional Communication which helps students to see the end goal (employment) and gives them a reason for education by developing 21st century skills for success in life after HS. The curriculum allows for the teacher to incorporate finance and sales, business, tech, construction, math, English and communication into the coursework which helps students maintain professional relationships and gain budgeting skills and gain a sense of responsibility.
- Math - At the end of the 2022 school year, the district approved a new course for high school called Data Science. The plan is to begin offering this course for the 2023-2024 school year.
- In our Agriculture Program, students learn how to apply knowledge and techniques to real world skills.

**B1.5**

- Math 1 course lead is discussing with feeder middle school about what standards are taught in 7th and 8th grade and the depth the content is covered so that Math 1 can continue teaching based on the student's prior knowledge.
- We currently do not have any follow up studies of graduates.
- Health Academy juniors have continued to put on the Health Fair which now includes a Career fair. Presenters are brought in from the community to share about different careers in the health field. Teachers from any content area are able to sign up to bring their classes to the Health and Career Fair.
- Social Studies - Some teachers are reaching out and asking people to speak to students about their lives to help students understand the impact that history had on them and what students could do for their community. For example, Leon Panetta was one speaker last year who impacted a number of students.
- Music - The music department collaborates with local musicians and ensembles for performances. It also offers district wide opportunities to work with college professors and instructors. Band provides lessons with color guard/ percussion to help supplement learning.
- Music does instrument and vocal presentations to all k-5 schools as well as middle schools and choir works directly with the middle school choir a few times a year to allow incoming students to make connections with HS staff and students before arriving. The music department is developing a track with SJSU for NSHS students who are interested in Music Education to get fast-tracked into their program which has helped in retaining students in the

**B1.5**

- Yearly Health and Career Fair
- Vertical alignment with middle schools
- STAR Test for math and english
- english 1a
- Holocaust survivors, veterans, and military personnel.
- All-district music festivals, performance with Hartnell College/ SJSU, joint HS/MS concerts, HS conductors at MS all-district festivals, Professor from SJSU, UCSC guest speakers, more students majoring in Music
- IEP Paperwork, TPP logs
- Classroom visits from college admissions, one-on-one indication with students (11th grade)
- Photographers and Professors
- Completed projects, Field trips, Guest Speakers, Resume, Internships/apprenticeships
- Middle school visit
- CATA meetings

<p>music program and promoted students to pursue degrees in music and education.</p> <ul style="list-style-type: none"> <li>● SPED - The department has transition meetings at the end of the year for incoming 9th graders but has been difficult since distance learning. Students are referred to the Transitional Partnership Program (TPP) through the Department of Rehab which allows students to visit Hartnell so they feel comfortable for the next steps in life. Students are assessed in career options (10th grade/15 ½ years) to help students understand the importance of school and the impact it has on jobs/careers in the future.</li> <li>● ELA - Some teachers communicate with a local college - CSUMB so that students have a snapshot of what they need academically.</li> <li>● Yearbook - Teacher supplements curriculum by inviting local sports photographers and a professor from Hartnell is brought in to help teach photography</li> <li>● Agriculture visits our feeder middle schools to speak with the incoming 9th graders about their program. Ag also has CATA meetings which include instructors from community colleges, UC's and CSU's where students are able to get real time solutions of what colleges and the ag industry are looking for.</li> </ul>	
---	--

## B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>B2.1</b></p> <ul style="list-style-type: none"> <li>● Students meet with their counselor each year to plan what classes they need and should take the following year.</li> <li>● As freshmen, students will meet with their counselor to make a four year plan.</li> <li>● We are now offering a more student centered curriculum,</li> </ul>	<p><b>B2.1</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2018</a></li> <li>● <a href="#">2019</a></li> <li>● Elective Classes</li> <li>● ROP Classes</li> </ul>

<p>Edgenuity in place of Edmentum for our students who have fallen behind in credits.</p> <p><b>B2.2</b></p> <ul style="list-style-type: none"> <li>• All students in Math 1 have the opportunity to qualify for an advanced Math pathway.</li> <li>• TCLM uses spreadsheets to calculate interest and create a mock budget for the students' future based on their career and lifestyle.</li> <li>• TCLM and Computer Science supplement with EVERFI to support students' understanding of financial literacy.</li> <li>• Most teachers in Math 1, 2, 3 are using DESMOS as an online tool to help students visualize the math and calculate problems in class and at home.</li> <li>• Functional Academics- Curriculum is relevant because the concepts of using money, accepting change, communication skills, following routines/instructions, participating in the community are taught.</li> <li>• World Languages - All language curriculum involves real world applications because every topic, theme and subject is relevant to school, family, friends, hobbies and careers which allows students to become more connected to the real world in a different language.</li> <li>• Music - Music Appreciation mentor students collaborate with functional academic students. This program prepares student leaders into career readiness and training, including de-escalation strategies, behavioral strategies, and interpersonal skills.</li> <li>• Science - Curriculum incorporates Chemistry, Biology, Physics, and Earth Space and Science into real world problems and allows students to grow and develop their writing, reading and critical thinking which allows students to broaden their repertoire of resources to assist in college and career readiness as well as enhances the Health Academy Program.</li> <li>• ELA 10 - Students learn to express themselves and their cultures through writing and speaking. They employ internet research skills, small and group communication.</li> <li>• Yearbook- Involves learning to use software, interviewing, photography, graphic design, communication and marketing sales through community building and engagement</li> <li>• Agriculture - Students earn certification and learn hands-on record keeping, equipment safety, engineering design, Ag and Science Fair, animal, plant, animal care, soil, natural resources and food science which improves their critical thinking by learning the ups and downs of things working and having to go back to the drawing board.</li> </ul> <p><b>B2.3</b></p> <ul style="list-style-type: none"> <li>• Health Academy - Collaborate with parents to chaperone field trips and provide guest speakers so that students can gain hands-on experience and gain an understanding of real world applications from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Center</li> <li>• Art in the Digital Age</li> <li>• Online Edgenuity courses/Master schedule</li> </ul> <p><b>B2.2</b></p> <ul style="list-style-type: none"> <li>• Project Based lesson</li> <li>• <a href="#">Budget Template</a></li> <li>• Use of DESMOS in class</li> <li>• Productive group work</li> <li>• Field trips, making purchases, routines, students greeting and making eye contact, peer buddies</li> <li>• Warm-up, Classwork that focuses on daily life topics</li> <li>• Leadership students moving into paraprofessional jobs on site, concerts</li> <li>• Guppy Lab Project, Lab on sunscreen and SPF effectiveness</li> <li>• Use 1 EA1, Unit 2 EAT, Essays, presentations, research</li> <li>• Yearbook, interview schedule</li> <li>• OSHA, iCEV, Projects (SAE), Labs, AET</li> </ul> <p><b>B2.3</b></p> <ul style="list-style-type: none"> <li>• Yearly Evaluation with counselor</li> </ul>
---	---

<ul style="list-style-type: none"> <li>• Science - Curriculum supports student collaboration but not parent collaboration. Student collaboration allows them to experience multiple skills and talents from others which allows them to gain from each other instead of just the teachers.</li> <li>• SPED - Case managers meet with students monthly to collaborate with ways to assist the student (new this year) which has allowed students to see the purpose of their case manager. In addition, quarterly progress reports are sent to parents by SpEd case managers to indicate how the student is meeting yearly goals. Reports help the parent/student understand how they are progressing with the mainstream curriculum. Students in TPP programs are able to develop college and career goals with the TPP representative which helps students understand the importance of school to college/career.</li> <li>• Welding (ROP)- collaborative with students, but parents need to be more involved. Students are supported with college and career readiness which helps them have a clearer sense of purpose after high school.</li> <li>• AVID - Collaborate with adults who are trained in their profession to give lectures and provide resources and insight into the world around them. Students have an understanding on how to prepare for college admissions/career applications. Some teachers assign students to have lunch with a teacher whom they wish to build a relationship with and talk about their college experience and seek financial and academic advice.</li> <li>• Social Studies - After the teacher shares goals with parents, share business cards with teachers of people that could be a guest at the school which has allowed students/parents a chance to use their connection with the community.</li> <li>• Counseling hosted parent workshops to support the FAFSA/DACA application process. In 2022, counselors also worked with each senior to get the FAFSA filled out and to make sure they applied to Hartnell Community College</li> </ul> <p><b>B2.4</b></p> <ul style="list-style-type: none"> <li>• All Health Academy Juniors participate in an online mentor program. The students are each paired with a person and work through activities to learn more about themselves, their interests, how to get motivated, etc. The mentor helps the student identify their strengths, and areas to work on improving. Eventually the mentor works with the student to set up a career and educational plan, make a resume etc. In the past our juniors job shadowed in person at the local hospitals and clinics and there is hope for a return to in-person mentoring soon.</li> <li>• TRIO Talent Search presents to all grade levels in AVID classes to invite first generation/low income students to apply to a program that will prepare them for college application process, provide academic, career, and</li> </ul>	<ul style="list-style-type: none"> <li>• Field Trips to Tech Museum, Hospitals</li> <li>• Group/Team activities such as labs</li> <li>• Goals with student's IEP, yearly IEP, Record of meeting on monthly service logs within SIRAS program</li> <li>• TPP Logs,</li> <li>• Pathways, Hartnell College registration, Resume Building, learning the trade route, job interview practice</li> <li>• Workshops, lessons, field trips to colleges</li> <li>• Counselor visits to Econ/Gov classes</li> </ul> <p><b>B2.4</b></p> <ul style="list-style-type: none"> <li>• Mentor program: iCouldbe.org</li> <li>• TCLM</li> <li>• College English class-English 1A(Dual enrollment course)</li> <li>• Counselors into classes</li> <li>• FAFSA workshops</li> <li>• Military</li> <li>• Mock interviews</li> <li>• Counselor GC for seniors</li> <li>• <a href="#">TS Recruitment Slides</a></li> <li>• Counseling collaboration with</li> </ul>
--	--

<p>financial counseling, promote high school completion and postsecondary education.</p> <ul style="list-style-type: none"> <li>• Counseling collaborates with Upward Bound to provide support for students to enroll in post secondary education. Hartnell counselors are on site 4 days to strengthen this collaboration.</li> </ul>	<p>Upward Bound</p>
--	---------------------

## ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.\*

### Areas of Strength

1. More content areas have curriculum that is now online and are using additional online resources to supplement and support student learning.
2. More content areas are collaborating during PLC time to discuss essential standards and to create common lessons and assessments.
3. A larger variety and more sections of elective and ROP courses are offered to all students.
4. Our counseling department has constant communication with students to help them schedule their future classes and keep them on track for graduation and future college and career plans.

### Areas of Growth

1. Integration between disciplines can be increased to better support student learning.
  2. More follow-up data on Viking graduates may drive better preparation for college and career readiness.
  3. Increase enrollment of some courses to continue offering a variety of course choices to students.
  4. The community can be better utilized across disciplines as a resource to enhance our curriculum.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Students need more than just Ethnic Studies as a course to be culturally sensitive, being aware of our community and the world around them. The course and all ideas need to be adapted and emphasized into each class. Teachers themselves need more training on this as well as how to engage in culturally sensitive lessons.
    - Students need more exposure to career speakers, with more career choices, beyond the target pathways of Health Academy or AVID. This includes speakers as well as career field

- trips and other experiences.
- A wider variety of resources could be developed. More teachers can take advantage of the tech showcase and resources to supplement curriculum and reinvent it to the current population and their needs.
  - Continue to encourage more teachers to expose themselves to new ideas and methods of instruction to be able to have choices on the best practices for a given standard.

**List any additional identified student learner needs that resulted from the Focus Group analyses.**

- A deeper dive and analysis is needed to encourage students not just to remediate when failing a class, but extend their learning with grade level rigor to continue to be successful in subsequent courses.
  - The community could be brought in more to tie real experiences and careers into the curriculum.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**
      - Increase the number of opportunities and colleges for field trips. Further expand this to include career options that may not require a degree, but a certificate.
      - Increase number of teachers trained in AP and AVID strategies
      - Reimagine our current opportunities for students who need to remediate, and design additional options for students who may not be successful in independent work such as online platforms or other current methods of remediation. Further, offer additional options to remediate courses that our current online platform does not offer (ie Japanese).
      - Schedule guest presenters and calendar more events such as an alumni day, job fairs, and more. These opportunities need to be equitable for all students, not just those in specific programs.
-



## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

#### Indicators

**C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>C1.1</b></p> <ul style="list-style-type: none"> <li>● Course Curriculum is re/assessed updated at least every 7 years to remain relevant.</li> <li>● Most students in Math 1, 2 and 3 work in productive groups to develop concepts and solve high rigor problems.</li> <li>● AP - A number of AP courses are continuously offered with over 400 exams taken each year. All AP teachers have been certified by the College board with approved syllabi that offers a challenging and rigorous curriculum. While numbers are decreasing somewhat, courses are still offered.</li> <li>● The AVID program provides additional support to help prepare students for college, embedding note taking, research, communication skills into their lessons. This program has been increasing its enrollment.</li> <li>● Some Health Academy classes use Kuder Navigator to supplement lessons with career research and assessments.</li> <li>● Accelerated Math Pathway</li> <li>● Most courses offered offer A-G and University admission credit</li> <li>● PLC's administer assessments at grade level to challenge students as well as give teachers feedback on academic progress.</li> <li>● Scholars Academy is offered with systematic and tiered intervention supports for students with behavioral and academic challenges.</li> <li>● Agriculture - Students learn through a variety of delivery styles: notes, projects, labs, videos</li> <li>● Many teachers are implementing peer review and group work to have discussions that will expand, analyze, explain, elaborate cause and effect, make and defend a claim; perform exploration that reinforce ideas or produce results that lead to higher level thinking questions.</li> <li>● Most teachers connect to students' prior knowledge and</li> </ul>	<p><b>C1.1</b></p> <ul style="list-style-type: none"> <li>● NSHS Course catalog</li> <li>● CFA - District Performance Task</li> <li>● Classroom observations</li> <li>● PLC Inquiry Cycles</li> <li>● AP/Honors course enrollment</li> <li>● Class observations</li> <li>● Class presentations, posters, student work samples, explanation quiz, assessments, exit ticket, student surveys, lab reports</li> <li>● Debate</li> <li>● Socratic Seminars</li> <li>● Student FlipGrid</li> </ul>

<p>create lessons within the students' zone of proximal development.</p> <ul style="list-style-type: none"> <li>• Many students have experience participating in socratic seminars and discuss issues with engagement and make connections to their daily lives.</li> <li>• Many teachers assist their students to apply the skills learned in class to current events which support students in their argument, analysis and narrative writing.</li> <li>• Some teachers are integrating the use of tech such as flip grid and google slides in their assignments so that students can put into words the process of solving a problem and assist them with mastering a skill as well as present to peers.</li> </ul> <p><b>C1.2</b></p> <ul style="list-style-type: none"> <li>• Most teachers in the Math Department are using a 4 point rubric and a 4 point scale to grade all assessments which has been shared with the students.</li> <li>• Some content areas give students district performance based assessments.</li> <li>• AVID - Some students have participated in calibration and scoring of Cornell notes using a 4 point rubric.</li> <li>• Most teachers use Daily Learning Goals- either posted or on slide decks that drive student expectations for the day</li> <li>• Most teachers use exit tickets such as writes, google forms, short quizzes, or other questions as formative assessments for the day or week.</li> <li>• Most teachers model expectations of an "A" or "B" response, and/or post sample work for students to follow and understand the concepts.</li> <li>• Most teachers adapt lessons to stages of the GRR model appropriate to the learning stage.</li> <li>• Some teachers use specific rubrics for projects.</li> <li>• Some teachers are beginning to use standardards based grading</li> <li>• Graduation requirement information is posted on NSHS website, grade level google classroom, and classroom presentations.</li> <li>• Many teachers are communicating their assignments and messages through Google Classroom and sharing their powerpoint presentations.</li> <li>• Many ELD and ALL students learn to check their ELPAC scores to reflect on their progress.</li> <li>• Students are not reading at grade level, affecting reading and comprehension in all content areas.</li> </ul>	<p><b>C1.2</b></p> <ul style="list-style-type: none"> <li>• Math - <a href="#">4 point rubric</a></li> <li>• <a href="#">Cornell Notes Rubric</a></li> <li>• Posted (some in google slides) Learning Goals</li> <li>• Exit Tickets</li> <li>• Rubrics/Task Sheets</li> <li>• Formative Assessment Data</li> <li>• Google Classrooms</li> <li>• District STAR test (Math/ELA)</li> <li>• District PBA</li> <li>• In Spring of 2022, all ELA teachers chose 15 sets of 5 novels each to add to their class libraries. These books were at HS reading levels.</li> </ul>
---	---

**C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

**Indicators**

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

**C2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>C2.1</b></p> <ul style="list-style-type: none"> <li>● Some teachers begin with an essential question or hook into the lesson to challenge students' thinking. Teachers then model and have students post to a public board such as Padlet, Jamboard, or shared Google doc to peer critique the work.</li> <li>● Most teachers utilize small groups to teach each other and problem solve a task together.</li> <li>● Some teachers use socratic seminar models to promote student voice in choice of questions and how a topic is responded to. This creates student advocates for their own learning.</li> <li>● All teachers in Math 1 and Math 2 are trained in Complex Instruction (CI) and implement it in their classrooms</li> <li>● Teachers assign group and individual tasks for students to complete</li> <li>● AVID - Cross age tutors support teachers to facilitate Tutorials where students use Costa's level of questioning to support their peer's thinking and fix their point of confusion.</li> <li>● Some teachers serve as club advisors to support student led clubs on campus, of which our list of clubs is growing.</li> <li>● Many teachers systematically embed a variety of activities that address different learning styles such as socratic seminars, google sharing of documents, partnered/group work, think-pair-shares, choice boards, and more</li> <li>● Math 1 and Math 2 have been restructured with some sections being intervention specific classes in which students receive extra support within the class period from multiple educators in the room.</li> <li>● Some ELA teachers use either Zinc (from Springboard) or NewsELA to assign supplemental reading for students based on reading levels.</li> <li>● Some teachers use CM support tools with differentiated frames and other supports for students while thinking, planning, writing, and communicating orally.</li> <li>● All classrooms have been provided with a projector and</li> </ul>	<p><b>C2.1</b></p> <ul style="list-style-type: none"> <li>● Essential Questions</li> <li>● Digital platforms</li> <li>● <a href="#">About CI</a></li> <li>● Teacher facilitated group worthy tasks</li> <li>● Groups roles</li> <li>● Group norms</li> <li>● Lesson Plans</li> <li>● Cross Age Tutors Enrolled in AVID</li> <li>● NSHS Clubs List</li> <li>● GRR</li> <li>● Modeling</li> <li>● Learning walks</li> <li>● PLC's</li> <li>●</li> </ul>

<p>doc camera for teachers to model and project in real time, and be able to present visuals for a task</p> <ul style="list-style-type: none"> <li>• As technology increased we are now 1:1 with chromebooks. While this has been a positive, it is also a challenge to keep students on task.</li> <li>• GoGuardian is used by many teachers to help students through a lesson via chat as well as keep students on task.</li> <li>• Some teachers introduce an activity, hook or current event to engage the students in learning new content.</li> <li>• Many teachers are collaborating with colleagues to review standards and keep up with the most current philosophies on education and implement the ones that work in their subject as well as share best practices.</li> <li>• Many teachers are participating in their regular content specific professional learning development, learning walk, and doing peer observations within their content area as well as outside of their content to expand their professional learning.</li> </ul> <p><b>C2.2</b></p> <ul style="list-style-type: none"> <li>• In math, most teachers are using CI as a way to structure lessons that allow for collaboration among groups and promotes critical thinking. Teachers also use Desmos, Kuta Software, Quizizz, Kahoot</li> <li>• Teachers use a variety of strategies and assessments</li> <li>• PLC's create/share supplemental documents to support additional student learning</li> <li>• Health Academy and Avid provide multiple field trips each year (as allowed by state health guidelines)for students to learn with hands-on experiences or out in the real world.</li> <li>• AG promotes real-life projects that relate to and are shared with the community. These programs bring professionals and specialists from the community into student's learning. They also at times are advisors or give feedback to students to help develop their knowledge and skills.</li> <li>• Japanese</li> </ul> <p><b>C2.3</b></p> <ul style="list-style-type: none"> <li>• Math - CI allows students to apply their prior knowledge during group tasks through exploration, discovery and deeper understanding</li> <li>• Teachers use a variety of assessments from projects, written texts, oral presentations, creative interpretations, and even choice boards.</li> </ul> <p><b>C2.4</b></p> <ul style="list-style-type: none"> <li>• The Career Center pushes into classrooms for career placement assessments.</li> <li>• Health Academy students use Kudor Navigator</li> <li>• Health Academy juniors put on a Career Fair in tandem with the Career Center-- students research different careers and showcase them to the school, alongside community professionals who also bring in booths to</li> </ul>	<p><b>C2.2</b></p> <ul style="list-style-type: none"> <li>• CI tasks, class activities</li> <li>• Google classroom</li> <li>• Web portfolios</li> </ul> <p><b>C2.3</b></p> <ul style="list-style-type: none"> <li>• Student explanations</li> <li>• Sentence frames</li> </ul> <p><b>C2.4</b></p> <ul style="list-style-type: none"> <li>• Career Center and Counselor's calendar of events</li> <li>• Productive Group work</li> <li>• Student roles and responsibilities</li> <li>• Use of district mandated content and standards.</li> <li>• FFA - online record book and</li> </ul>
--	--

<p>showcase their career, allow students to ask deeper questions, and many have a hands-on activity about that career.</p> <ul style="list-style-type: none"> <li>● FFA - Students participate in career explorations, use vet techniques, and create business plans. Students keep an online record of their work.</li> <li>● AVID classes have guest speakers to talk about their careers and college experience as well as representatives from Universities. Most AVID classes incorporate tutorials or group work to promote study groups outside the classroom. Most AVID classes spend time researching careers, colleges and universities, prepare a personal statement, apply for scholarships and FAFSA, build a resume, gain financial literacy,</li> <li>● Math - everyday students are engaged in collaboration, communication, critical thinking, and problem solving</li> <li>● Multiple ROP courses and pathways are offered. Counselors now push into classrooms per grade level to talk more about ROP courses offered prior to pre-registration for the upcoming year. All students are pre-registered for a course as needed to meet graduation eligibility.</li> <li>● Senior Mock Interviews are conducted each year: Community professionals are invited in to interview students and offer immediate feedback to students.</li> </ul>	<p>classwork</p>
---	------------------

### **ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.\*

#### **Areas of Strength**

1. Math 1 and math 2 teachers are now all trained in Complex Instruction and are uniformly implementing productive group work supports, structures, and interventions.
2. Teachers are using varied strategies to support student learning.
3. Teachers are using technology to help students engage in the lessons.
4. Counselors are pushing in to more classes ( across all 4 grade levels) to review learning expectations and graduation/college requirements.

## Areas of Growth

1. While more teachers are using varied and up to date strategies, more consistent use of a few site-chosen core strategies can be implemented across curricula to better support student learning.
  2. Increase the number of learning walks and professional sharing opportunities for teachers to grow from one another.
  3. More consistently, across all content areas, continue to make the learning more relevant, applicable to the real world, and equitable for all students.
  4. New teachers to the district need to be trained in the district initiative of Constructing Meaning (CM) strategies to support all learners.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Teachers need to be fully supported with how to increase rigor and be more consistent across all disciplines.
    - Few courses assign homework. Students need more opportunities and encouragement to be able to learn how to study on their own to better prepare them for life after graduation. This should include study skills such as time management, prioritizing tasks, chunking tasks, and reading directions.
    - Students need more structured resources to learn to problem solve and creatively think through problems on their own.
    - Group work and collaboration needs to be revised to include more structured supports and work toward more gradual release of responsibility for each student.
  - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - Over the 4 year continuum, students need to better understand how to weave in academic through sentence frames, but also work towards the same level of academic success with fewer and fewer frames as students continue through the grade levels.
    - Students need to be asked more questions for self exploration and realization of challenges instead of being told an answer.
  - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**
      - Add in more cross-content PD with follow up and supports throughout a school year.
      - Calendar/Schedule time for more learning walks and professional sharing opportunities to learn from each other and build a more school-wide cohesive learning environment.
      - Work with PLCs to refresh CM strategies, and introduce them for those not trained.
      - Train more teachers in AVID and AP skills to support more rigor.

- Literacy skills need to go beyond the English classroom and content to be taught school-wide, with content-specific, grade-level vocabulary. However, this also means that synonyms for terms must also be explicitly taught as teacher to teacher and teacher to testing language may differ. For example, specific to the English curriculum, the textbook teaches “claim” whereas some teacher talk uses “thesis”, and on some tests, students are asked for “controlling” or “main idea”. And, in going from class to class, students need a better understanding of how these terms are applied from content to content.

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

#### Indicators

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>D1.1</b> North Salinas High School, along with other schools in the district, utilizes a variety of differing assessments to collect, disaggregate, analyze, and report student performance to all stakeholders. Some of these assessments are but are not limited to:</p> <ul style="list-style-type: none"> <li>• State standard assessments used when available: English Language Proficiency Assessment of California (ELPAC), Smarter Balanced Assessment of California</li> </ul>	<p><b>D1.1</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SARC</a></li> <li>• School Site Council</li> <li>• Social Media posts on Facebook, Twitter, and Instagram</li> <li>• Newsletters and flyers                             <ul style="list-style-type: none"> <li>◦ <a href="#">ELAC Flyer</a></li> <li>◦ <a href="#">ELSS/ELS Office Flyer</a></li> </ul> </li> <li>• Assessment scores sent to parents/guardians in a timely manner</li> </ul>

<p>(SBAC), California Science Test, and Advanced Placement assessments</p> <ul style="list-style-type: none"> <li>● District Assessments such as the STAR exam for both English and Math, and Interim Assessments are used in the beginning of the school year, middle of the school year and at the end of the school year. These assessments may be revised every summer during CIA (Curriculum, Instruction, Assessment) week.</li> <li>● Common Formative Assessments are designed during PLC's, implemented in individual classes, and then disaggregated to reteach, as needed, after the PLC has had the time to review the data.</li> <li>● Pedagogical practices include, but are not limited to:             <ul style="list-style-type: none"> <li>○ Formative Assessments</li> <li>○ Summative Assessments</li> <li>○ Presentations</li> <li>○ Portfolios</li> <li>○ Gradual Release of Responsibility</li> <li>○ Constructing Meaning strategies</li> <li>○ Tickets out the Door</li> <li>○ Flipgrid</li> <li>○ EdPuzzle</li> <li>○ Classroom</li> <li>○ Quiziz/Kahoot/Blooket/Google Forms</li> <li>○ Etc...</li> </ul> </li> <li>● The need for formal instruction coaching is necessary to ensure these strategies are implemented with fidelity. Currently, this is lacking at North Salinas High School. Teachers are also in need of how to efficiently read and access the results from assessments to make instructional choices in the classroom.</li> <li>● Site Based Assessments             <ul style="list-style-type: none"> <li>○ Accelerated Reader</li> <li>○ Read 180 Reading Inventory and Phonics Inventory</li> <li>○ STAR assessment in English, Math and Spanish help teachers understand the baseline of where students are when they enter the classroom, how much progress students have made in the middle of the school year and how much or little progress was made at the end of the year.</li> <li>○ RazKids+ EL, BrainPop, and IXL are all platforms purchased at the site which offer diagnostics once a student first logs in. The program will then create a curriculum based on the students specific needs. Teachers use the data from the diagnostics to create level groups with specific needs. This has been especially beneficial at North High's English Learner program.</li> <li>○ Tardy data is sent out to staff quarterly and weekly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● District Interim Benchmark Assessments</li> <li>● ParentVue/StudentVue (assessment history available)</li> <li>● <a href="#">Marco Learning</a></li> <li>● Common Formative Assessments created and disaggregated during PLC's</li> <li>● Progress reports sent home every 4-5 weeks throughout the school year</li> <li>● Pull out days for teachers to plan with their counterparts and work towards vertical alignment</li> <li>● Annual and Triennial IEP meetings with all stakeholders</li> <li>● SUHSD Gradual Release of Responsibility and Constructing Meaning</li> <li>● Communication between school and home via Blackboard, Simpletext, Text-to-Tip, Google Classroom, Remind, Facebook, Twitter, Instagram, emails, etc...</li> </ul>
---	---



- During the school year, these assessments are used to report progress of students to all stakeholders. Programs such as Synergy, Illuminate, and Tableau offer platforms for leaders to create data profiles for stakeholders to analyze and disaggregate. The English Learner Specialist offers ELPAC, STAR, and Interim Assessment data to teachers, counselors, parents, administration, and students. This data always allows teachers and staff to make instructional choices based off of the data provided.

**D1.2**

- Due to COVID and the shortage in staffing, pull out days for grading of interim assessments did not occur in 2020-2021 or 2021-2022. To supplement, teachers graded their own assessments in PLC's to make instructional moves for reteaching. A piece that is an area for growth at North High is for PLC's to follow through with re teaching after the data has been integrated
- Math classes have been developed and scheduled in the Master schedule to ensure that there is extra teaching support around assessment and remediation during the school day with the support of an extra teacher that is SPSA funded.
- During the 2020-2021 school year, one of North High's instructional coaches created a book club reading the text, "Grading for Equity", and in 2021-2022 read "Peer Feedback". The goal is to motivate and encourage teachers to grade for mastery on a 4 point scale rather than the traditional percentage scale. Teachers who joined the book club discussed ways in which grading practices could be shifted to ensure students are encouraged to continue to learn, even through the struggle by ensuring the grades truly reflect mastery.
- Athletes are required to perform weekly grade checks to continue being eligible for sports.
- Grades are monitored by the counseling department at the end of each quarter. Interventions are put into place to ensure students have the opportunity to be successful, rather than fail. One of those interventions is "Grad Ready." This was developed by teachers, classified staff, and administration during the 2020-2021 school year. The goal for "Grad Ready" is to catch students who may be close to failing or to offer online credit recovery classes to students who need to make up for failed classes. Grad Ready occurs after school with a certificated teacher. Parents are contacted and kept in the loop during the entirety of the intervention.
- Content specific PLC's are expected to create their own grading policies by department during the first week of school. Leaders encourage PLC's to keep in mind equitable grading practices during this conversation.

**D1.2**

- ParentVue and StudentVue offer up-to-date and real time progress reports (grades)
- Grade reports mailed home
- Communication between school and home via Blackboard, Simpletext, Text-to-Tip, Google Classroom
- Grade check forms
- Grad Ready
- [English Learner Program Flow Chart](#)

- English Learners progress based off of progress on the STAR and ELPAC assessment. Teachers, counselors, and English Learner Specialists with the support of Educational Specialists (in need), offer recommendations for movement within the EL program based on the data from previous years.
- Complex Instruction that enables students to engage and be equitable in a group setting. Tasks requirements are given (Team Captain, Facilitator, Resource Manager, and Recorder Reporter).

**D1.3**

- All stakeholders including, but not limited to; teachers, administrators, instructional leaders, teachers, counselors, intervention specialist, paraprofessionals, and administration meet throughout the year to discuss student's progress.
- Student data is available on Synergy to classroom educators.
- Student grades and assessments are available to parents/guardians 24/7 via ParentVue/StudentVue.
- English Learner Specialist and Intervention Specialist will meet with "at-risk" students providing interventions as needed to impact student growth.
- At the end of each quarter, counselors analyze student grades and determine the interventions needed for specific students, such as Grad Ready in person or Grad Ready virtual course (Edgenuity).
- Teachers/students/staff/parents/guardians can submit a [form](#) stating what those concerns are, whether academic or behavioral. The team in the Wellness Center will work with students regarding their Social Emotional needs Port V and RESET provide academic and behavioral support to students. Students are referred by teachers/staff to support student progress and achievement in their academics
- Immediate feedback in the classroom during formative assessments and checking for understanding occurs daily. Teachers utilize the use of technology that provides immediate feedback to students. District offers tech training to teachers twice a year.
- Instructional coaches offer Learning Walks, Observations, and Coaching sessions to support staff in developing equitable grading practices that are specific to each classroom.
- Progress reports are mailed home every 4-5 weeks.
- Yearly evaluations are completed by the counseling team ensuring students are on track for graduation and/or meeting the A-G requirements (dependent on the students goals).
- Counseling team pushes into classes to present students with information to self monitor progress and understand the system.

**D1.3**

- Student grades posted in StudentVue/ParentVue
- Interim Assessments
- PLATO completion rates
- Observation reflections
- Data disaggregation via Tableau
- PLC Minutes
- Department Meeting agendas
- SARC
- California Dashboard
- [Student referral form](#)

- Teachers, parents and other stakeholders can request a Student Support Team if parent contact and other interventions in the classroom have not worked.
- Students are encouraged to attend Saturday School, Intercession, online credit recovery (PLATO), Grad Ready, tutorials, homework sessions, one-on-one help from teachers, etc... Especially if students are failing.
- Academy teachers such as Health Academy, FFA, and AVID, all have monthly meetings with their students' teachers and assigned counselors to discuss student progress and needs.
- Freshmen are required to take a career assessment which provides the student with an ROP or Vocational class recommendation that may support students career goals.
- Administrators and counselors track the number of "D" and "F" grades at any given quarter to monitor the number of students needing intervention support.
- English Learner Specialists monitor English Learners yearly and provide interventions as necessary.
- The English Learner Specialist also monitors Reclassified students up to four years after reclassification. This ensures that students who have recently reclassified and left the English Learner program are being provided with extra support as needed as the student adjusts from the EL program to "mainstream."
- Annual and tri-annual IEP and 504 meetings are held with immediate stakeholders and parents/guardians.
- Support is needed to help teachers better understand how to discern data and the needs of the students.
- More support from instructional coaches around observations being focused on teacher pedagogical practices to improve student learning is necessary. This has been really difficult to do these past two years due to the pandemic.
- Staff works together via PDSA (Plan-Do-Study-Act), specifically in regards to the Math department with a focus on English Learners, Foster and Youth in Transition, and Special Education students.
- Educational Specialists acquire consultation service minutes to monitor student growth and work on data tracking towards present level goals towards students IEP.
- Through Duolingo Schools, World Language is able to assign daily/weekly/monthly goals and track student progress by class. The newest update provides educators with access to accuracy rates, time spent, points earned, current progress through specific learning targets that more or less align with the school-assigned textbooks. Reports track which students are completing assignments on time or late. Duolingo provides a variety of lessons throughout their

<p>"units" including grammar practice, exposure to new vocabulary, stories, as well as level-appropriate podcasts in the target language. At the end of every unit, there are summative assessments and study guides built into the website. There is also a class leaderboard to foster competition amongst students.</p> <p><b>D1.4</b></p> <ul style="list-style-type: none"> <li>District wide Ethnic Studies PLCs held periodically to collaborate on developing the new Ethnic Studies program and incorporating civic action lessons, facilitating community involvement and emerging participation in YPAR (Youth Participatory Action Research).</li> </ul> <p><b>D1.5</b></p> <ul style="list-style-type: none"> <li>AVID Program working towards "AVID Schoolwide"--we want to implement more of the AVID strategies in academic classes to better support student learning. As part of this, AVID Instructors attended training at the AVID Institute over the summer.</li> <li>Using Macro Learning as a way to more "objectively" evaluate student performance on written assignments, as a way to then determine what students need.</li> </ul>	<p><b>D1.4</b></p> <ul style="list-style-type: none"> <li>PLC</li> </ul> <p><b>D1.5</b></p> <ul style="list-style-type: none"> <li>AVID Summer Institute</li> <li>Quarterly AVID Site Meetings</li> <li>AVID Site Team open to teachers interested in AVID that do not teach the elective.</li> </ul>
--	---

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

**Indicators**

**D2.1. Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>D2.1</b></p> <ul style="list-style-type: none"> <li>A variety of instructional practices are used at North Salinas High. Formative and summative assessments occur traditionally via paper and pencil, as well as in digital forms.</li> <li>Digital platforms are now integrated in the classroom on a daily basis. Programs such as BrainPop, IXL, RazKids+ELL, NearPod, Accelerated Reader, MyOn, Kahoot, Canva, Google Classroom, Google Suite products, Flipgrid, EdPuzzle, NewsELA, digital games/videos/posters/blogs are all examples of tools being utilized in the classroom as summative and formative assessments.</li> </ul>	<p><b>D2.1</b></p> <ul style="list-style-type: none"> <li>BrainPop, IXL, RazKids+ELL, NearPod, Accelerated Reader, MyOn, Kahoot, Canva, Google Classroom, Google Suite products, Flipgrid, EdPuzzle, NewsELA, digital games/videos/posters/blogs/ Duolingo</li> <li>Constructing Meaning</li> <li>Gradual Release of Responsibility</li> <li>SBAC/CAST/ELPAC practice and</li> </ul>

<ul style="list-style-type: none"> <li>● MyOn and Accelerated Reader offer individualized reading levels. Students are monitored in a growth index by the teacher and AR is expected in the English classrooms, supporting lifelong reading.</li> <li>● Teachers all have unique pedagogical practices within their own classrooms. Constructing Meaning (CM) is still at the core of the district's vision as support within the classroom. CM, in theory, is really great in regards to supporting learner progress within the Common Core and English Learner standards. However, many teachers at North lack the reliance and efficacy to carry through with the strategies. More opportunities for practice is necessary.</li> <li>● Students utilize Chromebooks on a daily basis. Students are not more responsible with their Chromebooks after the year of digital learning that has just occurred. Students are learning how to utilize digital tools and make connections to how the tools can be useful after high school graduation.</li> <li>● Teachers are able to use digital platforms to receive real time information on what students are mastering. Google Forms allow teachers the ability to provide a formative or summative assessment and receive in real time results based off of student answers.</li> <li>● STAR and Accelerated Reader data provides teachers and stakeholders with important information on where students are and provides specific standards that students have yet to master that students need to be retaught.</li> <li>● SBAC/CAST/ELPAC practice and training tests allow teachers more opportunities to adjust curriculum and teaching strategies based on how students perform on the practice and training exams.</li> <li>● Video recorded performances that highlight skill strengths and areas of need in a performance based classroom. Students have access via google drive to improve their skills based on their performance recorded and are readily available.</li> <li>● Complex Instruction: students are assigned roles so that students complete a task together. Each role is imperative to move the team forward.</li> </ul>	<p>training tests to prepare students for state assessments</p> <ul style="list-style-type: none"> <li>● Recorded video and youtube postings</li> </ul>
<p><b>D2.2</b></p> <ul style="list-style-type: none"> <li>● Use of exit tickets with feedback provided within 24 hours via google classroom and class discussion/review of frequently missed questions</li> <li>● Use of Google Classroom comments to give “live” feedback to students while writing essays so they can make edits before submitting the assignment. “Fireside chats” to give feedback one on one while writing Summative Assessments.</li> <li>● Use of google forms to collect data from students: Using the form to ask students content specific questions, and asking them questions at the end of the form regarding what changes THEY can make to improve in the class, where/what they need more support with from the teacher in future lessons, and opportunities to check in on them</li> </ul>	<p><b>D2.2</b></p> <ul style="list-style-type: none"> <li>● Exit tickets</li> <li>● Google Classroom</li> <li>● Google forms</li> <li>● Student work</li> <li>● Student Feedback</li> </ul>

<p>socially and emotionally. Such as, Vibe Check: How are you feeling today? Etc.</p> <ul style="list-style-type: none"> <li>• Creating resumes, cover letters, personal statements, personal essays that can be used for employment and college application in 11th and 12th grade</li> <li>• Soft deadlines for paragraphs in an essay when writing to ensure that students are going to be able to meet or nearly meet the standard</li> <li>• Math hospital: Using incorrect answers on formative/summative assessments and having class and individuals find correct answers</li> <li>• Circulate the classroom as students are writing to make asking questions more available at the beginning of the year, towards the end of the year try to circulate less to allow for students to more productively struggle (GRR)</li> <li>• Weekly check-ins with students in Individual Studies to discuss learning goals short-term and long-term. Also, track progress in classes</li> </ul>	
---	--

### **ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.\*

#### **Areas of Strength**

1. Teachers use a diverse range of summative assessments (multi-genre projects, performances, presentations, essays, artistic representation of content knowledge, and more) appropriate to a task/learning.
2. The number of assessments that students (12th grade) can use in real time for employment or college applications has increased.
3. There is a greater use of common rubrics across Professional Learning Communities.
4. There has been an increase in incentive programs for Newcomers to develop academic language and reading comprehension skills and educating all ELs on purpose for learning and activities.

#### **Areas of Growth**

1. Deepen the staff understanding and use of formative vs summative assessments to increase immediate remediation and opportunities to better meet the rigorous demands of benchmarks, state testing, ELPAC, and other assessments.

2. Increase professional sharing opportunities and time needed to align assessment styles and calibrate the rubrics between teachers to provide fluidity between the courses and assessments.
  3. Increase professional development on the use of Synergy assessments and how to access and interpret assessment results to make instructional choices in the classroom, along with how to disaggregate the data into the special populations.
  4. Create more opportunities for curriculum based measurements to track IEP goals for SPED students.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Collect data more systematically and regularly from each content area. PLCs should calibrate the work together for more consistent analysis of student progress and be able to devise the best next steps.
    - Teachers and students need more buy-in to the district assessments to make the data more reliable and informative to student growth.
    - Increase SBAC training by using CAASPP practice tests and resources to up the rigor of and mimic the assessments, and with the same language, depth, and targets.
    - Train teachers in how to read the data and implement remediations in the classroom
    - Use a variety of strategies for assessment.
  - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - Students are not making connections between the language of the test and classroom lessons. While teachers may be confident students have learned a concept, test scores are not showing the same data. One recentent “a ha” moment was the understanding that with low literacy skills, students are not scoring high on assessments, sometimes due to the language of the test; students are simply not understanding what is always being asked. With paraphrasing a test, student scores are increasing on the same standards.
  - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**
      - Create more structured PD around how to read and decipher assessments. This includes using more testing language sentence stems in classroom practice and assessments. Encourage PLCs to attend together.
      - Create a school-wide academic vocabulary list (with synonyms) for all students to use across their classes; words that mimic content level vocabulary as well as testing vocabulary.
      - Continued PD is needed on equitable grading practices.
      - Increase teachers trained in AP or AVID strategies to raise the rigor for all.

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

### E1. Parent and Community Engagement Criterion

*The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.*

#### Indicator

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p><b>E1.1</b></p> <ul style="list-style-type: none"> <li>● Monthly ELAC (English Language Advisory Committee) meetings the third Friday of each month.</li> <li>● Meet with our community liaison and combine our ELAC with her weekly parent meetings.</li> <li>● Mail out flyers and post to all social media. We also communicate via <a href="#">Google Classroom</a>, email, simple text, and Blackboard messaging.</li> <li>● Counselor Ms. Vargas has also made individual calls to parents to invite them to ELAC and discuss the importance of their participation.</li> <li>● Back To School Night featured students providing tours to their parents to visit classrooms and meet with their individual teachers.</li> <li>● Teresa Guzman serves as a spokesperson for restorative justice practices; clearly articulates and explains the benefits of the restorative process to school site staff, parents, students, and the community. (And, in the process of creation: Organizes, implements, and facilitates SUHSD peer restorative justice program at identified school sites. Also, trains and provides technical assistance in restorative practices.)</li> <li>● Provides ongoing professional development, site-based coaching, and support to site administrators and leaders, teachers, support staff, and community partners in restorative justice practices.</li> <li>● Assists in the identification, development, implementation, and evaluation of curricula for site-based restorative justice training.</li> <li>● Facilitates restorative practices with students, parents, teachers, school staff, and community members as an alternative to out-of-school suspension.</li> <li>● Coordinates the reentry of students returning from discipline and incarceration through restorative practices to increase access to wraparound supports and connections</li> </ul>	<p><b>E1.1</b></p> <ul style="list-style-type: none"> <li>● Parent Involvement to Support EL Development</li> <li>● Booster Club</li> <li>● Updated format for Back to School Night-- Open House vs. "Sit and Get"</li> <li>● Increased Social Media Messaging to parents and students: Now on Facebook, Twitter, Instagram, YouTube (Awards nights, performances, etc.)</li> <li>● Parent outreach via community liaison and restorative justice facilitator</li> <li>● Increased counseling sessions such as understanding graduation requirements, filling out FAFSA, and more. Sessions offered in both English and Spanish.</li> <li>● Synergy communications are used by some parents, students, and teachers to communicate back and forth.</li> <li>● New in 2022: Talking Points is now available for staff to communicate directly with parents; instability will translate the sent message into the user's home language. Usage is growing with more PD.</li> <li>● FAFSA workshops</li> <li>● College Workshops</li> <li>● Grade level parent nights</li> <li>● AP parent night</li> </ul>



<p>to school site staff and resources.</p> <ul style="list-style-type: none"> <li>● Facilitates site-based restorative practices professional learning community.</li> <li>● Provides leadership to the school culture and climate team on the integration and implementation of restorative practices to improve conditions</li> </ul>	
---	--

## E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

### Indicators

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for All Students:** The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

**E2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>E2.1</b></p> <ul style="list-style-type: none"> <li>● Team approach to school safety. Every staff member and student plays an important role in creating a safe and inclusive culture at NSHS.</li> <li>● NSHS campus supervisors have a team approach to monitoring the campus. To prevent harm of any kind coming the admin team places a priority on training and support of school campus supervisors.</li> <li>● Expectation that the admin team is visible to students before school, during passing periods, at lunch and after school. School-wide discipline data indicates that this works</li> <li>● Text-A-Tip is a low-cost and high-impact tool that allows students, parents, and teachers to anonymously report concerns about school safety.</li> <li>● Text-A-Tip used if a cell phone policy issue, or if there is a concern about safety, including any suspicion of a student being under the influence of a substance.</li> <li>● Every week the Principal sends out an update in the form of an email newsletter. This newsletter updates staff on school activities and addresses areas for growth. Also included in the newsletter is an opportunity to get immediate support through the “Vikings Seeking Solutions Form”</li> <li>● Through the “Viking Seeking Solutions Form” staff are able to communicate immediate needs with administrators. The</li> </ul>	<p><b>E2.1</b></p> <ul style="list-style-type: none"> <li>● Campus Supervisors and Intervention Team</li> <li>● Administration presence during passing periods and lunch</li> <li>● Text-a-Tip safety resources for staff and students</li> <li>● Principal’s Weekly Newsletter</li> <li>● Viking Seeking Solutions Form</li> <li>● Updates Bathroom Policies and Signage</li> <li>● COVID Safety and Materials for staff and students</li> <li>● Fall of 2022: All staff were required to take Module 1 of an Active Shooter Trainer, with an option for Module 2 later in the quarter</li> </ul>

<p>Vikings Seeking Solutions together document is checked daily and teachers are responded to immediately. It allows the admin team to be aware of issues that arise from copiers being down, or projector bulbs needing replacement or clarifications over bell schedules. It is a priority for the principal and the admin team that teachers do not have to go through 'red tape' to get what they need to teach.</p> <ul style="list-style-type: none"> <li>• New bathroom policies include no more than 5 in the restrooms and one per stall. Bathroom signage and increased monitoring to increase school safety</li> <li>• Students are provided with personal protective materials in order to keep them and their families safe, especially due to impacts of COVID. The school has provided masks, hand wipes and hand sanitizer, and home covid tests. Safer school and community as students and families are supported in maintaining personal and community health.</li> </ul> <p><b>E2.2</b></p> <ul style="list-style-type: none"> <li>• Implemented tardy procedures that hold students accountable and incentivize them to be on time. If a student is late they must check in to R.E.S.E.T. 7 Tardies = Saturday School.</li> <li>• Positive reinforcement strategies through the PBIS program. The Viking Day celebration is a way of acknowledging students who have followed the Viking Creed</li> <li>• Students with excessive Office Discipline Referrals or suspensions or tardies are required to attend a Viking Success Seminar facilitated by an administrator. We launched our first Viking Day celebration in the Fall of 2021 and our second one was in the Spring of 2022. For the 2022-23 school year we plan to host a Viking Day celebration at the end of each quarter along with Viking Success Seminars for those students who are struggling with engagement, honoring the Viking Creed or being on time for school.</li> <li>• Student Expectation meetings were held for all grade levels. Administration discussed the importance of being on time, dress code, tech rules, and safety policies.</li> <li>• Through daily announcements students and staff have the opportunity to nominate each other to be the Viking Superstar where they are recognized specifically for their good behavior and dedication to school.</li> </ul> <p><b>E2.3</b></p> <ul style="list-style-type: none"> <li>• The PAL (Partnership of Administration and Labor) Committee meets once a month to discuss challenges from both staff and administration. Due to increased communication through a weekly email from our principal and links for direct communication to administration, this committee is hearing directly from teachers less which is a clear indication that the administration has created a climate of communicative practices.</li> <li>• Staff survey results showed positive results and demonstrated a clear atmosphere of trust and respect. Staff</li> </ul>	<p><b>E2.2</b></p> <ul style="list-style-type: none"> <li>• High expectations of in class on time and tardy deterrence</li> <li>• Viking Day Quarterly Celebration</li> <li>• Viking Expectation safety meeting for all grade levels</li> <li>• Restorative programs and support in R.E.S.E.T.</li> </ul> <p><b>E2.3</b></p> <ul style="list-style-type: none"> <li>• PAL Committee to address staff concerns</li> <li>• Staff Survey Results</li> <li>• Keenen trainings-- this year, in addition to Child Abuse, Human Trafficking, and Sexual Harrassment, staff were required to take a session on LGBTQ + awareness and acceptance</li> </ul>
--	--

were very vocal about the positive changes on campus to increase both communication and school safety.	
--	--

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

**Indicators**

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**E3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>E3.1</b></p> <ul style="list-style-type: none"> <li>● PLC's have been invited to sponsor tutorials based on D and F lists. Programs like this are paid EWAs for teachers. We are addressing this need further through Department Chair and Course Lead Meetings.</li> <li>● To address the needs of students who have failed coursework, we have developed an academic intervention program called Grad Ready. We hired an Academic Intervention Specialist to focus on regularly meeting with students to discuss their progress towards graduation and to support them in staying on track with their coursework and to offer alternatives for recovering credit.</li> <li>● This is our fifth year of supporting a Scholar Academy. The Scholar Academy is a group of students who came from middle school with all Ds and Fs. The idea is to support these students with strong academic teachers who are able to contend with the challenges of students who have had very little academic success. This year we have one cohort of 26 kids. They move through all six classes together and have one assigned counselor. We are trying something new this year with a science block.</li> </ul> <p>-Our first Scholar Academy cohort graduated last year; of the original cohort of 18, the seven students who had not</p>	<p><b>E3.1</b></p> <ul style="list-style-type: none"> <li>● D/F Report and interventions</li> <li>● Increased Summer School and Intersession Offerings</li> <li>● Scholar Academy</li> </ul>

<p>moved on to alternate ed. all graduated.</p> <p><b>E3.2</b></p> <ul style="list-style-type: none"> <li>● NSHS opened the Wellness Center at the beginning of the school year in 2021. The Wellness Center provides Social/Emotional services to our students and staff. It provides individual and group services as well as referrals to outside services if required. We have a full-time Social Worker, an Intervention Specialist, and a full-time CHS Resource Specialist who provides services related to drug use, anger management, and social/emotional support. We take students on referrals and walk-in basis. We have a calming corner that students can use when they need a minute to refocus.</li> <li>● The Wellness Center supports the whole child in removing barriers to academic and life achievement by providing a safe environment where our Viking community can access the resources appropriate for their individual needs.</li> </ul> <p><b>WELLNESS CENTER GROUP COUNSELING</b></p> <ul style="list-style-type: none"> <li>● --Thrive and Shine--a mood management. Cognitive Behavioral Therapy group</li> <li>● --Grief group--to help students process their grief</li> <li>● --Teen Group--to help students process the challenges of being a teenager</li> <li>● --Spark--a motivational group</li> <li>● Planned to begin in the near future:             <ul style="list-style-type: none"> <li>○ --Spanish newcomers group to support those who may be struggling with language and cultural challenges</li> <li>○ --Not Alone--a transgender support group</li> </ul> </li> </ul> <p><b>E3.3</b></p> <ul style="list-style-type: none"> <li>● Intervention staff who specifically focus on supporting students who struggle with behavior and grades</li> <li>● Restorative Justice--the RESET center is an alternative to suspension. Our goal is to prevent suspensions and expulsions and provide alternatives to sending suspended students home. Within that, we are also incorporating restorative practices.</li> <li>● Port V--designed to help with behavioral challenges that arise during the day</li> <li>● Document Text a tip, cell phone, dress code, PE non dress/participation, ODR, all campus behaviors issues.</li> <li>● Speak with students about what happened, how they could have reacted or done things differently to not disturb the class/campus.</li> <li>● Developing a caseload of students to check and connect with on a weekly basis for behaviors/grades/mental health.</li> <li>● Assist with admin in student searches with suspected students under the influence of any substance.</li> </ul>	<p><b>E3.2</b></p> <ul style="list-style-type: none"> <li>● Wellness Center</li> </ul> <p><b>E3.3</b></p> <ul style="list-style-type: none"> <li>● Intervention/ Port Valhalla</li> <li>● R.E.S.E.T and Restorative Justice Programs</li> </ul>
---	---

<p><b>E3.4</b></p> <ul style="list-style-type: none"> <li>● Work with administration/Wellness Center staff/Reset staff when students need multiple layers of support.</li> <li>● <a href="#">Race to Submit Data</a> Counselors have pushed in to Senior Gov/Econ classes to lecture about FAFSA and to support creation of FAFSA ID and the application process</li> <li>● Our AVID elective classes focus on teaching skills that directly support the students in their core academic classes and utilize varied and interesting writing prompts to help our students become better writers.</li> <li>● The AVID elective classes take college tours in order to create interest in attending a four year college and help students with everything from life skills to filling out their FAFSA forms in order to make college accessible for our students.</li> <li>● The diversity in teaching styles is the strength of our AVID program. More teachers from different subject areas are teaching the AVID elective and then using collaboration within the given departments to help spread AVID techniques throughout the campus. We have expanded from 7 AVID classes (with smaller rosters) to 8 AVID sections with rosters of 20+. We are achieving our college bound goals-- 100.0% of the senior class of 2021-22 applied to a four-year college, 100.0% were accepted at a four-year college, 29.0% planned to attend a four-year college and 64.5% plan to attend a two-year college.</li> <li>● NSHS has increased positive campus culture by increasing the amount of student clubs on campus. Any student may start a club with the support of a teacher/advisor. New clubs include:             <ul style="list-style-type: none"> <li>● Mystic Vikings - Miles Gonzales</li> <li>● Circle of Friends- Pierson</li> <li>● Creative Writing- Vasconcellos Boyd</li> <li>● Coding- McCann</li> <li>● Color Guard- Parker</li> <li>● Cycling- Ozawa</li> <li>● DJ club- Varela</li> <li>● Dance- Ghastin</li> <li>● Dungeon and Dragons- Ochoa/ Kokesch/Warner</li> <li>● Fashion- Ketterling</li> <li>● Esports- Newberry</li> <li>● Fitness- Villa</li> <li>● Girls Health in Girls Hands (providing feminine products and education) - Jimenez</li> <li>● Library- M Lopez</li> <li>● Speech and Debate- White</li> </ul> </li> </ul> <p><b>E3.5</b></p>	<p><b>E3.4</b></p> <ul style="list-style-type: none"> <li>● Race to Submit FAFSA Pushins to Gov/Econ</li> <li>● Increased ROP offerings</li> <li>● AVID</li> <li>● Increase number of on Campus Clubs</li> </ul> <p><b>E3.5</b></p>
---	---

<ul style="list-style-type: none"> <li>• The Student Senate is to represent all students at NSHS. Each 1st period class chose a representative. This student gathers information, ideas, concerns, questions from their class. They attend a monthly meeting (the 3rd Thursday of each month) where they share the ideas/ concerns/ thoughts of their class. Some information is given to the representatives to report back to their classes. Primary focus is to listen to student voices.</li> <li>• A smaller group of students volunteered from Student Senate to create the Principal Advisory this year. 8-10 students will meet monthly with the principal. They have created a running agenda of topics to be discussed based on the information shared at the Student Senate. All student senate students may add to the agenda via a shared doc.</li> <li>• The primary function of the Principal Advisory committee is to act as a conduit from the students to the principal. Students volunteered to talk with their peers, then meet once a month with the principal as representatives of the student body. Students created an agenda three weeks prior to meeting with the principal. They talked as a group, shared with the ASB class, and amongst their peers. The topics grew. The students shared the agenda with Dr. White. They used the agenda as a running list of topics. Each meeting time 2-3 topics were discussed. Students shared their thoughts around the topics. The principal listened and responded. She explained the why to some topics, and encouraged their sharing. The students walked away feeling heard and empowered.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Senate</li> <li>• Principal's Advisory Committee</li> </ul>
---	--

**ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

**Areas of Strength**

1. Our Wellness Center is now supporting a number of students and staff in social-emotional health.
2. Multiple communication systems are in place to support staff and address areas of need or concern, *promptly*.
3. Student voice and opportunities for them to provide feedback has increased.
4. Updates to the school's infrastructure and buildings to increase safety and learning are being made and/or scheduled.

5. Opportunities for students to join clubs, sports, or other activities have increased.

### Areas of Growth

1. More bathrooms are needed to address the large student population.
  2. The school needs more parent and community buy-in, engagement, and attendance at school events.
  3. All staff need to be trained on new equity and restorative justice practices now in place.
  4. Stakeholders need training and more monthly/quarterly communication on students' progress as well as site progress. This includes: students, staff, parents/guardians, and community.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Train staff in restorative practices and have systematic processes to follow. Message these new practices and tiered interventions out to all stakeholders.
    - Ensure continuous communication with all stakeholders. Develop more activities and events for parents and the Viking community to feel a part of and want to participate in.
    - Encourage more parent participation and attendance at events: information nights, sporting events, rallies, and more.
    - Bring back the Link Crew to encourage leadership beyond ASB of all levels of students, and specifically to the 9th graders, to motivate and develop more school spirit and unity.
    - Create more avenues for all students to feel connected to the school and classes through multiple ways.
  - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - Invite more of the community to participate as speakers and motivators to our students.
    - Post more information about the Wellness Center's support groups to all parents and students.
  - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**
      - Facility upgrades are scheduled - with outlets and bathrooms to make learning more available.
      - Workshops for parents - choice of which to attend, which room, etc. and in multiple languages
      - Bring back link crew
      - Reimagine the bell schedule to provide ongoing supports and remediations during the day
      - Child care for nights, more celebratory events too.
      - Create the newsletter

## Prioritized Areas of Growth Needs from Categories A through E

	Growth Need	Analysis & Commentary
<p><b>A: Vision &amp; Purpose</b></p>	<p>One area for more growth in this section is our collective accountability: how the site collectively makes classroom decisions, assesses on rubrics, self reflects with driving change, and fully engages in the inquiry cycle process.</p>	<p>Over the past three years, NSHS has turned over some staff, which may not have all been fully trained in all site and district initiatives. And working through school closures, the opportunities for focused and engaged collaboration, along with learning new technologies and developing new practices, challenged our collective accountability. Now back to in-person learning, able to conduct PDs, and engage in more growth conversations, the staff is already gaining momentum with new training, calibrations, and constructive conversations. Continued focus on the collaborative needs of students can benefit with more intercontent and interdepartmental collaboration to support morale and systems of staff as well as develop more common languages, rubric calibrations, and differentiation in the classrooms.</p> <p>However, all of this progress still needs to consider the toll on teachers. Not only the additional needs of learning to teach remotely, and now how to re-engage students, but also working through sub shortages and higher teacher absences, with many teachers working multiple days a week to in-lieu during their prep, along with more teachers having to share classrooms, moving throughout the day. While training and PD should continue, it is also important to have empathy for the staff to balance home and work life.</p>



<p><b>B: Curriculum</b></p>	<p>In the curriculum, students need to deepen their understanding of how the content areas interconnect and develop a better understanding of why the content is important to learn. One area to best support this would be to strengthen how the community is utilized, across disciplines, to give more meaning to their learning, and lead to more focused interest and engagement.</p>	<p>Within the curriculum, NSHS could better support student success with establishing more cross content strategies to solidify learning and strengthen their understanding of how or why a strategy is used. Some of these strategies include training newer teachers (and offering refresher PDs to those already trained) in the Constructing Meaning, GRR, structured student talk routines, and structured organizers to support higher levels of analysis. Using similar systems in each class will better support students' understanding of connections between courses, and not see each new period as its own entity.</p> <p>Further, the connections students make of the learning to the real work could better support their success. More and continued outreach to recent graduates, collecting information on how NSHS prepared them for their successes could drive more change in how or what is focused on. While students in data show they have met the criteria to be college or career ready, more anecdotal feedback on supportive experiences as well as those that needed more mastery to fully be successful in their next steps could increase how ready our graduates really are, driving critical changes to strengthen the curriculum's focus. Further, more personal connections with alumni and other community members will strengthen the connections of what is being learned in the classroom to real life experiences, hopefully ending the age old question of "When will I ever use this in the future?"</p>
<p><b>C: Instruction</b></p>	<p>While more teachers are using varied strategies, NSHS could benefit by developing a set of common vocabulary or strategies to implement course to course.</p>	<p>Developing a site based set of core strategies would support the instruction in that students would be familiar with it, and be able to focus on the content to learn instead of "how to" with too many varied techniques from class to class.</p> <p>This can be furthered by also creating more sharing opportunities for teachers outside of our tech PD's twice a year. Learning from each other and sharing new technologies or strategies that are working better to engage students in the learning will support all students. This practice began through distance learning in 2020, where in a staff meeting one teacher was able to highlight a technique, one or two per month. However, without follow up or more instruction into its application, not many new strategies were implemented across the school site. Now back in person, this idea of sharing instructional strategies to broaden those we use, or replace outdated ones can develop from simply just</p>

		<p>reporting out to share, to developing a community of sharing and continued support as a group of teachers work through the technique together, discussing surprises as well as challenges, and make the most out of the short class time with students.</p>
<p><b>D: Assessment</b></p>	<p>Increase training and collective conversations about the purpose and use of formative vs summative assessments.</p> <p>to increase immediate remediation and opportunities to better meet the rigorous demands of benchmarks, state testing, ELPAC, and other assessments.</p>	<p>While PLC's work through an inquiry cycle, the staff is not consistent in using the data to inform instruction versus informing where students are. Training and calibration of standards and student examples (or on all levels of a rubric) would support more teachers to grow in an understanding of what rigor really means. Further, more understanding and buy-in to why we do inquiry cycles as formative assessments would allow for more remediation or acceleration on the content for students, supporting all learners. This idea needs to also consider training on how to read the data and how to understand its breakdown for all student population groups.</p> <p>Hopefully, while teachers feel they are offering rigorous content and our students are growing in achievement, there needs to be better correlation between perceptions and ultimately, why students are still not at mastery level according to the state assessments.</p>
<p><b>E: School Culture</b></p>	<p>All staff need to be trained on new equity and restorative justice practices now being implemented.</p>	<p>While the school's infrastructure has a variety of stakeholders still commenting, plans to upgrade the facilities including adding new buildings, restrooms, and air systems among other items is in place; it will just take time over the next few years for all to be accomplished.</p> <p>Right now, NSHS can grow by providing more opportunities for staff and stakeholders to understand more about the restorative justice practices as well as continue to collectively and consistently adhere to school policies already in motion. Since our 2020 return to the classroom, multiple tiered structures have been put into practice to support the school as well as student learning. However, the staff as a team needs to more fully commit to adhering to each of the policies with fidelity for them to work in greater capacity.</p>



## **Chapter IV: Summary from Analysis of Identified Major Student Learner Needs**

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

Over the past six years, there has been a lot of positive reshifting and reimagining, taking great strides in the culture of the school as well as student engagement on campus. Students and all stakeholders can work more collaboratively with all parties on the same page; that means more work to reintroduce the NSHS ESLRs and gain student internalization and self commitment to live these out.

One of the biggest findings overall is that literacy skills are not at grade level. This is affecting student learning in each class and across all contents. While course assessment data shows growth within a given year, data from year to year is stagnant. More work on site based, cross-content terminology and synonyms to support students with academic language and expression will unify students' learning and understanding of questions on state or district level tests.

Teachers need to continue to develop professionally both on-site in PLCs, departments, and PD sessions, as well as off campus to embrace the ever changing research and best practices, either through virtual sessions, book clubs, or other avenues. While time needs to be honored to maintain a healthy work and home life balance, so does a balance between teacher learning and exploring with teacher practice. Additional commitment to ongoing support of all PDs through structured practice and collaboration, will enhance the learning and improve all classrooms.

Students are speaking out and appreciate being heard. NSHS is working to increase these opportunities and avenues to ensure the needs of all students are being addressed. In working in tandem with student voices, additional opportunities to meet all varied student needs can be developed to support both their time while attending North Salinas High School as well as life beyond.



## Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school’s follow-up process, ensuring an ongoing improvement process.**

North Salinas High School’s Principal, Administrative Team, and the Instructional Leadership Team (ILT) will assume responsibility for implementing and monitoring the School Wide Action Plan. After each quarter, North Salinas High School Administration and ILT will meet to discuss and assess progress toward completion of the Schoolwide Action Plan. Ongoing review of the plan will be incorporated into our annual LCAP report as well as the SPSA.

Based upon updates, this group will recommend adjustments to the Schoolwide Action Plan, which will then be shared with staff through Department Chairs, Course Leads and PLC meetings. Updates will be shared by members of the administrative team and classified leaders.

The community will be informed regarding progress by English Language Advisory Committee (ELAC) meetings in addition to School Site Council (SSC) meetings. ELAC and SSC groups will be updated on progress of the Schoolwide Action Plan goals at the start and end of the school year.

Further, a Schoolwide Action Plan report will be included at the conclusion of every semester on the North Salinas High School website.

### Action Plan Goal #1:

*Increase the success rate of English Learners as measured by the percent meeting A-G and graduation requirements as well as the percent being redesignated as Fluent English Proficient.*

TASK	RESPONSIBLE PERSON(S)	METRICS	TIMELINE
After school tutoring from EL Department	ELS	Sign-In sheets	2022-ongoing
Field trips (yearly) -- such as, Aquarium, Cannery Row, beach, Movies, etc... to get these students out in the community; something that many may not have access to from home.	ELS	Student attendance	2023-ongoing
<a href="#">NSHS EL Academy</a> -to support newly enrolled non-English speaking students in how to use Google Suite Applications, how to navigate the school and its expectations, and basic literacy support	ELS	Sign-In sheets	2023-ongoing
Reading support class for our higher performing	ELS, Reading	Sign-In sheets	In discussions for

EL's. This reading support class would either be embedded into the school day or offered as a 7th period like the ELD Support (Rosetta Stone) course is offered.	Instructor		2023-2024 school year
Continue to push into EL classes for EL workshops (like <a href="#">RFEP workshop</a> and ELPAC workshop) to prepare students for ELPAC, STAR, and potential reclassification.	ELS	Schedule dates	Each month, starting in 2022
ELPAC Bootcamp - model what other middle schools are doing in our district by offering 4 consecutive Saturday workshops to prepare students who are close to reclassification. The Bootcamp will provide students with strategies on how to take the ELPAC exam. The goal for the boot camp is to prepare students who are close to RFEP'ing so they can meet district RFEP criteria.	ELS, additional support staff	Sign-In sheets	Spring 2023 and on-going
Monthly reading incentives	ELS	PBIS incentives log	2022-ongoing
Student concern <a href="#">form</a> to be completed by all teachers. EL office will make phone calls home, meet individually with students, or create a plan of improvement	ELS	Data from form	2022-ongoing
ELPAC Speaking practice, one - on - one with students who sign up	ELS, additional support staff	Student Rubrics	2023-ongoing
<a href="#">Summer EL Parent Workshops</a> to help parents gain knowledge on the upcoming school year and the best ways to support their child(ren). Workshops include attendance, Student/ParentVue, registration, EL program information	ELS, additional support staff	Sign-In sheets	2023-ongoing
<a href="#">NSHS EL Newcomer Website</a> - Still in the development stage, but the goal is to have a resource for students to utilize during their EL Academy.	ELS	Updated and posted online	2023-ongoing
RFEP Ceremony will be changed to a RFEP Banquet. Shift from a small celebration to a large banquet with catered food and student speeches at the forefront. <a href="#">Here is the proposal.</a>	ELS and additional support staff	Sign-In sheets	2022- ongoing

**Action Plan Goal #2:**  
*Increase the percentage of students graduating College and Career Ready*

TASK	RESPONSIBLE PERSON(S)	METRICS	TIMELINE
Increase opportunities of students (9-12) for College and Trade School visits in person and virtual	Admin team, chaperones (Subs for teachers)	# of students on field trips	2023
Increase student awareness of and completion of college/career ready requirements	Counselors	Counselor's calendared dates	Counselors yearly A-G presentations and individual appointments with students  If students take an intro pathway class, they are automatically enrolled into the final advanced course.
Investigate the value of adding an advisory period to the current schedule to support students readiness (9-12) for the rigors of College and Career	Committee Chair and team	Voting ballots and feedback	2023
Rethink and reimagine AP, Honors, higher level courses, and ROP to provide Increased student access and participation	Teachers of all content areas, Counselors	Student enrollment in courses and courses offered	Spring of 2023
Increase the number of teachers trained in AP strategies and rigor	Teachers	Certificates of completion	2023
Continue to study and implement effective and equitable grading practices as a school site.	Teachers, TSAs, Ed Tech, PLCs	PD Sign in sheets, PLC notes	Ongoing
Train more teachers in AVID strategies-- work on PLC teams attending together	Admin, AVID team, PLCs,	Conference attendance	2023
Create a freshman seminar course to introduce to HS	Admin, Teachers, Counselors, Stakeholders	District approval of course	2024

**Action Plan Goal #3:**  
*Increase the graduation rate.*

TASK	RESPONSIBLE PERSON(S)	METRICS	TIMELINE
Review and reimagine opportunities for students to remediate and recover credit throughout the school year.	Admin, Teachers, Counselors, Intervention team	List of opportunities offered, Number of students in courses	2023
Utilize the current CSUMB Service Learning program to include a 1:1 tutorial component with college students providing tutoring to NSHS students.	Intervention team, CSUMB tutors, Admin	Sign-In sheets	2023
Research course offerings that could be integrated into the Master Schedule to support 9th and 10th graders, specifically SWD and Language Learners in meeting graduation requirements and aspiring to post secondary opportunities.	Counselors, SWD department, ALL/ELD department	Additional course offerings	2023
Initiate a process with certificated staff and our site union to study our current bell schedule to include an advisory period that could provide ongoing support for students to be graduation ready.	Schedule Committee, Admin, Counselors, Union	Voting results	2023
At the annual back to school night, include workshops for parents that provide essential information to support students.	Counselors, Ed Tech, ILT	Sign-in sheets	2023
Professional Development on equitable grading practices to offer students a more level playing field for being academically successful and to increase graduation readiness.	Ed Tech, TSAs, Teachers	PD Sign-In sheets	2023
Further expand interventions for students by providing additional instructional support in core classes to students during class time through the co teaching model.	Admin, Teachers, Support personnel	Student Enrollment, Providers in the classrooms	2022-ongoing

**Action Plan Goal #4:**  
*Increase parent involvement.*

TASK	RESPONSIBLE PERSON(S)	METRICS	TIMELINE
Significantly increase communication between school staff and parents through full utilization of Talking Points and other district approved avenues.	Ed tech, ILT, Teachers, Office Staff	Talking Points Usage Data	2022-ongoing
Provide parents with ongoing training and support in utilizing school school information systems especially Parent Vue.	Counselors, Ed Tech, ILT, ELS	Sign-In sheets	2023
Freshman parent orientation-- welcome to NSHS and what they need to know-- stations, have in english and spanish	Club advisors, Athletic coaches, counselors, Elective class representative, ASB	Sign-in sheets	Summer 2023
Develop a parent task force that regularly meets to discuss with school admin and staff on how to make program offerings more accessible and effective for all.	Parent committee, Admin, Teacher Representatives, Community Liaison	Sign-In sheets	2023
Provide child care at parent meetings	Community Liaison, Student Volunteers	Sign-In sheets	2023
More celebratory gatherings with parents and their students that include food and showcasing of school programs as an opportunity to include them into the work of the school.	Admin, Counselors, Teacher Representatives	Sign-In sheets	2024
Establish a quarterly newsletter published in multiple languages to communicate the actions and activities of the school and honor student achievement	Admin, Counselors, ILT, ASB	Published newsletters	2023
Further develop ways of quarterly celebrating student success: attendance, most improved, honor roll.	Admin, ASB	Scheduled Events	2022-ongoing



**Action Plan Goal #5:  
Multi-Tiered Systems of Support**

TASK	RESPONSIBLE PERSON(S)	METRICS	TIMELINE
To increase the Wellness Center support staff with an additional Socio-Emotional Counselor to provide individual and small group counseling.	Admin, new staff	Personel	2023-ongoing
<p>To further develop support structures through our Student Engagement Support Center (Port Valhalla) for students who receive office discipline referrals and teacher class suspensions.</p> <p>To further develop a system of alternatives to suspension (classroom and school) that allows students to restore harm and at the same time remain engaged in their schoolwork</p>	Restorative team	Itemized Structures	2023-ongoing
<p>To maintain and increase continued staffing to build and develop our R.E.S.E.T program for students who are assigned out of school suspension and/or expulsion by providing:</p> <ol style="list-style-type: none"> <li>1. Access to the core curriculum, academic support, and intervention to be College and Career ready.</li> <li>2. A blend of ongoing services including progress monitoring (academic and behavioral), counseling, small group therapy, 'Check in-Check Out' and more.</li> </ol> <p>The ultimate goal of R.E.S.E.T is for participants to successfully re-enter the school community in a timely manner</p>	Admin, RESET team	Shared curriculum and support materials	2023-ongoing
To expand our Grad Ready program to provide students the opportunity to recoup credits so that they may be on track for	RESET team, new teachers	Supplies and Materials, calendared events	2023-ongoing

<p>graduation and A - G prepared.</p> <p>To intensify recruitment of teachers to join the Grad Ready team for sessions after school, Fall, Winter and Summer.</p> <p>To offer incoming Freshman a summer enrichment program that prepares them a deeper understanding of the opportunities of high school along with socio-emotional connections and elective based activities.</p>			
---	--	--	--



## Appendices

*\*Please also see all linked documents throughout.*

1. [Local Control and Accountability Plan \(LCAP\):](#)
2. [NSHS SPSA 2022](#)
3. [Results of student questionnaire/interviews](#)
4. [Results of parent/community questionnaire/interviews](#)
5. [Master schedule](#)
6. [Approved AP course list:](#)
7. [UC a–g approved course list:](#)
8. NSHS [A-G UC Course List Narrative](#)
9. [NSHS CTE Pathway Completion](#)
10. [California School Dashboard performance indicators](#)
11. [School accountability report card \(SARC\)](#)
12. [National Student Clearinghouse Data](#)
13. [Graduation requirements](#)
14. [NSHS Counseling Planning Document- Monthly Schedule of Events](#)
15. [Glossary of terms unique to the school.](#)