



**NORTH MONTEREY COUNTY HIGH SCHOOL
PROGRESS REPORT 2020-2021**

**13990 Castroville Blvd
Castroville, CA 95054**

North Monterey County Unified School District

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Community Profile:

North Monterey County High School (NMCHS) opened on October 23, 1978. We serve the students of the surrounding communities of Castroville, Moss Landing, Prunedale, Elkhorn and Royal Oaks. Our high school is settled between local communities, family farms, and the Elkhorn Slough; a protected sanctuary and biologically diverse body of water extending miles inland from the Moss Landing Harbor.

As of fall 2020, NMCHS housed approximately 1,257 students (an increase from 2019). Our high school is physically located in the town of Castroville, the heart of one of the most fertile and agriculturally rich areas in the United States of America and is known as the “Artichoke Capital of the World”. This year marks the 41st anniversary of the high school and its commitment to developing students prepared for success in college, career and civic engagement. NMCHS has a proud reputation for providing a safe and welcoming environment for students, staff, and the community. North Monterey County High School offers a full range of core classes, multiple college and career CTE pathway programs, Dual Enrollment and Advanced Placement courses, numerous enrichment activities, and a full visual and performing arts and athletic program.

North Monterey County High School is part of the larger North Monterey County Unified School District (NMCUSD) community which serves approximately 4,616 students in grades K-Adult. The District operates eight schools: Castroville Elementary (K-6), Echo Valley Elementary (K-6), Elkhorn Elementary (K-6), Prunedale Elementary (K-6), North Monterey County Middle School (7-8), North Monterey County High School (9-12), Central Bay High School (10-12) a continuation high school, and the North Monterey County Center for Independent Study (K-12) an alternative school of choice. The District also operates pre-schools, as well as the Castro Plaza Family Resource Center, an infant/toddler program, and Adult Education.

A majority of North Monterey County High School students have grown up in our district and its communities. The students enrolled at North Monterey County High School (NMCHS) are representative of the full socio/economic spectrum of North Monterey County. People from our area work in all sectors of the agriculture, hospitality, tourism, and service industries.

Our student population for the 20-21 school year:

Ethnicity	Enrollment	Percent
African American	1	0.1%
American Indian or Alaska Native	3	0.2%
Asian	5	0.4%
Filipino	14	1.1%
Hispanic or Latino	1,101	87.6%
Pacific Islander	4	0.3%
White	120	9.5%
Two or More Races	5	0.4%
Not Reported	4	0.3%
Total	1,257	100.0%

- Enrollment by Grade Chart Data		
Grade	Enrollment	Percent
Grade 9	348	27.7%
Grade 10	328	26.1%
Grade 11	292	23.2%
Grade 12	289	23.0%
Total	1,257	100.0%

We take pride in the diversity of our community and are committed to providing a safe and supportive learning environment that leads to high achievement and individual excellence. Our ultimate goal is to prepare every student for success in college, career, and beyond.

Our core belief is that every student has the right to unrestricted opportunity. Our mission for all students at NMCHS is for them to be inspired, purposeful, and prepared for graduation and beyond.

All Condors embody P.R.I.D.E. to create an environment where the Conditions of Learning thrive. In this learning environment all students will grow to be global leaders who:

Investigate the World

Globally competent students are aware, curious, and interested in learning about the world and how it works.

Recognize Perspectives

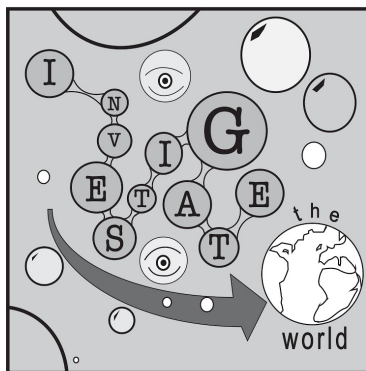
Globally competent students recognize that they have a particular perspective, and that others may or may not share it.

Communicate Ideas

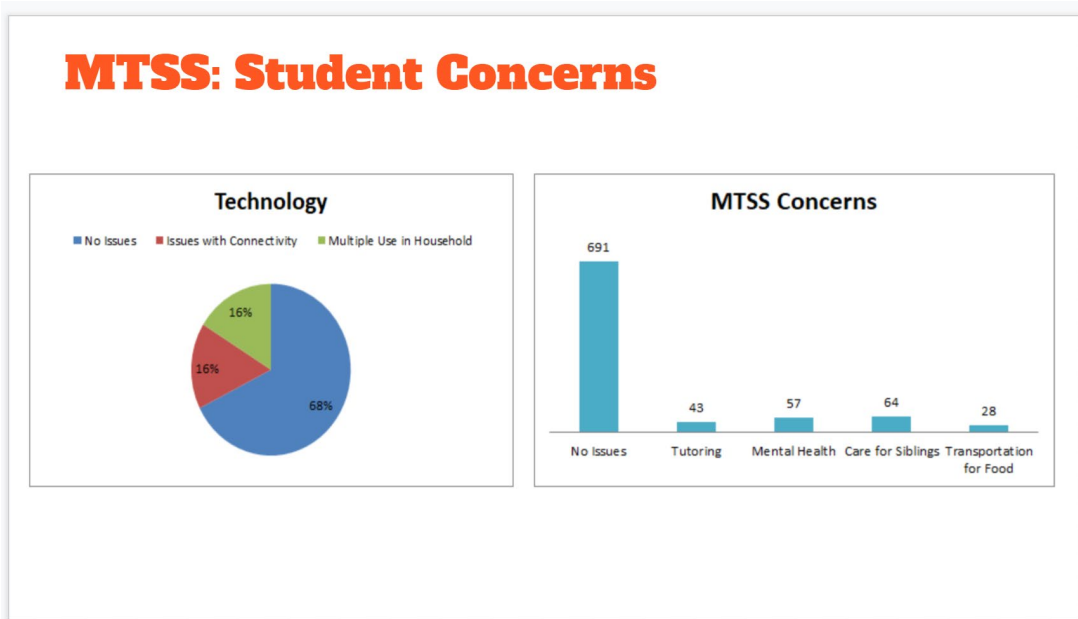
Globally competent students can effectively communicate, verbally and non-verbally, with diverse audiences.

Take Action

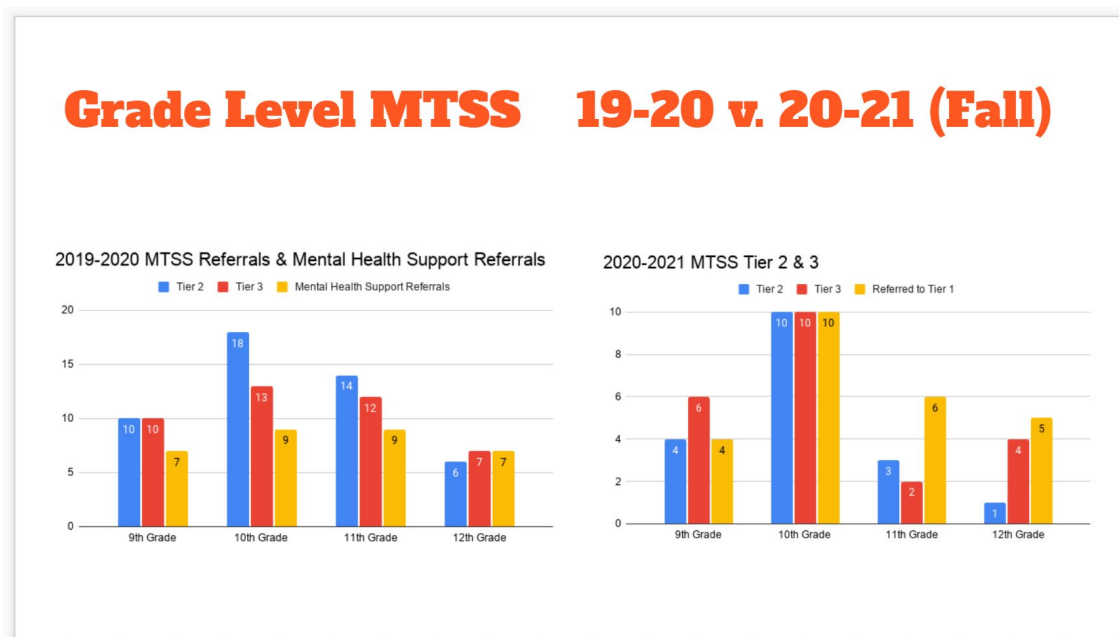
Globally competent students have the skills and knowledge to not just learn about the world, but also to make a difference in the world.



2020-2021 student data provided insight as to what students felt their greatest needs were and if the school had increased or decreased their impact in the areas of student technology access, mental health, building relationships, academic support, and social emotional support over the past year. The data shows that 68% percent of our students had no issues with technology access by November 2020. However, some students (32%) indicated that issues such as geography of home and/or multiple users in the household were impacting their ability to connect with their device. This is an increase of over 30% for technology access compared to 2019 data. In an effort to minimize this impact we provided additional hotspots to multiple use households and invited those students with geographical barriers to come on campus daily for connectivity support. Also, approximately 50% of our student population indicated as of November 2020 limited to no MTSS concerns. This number decreased due to the intensive weekly monitoring of student engagement and need. All students showing a need for support were quickly intervened and provided with the specific support for their need at a much more rapid pace and with concerted effort than previous years. This percentage is 12% percent less than 2019 data suggested.



According to data comparing our 19-20 data to our 20-21 data, the students in most need of our Tiered Systems of Support continue to be our 9th and 10th grade cohorts.



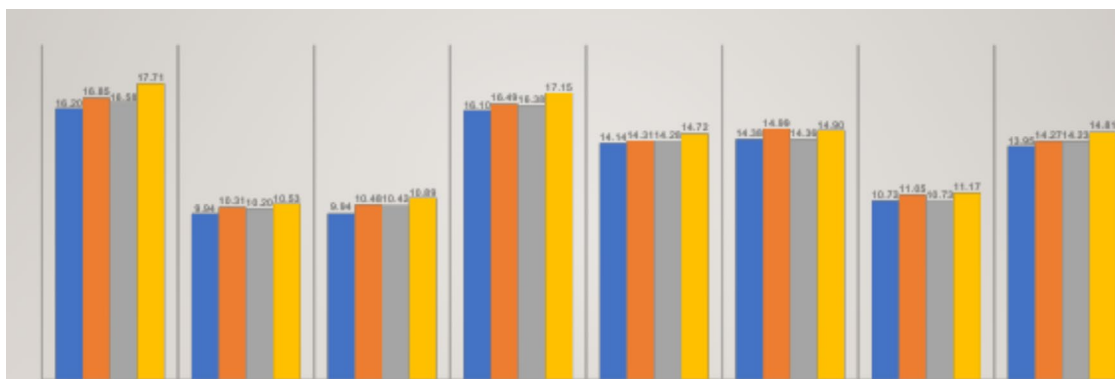
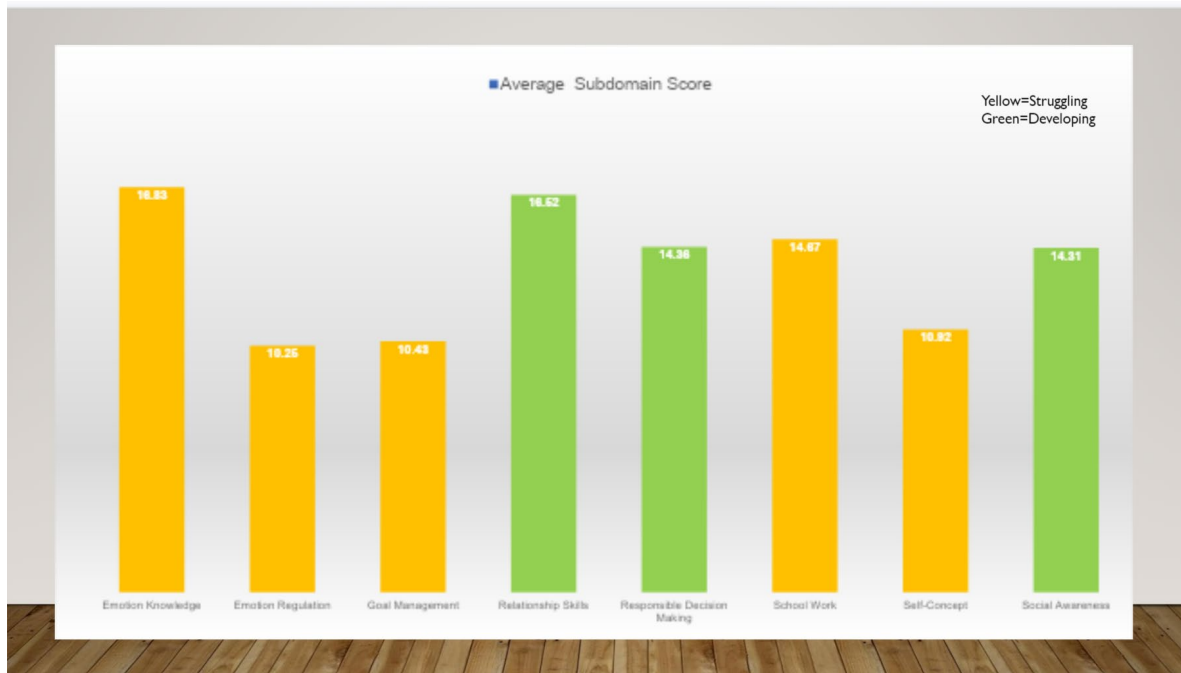
SUITE 360 SEL SURVEY

Survey Design & Implementation

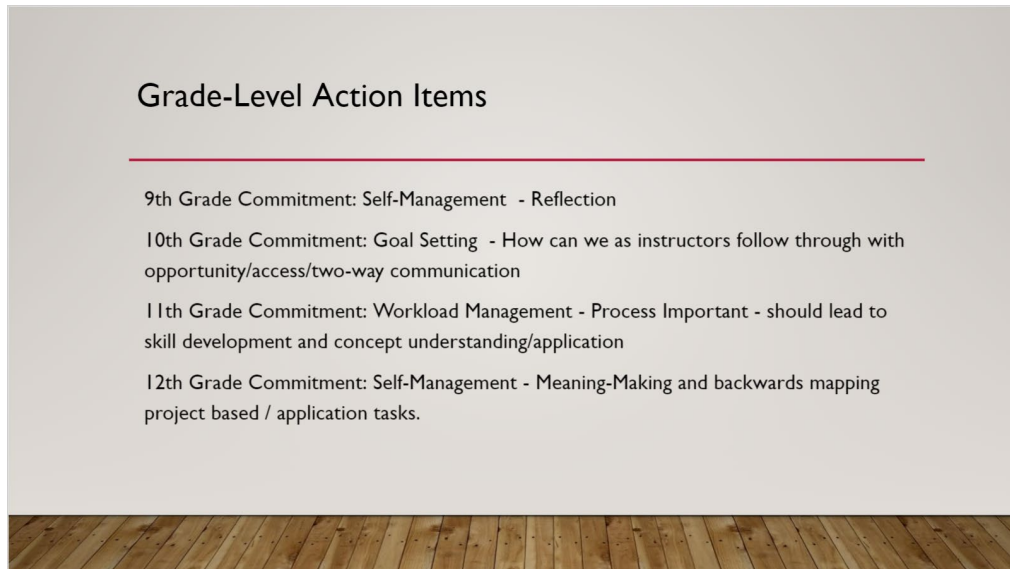
- 40 questions
- 532 student completed the survey
 - 9th Grade – 131
 - 10th Grade – 153
 - 11th Grade – 126
 - 12th Grade – 122



During the 20-21 school year our students participated in the Suite 360 SEL Survey. The Data collected from the survey show emotional regulation, self-concept, and goal management to be the areas of greatest student determined need. It also shows that our 9th grade cohort is the lowest self-determining group in these areas. This is a shift from the previous category of relationship building and adult on campus connection.



Due to these results our staff met in February, discussed and reflected on the data and made grade-level collaboration group commitments. These commitments will be a focus area for our staff and students as we move into 21-22.



The 2020-2021 Attendance and Student Academic Performance Data show a consistent loss in both attendance and academic performance compared to 2019-2020. The Attendance Engagement Loss and Learning Recovery need is most significant in the 9th and 10th grade cohorts.

Learning Recovery Status by Grade Level

Grade Level	Total Students	Credit Rate	Learning Recovery Indicators
9th 2024	349	52% On Track 16% Approaching on Track 33% Not on Track	117 students in need of Recovering Credits to Graduate with Cohort (10 or more) Concentration of credits in PE, English and Math
10th 2023	326	51% On Track 33% Approaching on Track 17% Not on Track	107 students in need of Recovering Credits to Graduate with Cohort (10 or more) Concentration of credits in English and Math
11th 2022	273	49% On Track 32% Approaching on Track 17% Not on Track	64 students in need of Recovering Credits to Graduate with Cohort (20 or more) Concentration in Social Science, Math English
12th 2021	278	88% On Track 3% Approaching on Track 9% Not on Track	Concerns: Independent Study, Central Bay and Dropout (Loss of Contact) numbers compared to 2019-2020

INTERNAL ASSESSMENTS 20-21

Let's Go Learn - English

9th Grade Average Score 7.2 in English Skills (1/3 of Cohort)

10th Grade Average Score 8.6 in English Skills (1/3 of Cohort)

11th Grade Average Score 9 in English Skills (1/3 of Cohort)

Let's Go Learn - Math

Pre-Algebra Assessment

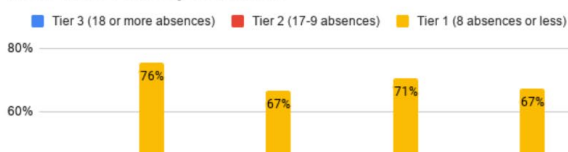
Students grades 9-12 (100 tested) average score of 5 in Pre-Algebra Math Skills

Algebra Assessment

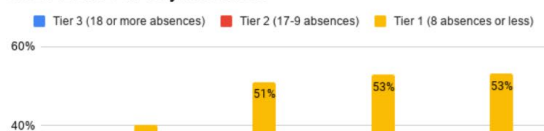
Students grades 9-12 (130 tested) average score of 4 in Algebra Math Skills

Attendance 19-20 v. 20-21 (Fall)

2019-2020 Full Day Absences



2020-2021 Full Day Absences

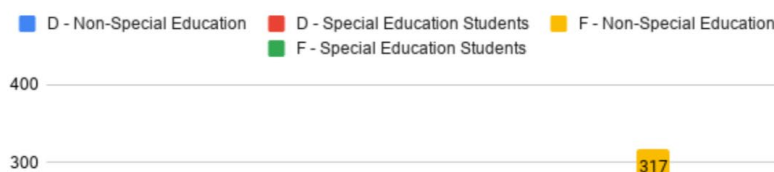


These data points will be addressed in the action plan refinement for 21-22. There continues to need to be significant supports and programming for our 9th and 10th grade cohorts, as well as shifting from a major focus of relationship building and digging deeper into how our relationship building with students, culture of our school, and instructional strategies in the classroom can help support student development of goal setting and reflection, self-concept, and emotional regulation.

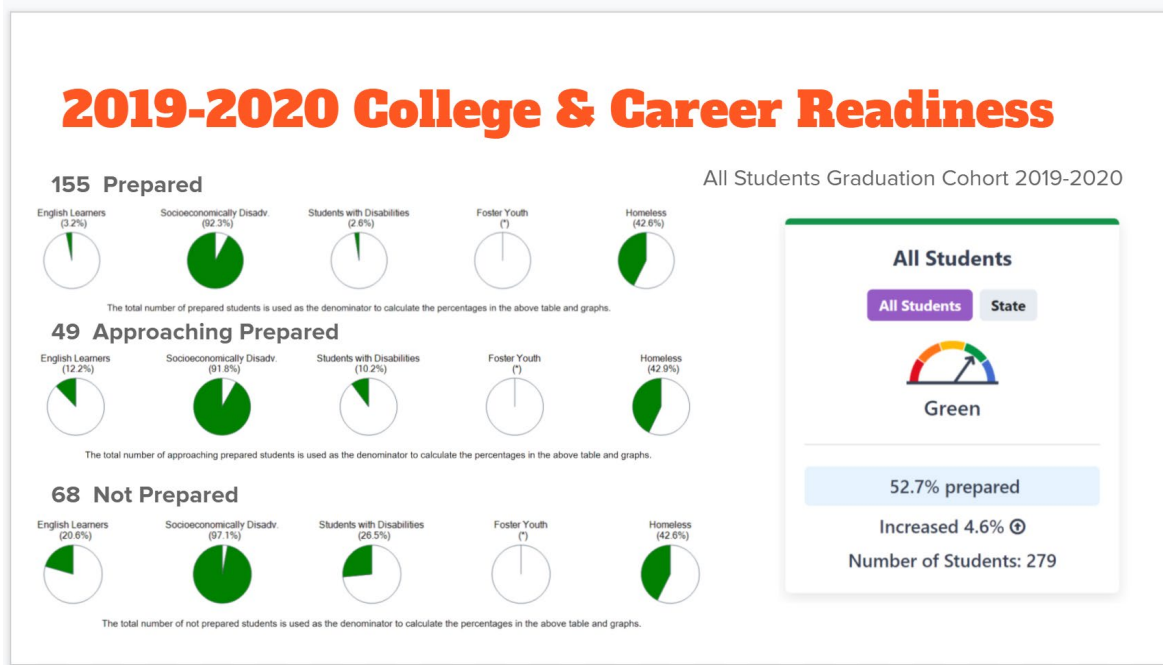
Our subgroups of EL and SPED have showed an increase in non engagement this year due to distance learning and a need for academic performance recovery. During the 20-21 school year these populations, along with foster care youth had the most access to on-campus academic support. We on boarded our small stable cohorts the last week in September and have allowed the subgroups to be on campus with supports throughout the year. Although, the additional supports were available many students in these subgroups continued to participate through distance learning off campus only. This significantly impacted the schools ability to intervene and support when needed. The Chart below expresses the level of learning loss for our 9th grade ELD and SPED student subgroups as of December 2021. The totals shown equal number of total “F’s”. English Learners who were also SPED performed better than their non-SPED peers. Non-ELD students who are SPED were less successful overall. The greatest group impacted was the RFEP students both SPED and Non SPED. This has consistently been a group that needs critical focus to support long-term growth at our school.

English Language and Special Education Learners


2020 9th Grade D/F Rate for ELD and Special Education



Additional data points that we reflected on were the college and career readiness indicators. We completed our 2019-2020 school year with an increase in our 12th grade cohort with a 4.6% rise in the overall performance level. However, we continue to see a large gap in prepared and approaching prepared with our designated English Learners and Special Education students. This data point will be addressed in our 21-22 action plan revisions.




A new data point for 20-21 is our Career Technical Education pathway program certification and program completer data. The data also extends to the recognition of individual student achievement in CTE competitions throughout California. These data points are critical to us learning more about which students are completing pathways, earning industry certificates, and pursuing skills competitions. Our pathways are not only an academic performance point, but will be an indicator of student opportunity and access for growth in the areas of goal setting and self-concept. For 20-21 we have total numbers; however during 21-22 we will be focusing not only on increasing totals but desegregating the data into our critical subgroup populations.



CTE Department

Certifications

OSHA - 10 Certification		FEMA - Active Shooter	
Industry	# of Students	Industry	# of Students
Automotive	11	Public Safety	25
Culinary	45		
Healthcare	32		
Engineering Design	13		



CTE Department

Pathway Completers

Pathway	# of Students
Automotive	4
Culinary	1
Health Sciences	25
Engineering Design	10
Public Safety	3
Manufacturing & Product Design	9



CTE Department

Achievements / Recognitions

SkillsUSA

Two freshman advances from the Region 2 Competition to the State Competition for the Job Interview Competition

First Robotics

A team of 13 students competed and showed a robot they built this past year

Young Workers Leadership Academy

3 Juniors and 1 Sophomore attended the YWLA hosted by LOHP and UC Berkeley. They also presented to NMCHS seniors on workplace safety for their community project

S.E.A.

12 graduate students introduced students to careers and research skills used in the field through the CSUMB Future Leaders in Marine Science Program

CTE Month

Career Education virtual Showcase with MPC and Hartnell - NMCHS represented the Majority of participants

II: Significant Changes and Developments

This report will be modified to include the impact of COVID -19 school adjustments and implications to programming for the 20-21 school year. Our school was last visited by the WASC committee in 2019-2020. The WASC team left our school site 4 weeks prior to our school site closing March 13, 2020 and us quickly shifting to distance learning. As with most schools in California; we adapted, evolved, and pivoted throughout the 20-21 school year at a fast pace.

We finished out our 4th quarter 19-20 through distance learning with a no harm grading policy. Due to local health guidance, our high school instruction began the school year in distance learning with a regular grading system in place and a new block bell schedule. The significant change came in the format of attendance regulations and a major pivot in how we supported students and families with “attending” class through technology. Staff and students had to practice, innovate, and learn quickly the “how to” perform, engage, and show evidence of skill learning with a different type of accountability and independent work ethic than we were used to.

Student enrollment has decreased during the 2020-2021 school year. We started the year with a higher enrollment than past years, however throughout the year, students and their families began making choices to move out of the area or transferring to other educational programs in our district. Both certificated and classified staff worked both on campus and remotely throughout this school year. All staff were asked to reinvent their work environments and daily routine to support students and families this year. Our daily bell schedule changed to a block schedule to provide time for both synchronous and asynchronous instruction, and teacher focus time on attendance accounting. Student engagement “in person” virtually was limited and a significant amount of time was spent on relationship building, trust building, and making the virtual platform a safe space for teens to interact. Most students were introduced to content, performed tasks and showed evidence of learning through the Google classroom and Zoom platforms.

During the 20-21 school year additional support positions were filled to support the current year dynamic and build future programming at our school in 21-22. Action items from our WASC plan were fulfilled by the hiring of a Secondary-High School Bi-literacy/English Language Support TOSA, a full time Athletic Director, an English Language Student Support Aide, 1 Preferred Substitute Teacher, an additional School Psychologist, and an additional Student Advisor in the College and Career Center.

Student assessment and benchmark testing were negatively impacted by the distance learning format. Our new district-wide benchmark assessments in Math and English through Let’s Go Learn were introduced and our departments began assessing students in order for our school to have some information on learning loss and the level of recovery that would be necessary going into 21-22. Our special education department began assessing all IEP students with Lexia to support the writing of accurate IEP goals and provide additional instruction specific to student need.

The overall change for 20-21 was epic, and we anticipate a return to in-person learning for all students and staff in the Fall 21-22. We will be entering the Fall with a new bell schedule, a 1-5 Flexible Block Schedule, and an anticipated increase in student population (1303). The Master Schedule will offer course-alike(s) a common prep and collaboration time. The intent of this

change from a 1-6 traditional schedule is to allow for an increase in support, recovery, prep, and extended learning courses.

We will also be implementing an increased amount of professional development for staff in MTSS and SEL practices through a collaborative grant we received for 21-22 through the CA-MTSS network. This grant will enable our MTSS lead teachers provide yearlong training to our entire instructional staff ensuring a collective effort in our MTSS Tier 1 program. Our district is moving all schools to a new SIS system, Synergy, in the fall. This will also be a focus of training and professional development for all staff throughout the summer and into the fall.

These efforts will provide needed resources for our high school to continue to accomplish the action plan tasks proposed and refined in our 2019-2020 6 year plan.

III: Ongoing School Improvement

The 20-21 school year was significantly impacted by the COVID 19 school closure, school stable cohort guidelines, and reopening in the Spring. Although we were faced with challenges unlike we have seen before, we believe we were able to organize and stabilize our collaboration strategies in a way that all stakeholders were provided considerable access and opportunity to know, learn, understand, reflect, and provide input on our school goals and action item process. All stakeholder groups were invited to participate in presentation and discussion throughout the 20-21 school year in reviewing student achievement data and monitoring our school-wide action plan and specific objectives for this year. All staff collaborated through a comprehensive schedule and the intentional organization of meetings to support our critical learner needs. Below you will see examples of the scheduling, collaboration topics, and overall process to prepare information for this report.

10/05	8:30-9:30am	Grade Level MTSS	*Focus -Attendance, Behavior, Academic Performance & SEL Support *Lead -IL T, Academic Counselor & RSP
10/05	3:30-4:30pm	All Staff Meeting	*Focus -College & Career Indicators and student pathways *Lead -Academic Counseling Team, CTE IL
10/12	8:30-9:30am	Achievement Team by Dept.	*Focus -Achievement Team Process presentation *Lead -Dept. IL
10/12	3:30-4:30pm	ED Tech Meeting	*Focus -Review action items *Lead -Dr. Wood
10/16-10/22	All Day	Quarter 1 Progress Grade Window	Secondary Final Grade Grading period no. 2
10/19	8:30-9:30am	Achievement Team by Dept.	*Focus -Argumentative Writing Learning (Social Science & Science) *Lead - Dept IL *Focus -Interims/Language Review (Math, English) *Lead - Dept IL *Focus -Priority Standard Assessment Review (PE, CTE & VAPA) *Lead -Dept IL *Focus -IEP Goal Progress (SPED) *Lead -Dept IL
10/26	8:30-9:30am	Ed Tech Team Meeting	*Focus *Lead -Dr. Wood
10/26	8:30-9:30am	AVID	*Focus *Lead - K. Tripp & J. Nott
10/26	3:30-5:30pm	IL Team Meeting	*Focus -Mid Cycle Review *Lead -Dr. Wood

Example 1a. Snapshot of Staff Collaboration Meeting Schedule for 20-21

The schedule of collaboration meetings allowed for our staff to consistently review data in the areas of instruction, curriculum and MTSS (SEL, Attendance, Behavior, and Academic Skill Development). Instructional Lead Teachers play both a role as department head and department/grade-level leads to facilitate data conversations and guide their team to continue pursuing the work aligned with our school vision, SLO’s, and achievement gaps. Below is an example of an Instructional Lead meeting agenda. This team met every month and had a standing

item on the agenda to review the WASC goals and action plan associated with our critical needs and specific objectives for 20-21.

**ILT - October 26, 2020
Learning Leader Agenda -
Working Agenda and Notes**

Achievement Team - Collective Teacher Efficacy - Teacher Clarity

3:30-3:35

Take Time to Recognize Leadership

3:35-4:00

Review Nuts & Bolts

- Update on Attendance Goals, MTSS [Flow Chart](#), Weekly Attendance Signing ([Danette 15](#))
- Update on Student Engagement "My Challenges" ([Lori, Emily 10](#))

4:00-4:20 (**WASC Goal 1, obj 2**)

Focus: Data Driven -

- Survey Results on Teacher use of WICOR concepts and Impact on Instruction ([Jenae 5](#))
- Academic Support Plan ([Danette 15](#))

4:20-5:20 (**WASC Goal 1, obj1; WASC Goal 2, obj. 1,2,3,4**)

Focus: Achievement Team Collaboration

- Department ILs Report on 10 day Cycle ([5-8 Minutes per IL](#))
 - We will work as a team to discuss your findings and fishbone barriers all the way to learning progressions
 - We will collaborate on leadership plan through the various AT data reviews with our departments

Example 1b. Snapshot of Agenda Formation for Instructional Lead Teacher Meetings for 20-21

Staff collaboration meetings were driven by a common agenda (see Example 1c.) and memorialized in slidedecks. The staff met weekly in a cycle of focused data review each Monday school was in session. Examples of the presentations of data which allowed for discussion, reflection, and goal setting by the staff are highlighted in examples below.

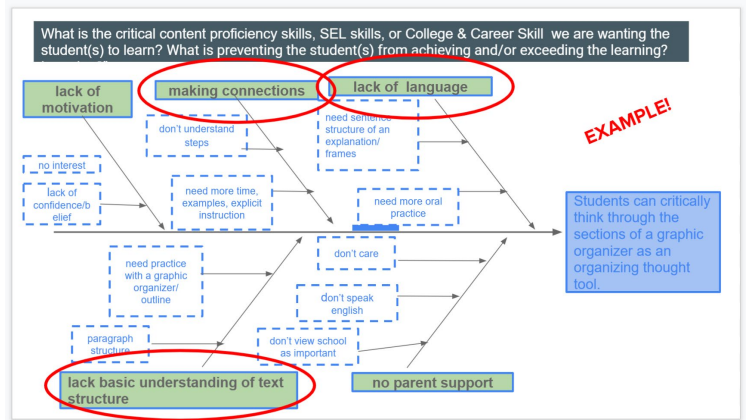
Agenda

1. Welcome
2. Take Time to Recognize
3. Represent: Teacher Leadership, Peer Coaches & Mentors, School Site Council Reps
4. Nuts & Bolts:
 - Uniform Complaint Procedure - Williams Complaint Procedure ([Resource District Website](#) and NMCHS Staff Google Site)
 - Grading Windows Adjustment (Resource NMCHS Staff Google Site)
 - Attendance Monitoring/Marking - Weekly Learning Guide (Heads Up Reminder)
 - Large Group Evaluation Mtg - Wednesday at 2:45 Zoom (Calendar Invite)
5. WASC Goal #2 Improving Instruction: (NMCHS Staff Google Site)
 1. Content Area Priority Standards - Growth over time!
 2. Literacy Focus (Speak, Listen, Read, Write) Learning Progressions
 3. Assessment - [short cycle process](#)

Resource: *Teacher's Guide to Standards Based Learning & [Achievement Team Framework](#)*

Essential Questions to Gathering Student Data

- Who are my students represented in the data?
 - Consider the areas of growth presented in the data and recognize those students:
 - Students with an IEP
 - Students with a 504
 - Students with EL designation
 - Students with RFRP designation
- Does the student have accommodations?
- Do I share this student with other teachers?
- What support systems are connected to the student?
 - RSP Teacher
 - Instructional Aid (IA)
 - EL Specialist (Karen Tostado)
 - MTSS Support (Academic Counselor)
- Where can I can assess additional strategies?



The examples above are of slides used during our staff meetings to guide the reflection process of our staff and stakeholders when reviewing student data. These types of questioning allowed for us to routinely draw conclusions and shift our instructional strategies to support “student first” practices.

The following chart provides a glimpse of the tracking of our stakeholder parent and community groups who provided input for our aligned WASC/SPSA/LACP information gathering process during the 20-21 school year.

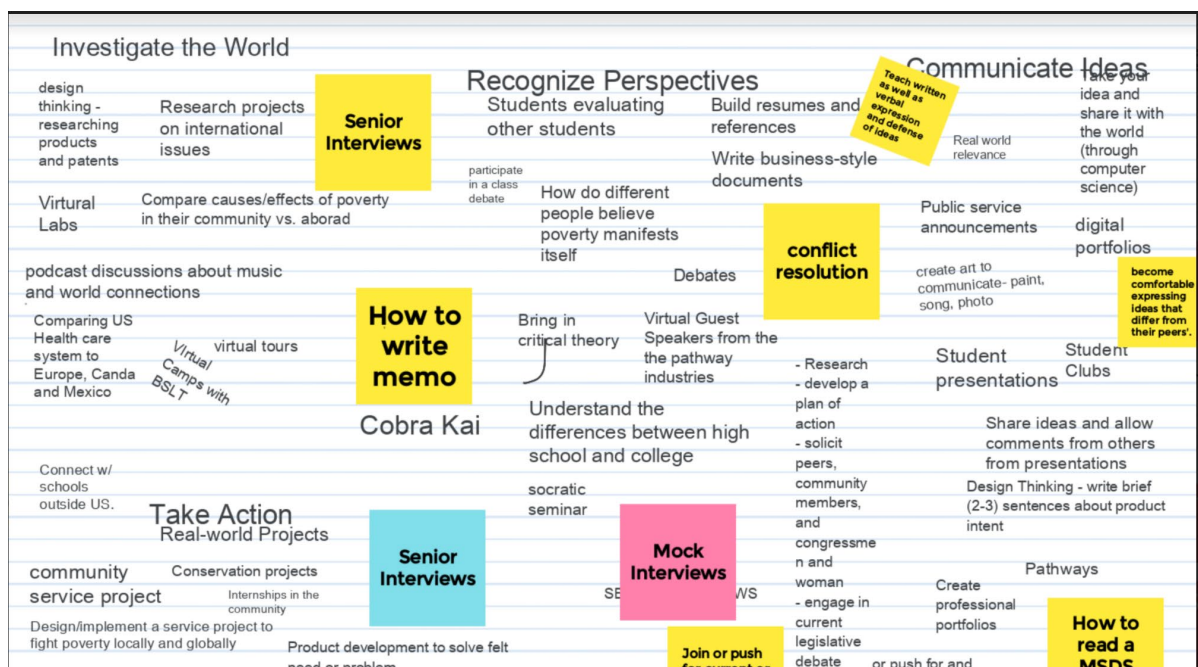
Site/Group	Stakeholder Group(s)	Format (meeting, interviews, surveys)	Date(s)	Link backup doc, if applicable	LCAP Goal 1 Rigorous Equitable Instruction	LCAP Goal 2 College/Career Readiness inc Ed Tech	LCAP Goal 3 Student Engagement and Connection	LCAP Goal 4 Parent/Community Engagement and Connection
NMCHS	SSC	Meeting	9/9/2020, 10/21/20, 11/18/20, 1/20/21, 2/12/21, 3/24/21, 4/21/2021, 5/5/21	SSC Presentation for SPSA		More hands on instruction and not just hearing lectures all the time.	Clubs, Sports, learning about culture in Spanish Class, welcoming committee at the top of the parking lot. Learning about, identifying with, relating to teachers. More diverse clubs. Incorporating more student voice (ie being asked what they want to learn or do in the curriculum.) Drama program	Interpretation at meetings, giving parents the opportunity to speak, Zoom parent meetings, Townhall meetings, alumni career speakers, having topics to discuss and then having follow up meetings and follow through to see if things worked or not. Continue to have follow up and tell parents how it went and what is next, newsletter/report, making sure the form of communication that parents request is being used- sometimes it is too much. Be sure to ask parents for input, then make sure we are letting them know what we do with the information, connect with working parents at an appropriate time.
NMCHS	ELAC	Zoom Meeting	9/9/2020, 10/21/2020, 11/18/2020, 1/20/2021, 2/17/2021, 3/17/2021, 4/21/2021, 5/19/2021	ELAC	ELAC determines a need for more support specialists for in classroom instruction and/or tutoring for EL designated students.			Provide opportunities for students, parents, and community members to be an integral part of the school and community. Families are invited to be active participants in our high school. Parents are alerted to all activities happening on campus through the school app, website, auto-dialer and marquee. All communication is done in English and Spanish.
NMCHS	Parent Townhalls Attendance	Zoom Meeting	9/3/2020, 10/9/2020	9/3/2020, 10/9/2020			Evidence of our school having a variety of ways for students to feel cared about, included and celebrated include: Tier 1 - Classroom base management, Tier 2 - Attendance Technician and MTSS, Tier 3 - MTSS Team	
NMCHS	Parent Townhalls	Meeting	9/3/20, 2/23/21, 4/9/21, 4/13/21, 4/30/21	Parent Townhall		Support in using Earn & Learn as a means to provide our school with work based learning experiences. Connecting with local community colleges as a way for students to continue their pathway education.	creating virtual tours for students, connecting students to local colleges/schools, work based learning	
NMCHS	CTE Advisory Groups	Zoom Meeting	11/12/21, 12/10/20, 1/14/21, 2/11/21, 3/11/21, 4/8/21, 5/13/21	Folder			Evidence of our school having a variety of ways for students to feel cared about, included and celebrated include: Tier 1 - Classroom base management, Tier 2 - Attendance Technician and MTSS, Tier 3 - MTSS Team	
NMCHS	Student Survey PRIDE	Google Form	1/22/2021	Results				
NMCHS	Student Survey Col/Car	Google Form	3/23/2021	Results				
NMCHS	Grade-Level Parent Nights	Zoom Meeting	9/22/2020, 9/23/2020, 11/17/2020, 4/8/2021			Supporting the Graduation Rate, Career Technical Education - completion of CTE pathway in high school (Concentrator and Capstone courses with C or better, D and E Distinction, A-G		

As a means to collect stakeholder reflection, insight, and recommendations in light of our presented data for 20-21; notes were taken at all meetings, goals were set according to data, and reports for action in progress were provided. The Instructional Leads we asked to facilitate quarterly review meetings with their departments that provided an ongoing reflection of our action plan progress. School administration and our ASB director supported our parent and student group voice and ongoing

participation through quarterly surveys, School Site Council, ELAC, and Parent Townhall meetings focused on specific WASC goals and actions. All of this information was organized by the Instructional Leads and they provided narrative to administration to include in the progress report.



Throughout the year we reviewed the new Schoolwide Learner Outcomes and processed how our SLO's are present in what we already do in our practice and brainstormed what we might be able to do moving forward.



In Integrated Math 1, we look at students' different solutions and have students discuss the different approaches/pathways to solutions.

Investigate the World: Students explain and interpret their solutions to applications in Math 1

Recognize perspectives: In English 1 for our daily journal topics, students are given quotes on various topics. They have to state whether they agree or disagree with the speaker and explain why.

Recognize Diff Perspectives: "What If Scenarios" could be fun. Helping students realize everyone thinks differently and cares differently. Establishing empathy is HUGE.

In English 1, we identify the morals of the various texts we read and then challenge them, analyzing whether those morals are correct and whether they are applicable to our own communities and societies.

With students navigating their freshman year virtually through distance learning, I think repetition is key. There are handful of instructional resources that I feel need to be promoted frequently to support our freshman — allowing them to further investigate the world and take action:

- 1.) Promote NMCHS school website resources and how to navigate and explore our wide range of programs/curriculum.
- 2.) Enlighten students about our work permit program, how to acquire knowledge of next steps, and take action.
- 3.) Communicate how to access resources such as EL support (migrant office), tutoring, link crew, freshman activities, school organized clubs, and CTE pathways.
- 4.) Provide video recordings with Spanish subtitles of how to access/receive TECH support, district provided resources, and Monday nights distribution.

—Sara Eisenstat

Take Action: Math Dist. Implementation of standard base grading

In my integrated science class we: 1. Investigate the world: daily students frame questions and draw

2. Recognize perspectives: think about how scientific theories change over time and how they relate to

3. Communicate ideas: daily short written prompts and written CERs, monthly verbal presentations;

4. Take Action: There is not a big

In English 1, when we read a novel, we talk about what the characters are experiencing in a particular time period/historical

In Pre-AP Bio, we consider a lot of real-world problems and how our ultimate goal is not to learn facts but to critically

Recognize Perspectives

Share travel (and life experience) with students so they can better understand and appreciate different perspectives and cultures

I'm teaching American Lit. and I think one of the SLOs we hit on a lot is Recognizing Perspectives because I'm focusing on the stories of non-white Americans.

When students work with others on teams or in groups they have the opportunity to get outside of themselves a bit, but they need help learning how to recognize that others may think or work differently than they do.

In Culinary students will evaluate their dishes as well as those that other groups prepared. We also invite "judges" to Cook-offs. This always sparks discussion and debate about "who is right" and opens up this topic.

Students read diverse perspectives daily, both primary and secondary sources, (people of color, LGBTQ, women, etc.). Students will see their cultures reflected in the curriculum.

Students read primary and secondary source documents and analyze the point of view of the authors.

Take Action

Problem-solution essays. Argue for change, letters to editor, letters to congress

20% Project: <https://www.thetechnicalclassroom.com/20-project/what-is-the-20-project-in-education>

things we do...

As a 10th grader, what did you learn from your freshman year that help you "TAKE ACTION" for this year?

Take Action=give clear instructions of what to do, model explicitly how to complete the steps, and provide ample opportunities for students to practice setting and achieving goals

things we could do...

Culminate projects that collaborate with students who have expertise developed in other classes to develop and create a Civic Engagement Project. (ie) app development with computer science, PSA with Visual Arts, etc.

family history project!

School-wide themed "fairs": Sustainability fair, family history project fair, art fair etc. All departments can connect their curriculum to a project that relates to the theme. Students present work at the fair

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Need Areas identified by our WASC visiting committee during the 2019-2020 school year.

Areas for Focus

- Implementing MTSS, especially Tier 1 strategies **(In Process)**
- Continue to make Achievement Teams part of standards-based learning and grading **(In Process)**
- Improve the communication of college/career/civic readiness, especially the 6-year plan. **(In Process)**

The WASC visiting team suggested we plan and implement our work to include:

- Implementing measurable Student Learner Outcomes **(In process - Foundation established for 21-22)**
- Continue to monitor and support your EL and RFEP population **(Support In process, monitoring still in need of systemized approach)**
- Use data to drive instruction **(In process)**
- Use instructional strategies to support WICOR **(In process)**
- Involve all stakeholders in the WASC process **(In process)**

The following information was summarized and provided by the Instructional Leaders and Teachers on Special Assignment who guided our stakeholder groups in discussion, reflection and input throughout the year; specifically in light of the changes Distance Learning and School Site Closure dictated.

20-21 Focused Action Items

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Work toward finding the means to give students from unincorporated areas access to technology away from school

- Surveys/ Calls home were used to gather the numbers of students that did not have access to internet in their homes from August to November 2020.
- District Tech Department worked to get chromebooks ready for student 1 to 1 access and support and supported the high school in distributing the chromebooks prior to school starting and throughout the school year.
- Homes needing internet due to rural locations were given 1 hotspot.
- Wi-Fi towers were installed onto the parking lot solar panels to give access to drive up students prior to on campus cohorts.

- Once surveys and state guidelines came out on servicing priority students, the high school transitioned to call and survey those students able to come to campus and those needing transportation.
- Twice a week small stable cohorts were supported in person while attending there scheduled classes virtually

Develop clear, concise, and measurable learning outcomes that are consistent with the site's mission and vision

In 2020-2021, the NMCHS schoolwide learner outcomes were implemented with training of teachers and staff. All stakeholders at the school collaborated to develop new Schoolwide Learner Outcomes that are measurable and promote college, career and civically competent students.

The SLO's are:

All Condors will embody PRIDE to create an environment where the Conditions of Learning thrive. In this learning environment all students will show themselves to be future ready by developing the skills to:

Investigate the World

Globally competent students are aware, curious, and interested in learning about the world and how it works.

Recognize Perspectives

Globally competent students recognize that they have a particular perspective, and that others may or may not share it.

Communicate Ideas

Globally competent students can effectively communicate, verbally and non-verbally, with diverse audiences.

Take Action

Globally competent students have the skills and knowledge to not just learn about the world, but also to make a difference in the world.


The SLO Framework was developed in correlation with the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, American School Counselor Association Mindsets & Behaviors, the California Civic Learning Outcomes, and AVID strategies. This comprehensive framework allows for teachers, students, and families to access an understanding of how the SLOs connect with the mission and vision of the school. The following documents will show the measureable rubric that will be used by students and staff beginning in the Fall 2021.

Term 1-Investigate the World



Performance Outcomes Global Leadership	“I can” Statements	CASEL	ASCA Mindsets & Behaviors	CA Civic Learning Outcomes	AVID Schoolwide
Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.	<p>I can pose specific researchable questions on a local, regional and/or global issue. This means my questions are about important issues. This also means the questions I create can be addressed by researching a specific issue.</p> <p>I can also explain why my question is significant to the global community. This means I can describe in my own words why my question and issue are important to many different people.</p>	Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	Learning Strategy B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Civic Skills: Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate.	<p>AVID Focused Notes</p> <p>WICOR - Inquiry, Collaboration</p>
Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.	<p>I can select and use a variety of international and domestic sources to identify evidence that addresses a global question. This means I can choose sources from different countries to examine a global question. I can also weigh evidence that addresses a global question. This means I can evaluate how well the evidence helps me address the question.</p>	Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	Learning Strategy B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Civic Skills: Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate.	<p>AVID Focused Notes</p> <p>WICOR - Inquiry, Organization, Collaboration</p> <p>Reading and Writing in the Content Area</p>
Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-	I can analyze sources of evidence to develop a coherent, well-supported response to a global question. This means I can examine evidence to help	Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and	Learning Strategy B-LS 9. Gather evidence and consider multiple	Civic Skills: Be able to gather and process information, listen well, think critically, speak	<p>AVID Focused Notes</p> <p>WICOR - Inquiry,</p>

supported response to a global question.	explain my response. It also means the evidence I use is organized in a clear way. I can integrate sources of evidence. This means I can take evidence from different sources and combine into my response. I can also evaluate sources of evidence. This means I can think critically about how well specific evidence supports my response.	cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	perspectives to make informed decisions	in public and engage in discussion and debate.	Organization, Collaboration Reading and Writing in the Content Area
Develops a clear position based on evidence from sources that considers multiple perspectives, and draws defensible conclusions in response to a global question.	I can develop a clear, evidence-based position in response to a global question. This means my response needs to logically follow the evidence I've selected. I can identify multiple perspectives in my sources. This means I need to select a variety of sources that include different viewpoints. I can also draw defensible conclusions. This means that I need to be able to defend my ideas with evidence from sources.	Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	Learning Strategy B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Civic Skills: Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate.	AVID Focused Notes WICOR - Inquiry, Organization, Collaboration Reading and Writing in the Content Area
Civic Engagement Activity	Environmental Literacy embedded in Civic Engagement				

Term 2-Recognize Perspectives 					
Performance Outcomes Global Leadership	"I can" Statements	CASEL	ASCA Mindsets & Behaviors	CA Civic Learning Outcomes	AVID Schoolwide
Expresses and explains clear and specific personal perspectives on situations, events,	I can express a clear and specific personal perspective on a topic or idea. This means I can describe my	RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices	Social Skills B-SS 8. Demonstrate advocacy skills and ability to	Civic Values: Tolerate, appreciate and seek out a variety of	AVID Focused Notes, Socratic Seminars

<p>issues, or phenomena and describes influences on those perspectives</p>	<p>perspective and support it with evidence and details.</p> <p>I can also describe the influences on my perspectives. This means I can describe how my perspective is shaped by what I've learned or experienced.</p>	<p>about personal behavior and social interactions across diverse situations.</p>	<p>assert self, when necessary.</p> <p>Learning Strategy B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p>	<p>perspectives</p>	<p>WICOR - Reading, Collaboration</p> <p>Reading and Writing in the Content Area</p>
<p>Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.</p>	<p>I can explain the perspective of others. This means I can describe a perspective that is not necessarily my own.</p> <p>I can also distinguish another's perspective from my own. This means I can describe the way another's perspective differs, or is similar to my own.</p>	<p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<p>Social Skills B-SS 4. Demonstrate empathy</p> <p>Learning Strategy B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p>	<p>Civic Values: Tolerate, appreciate and seek out a variety of perspectives</p>	<p>AVID Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Collaboration</p>
<p>Explains how perspectives influence human interactions and understandings of situations, events, issues, or phenomena.</p>	<p>I can explain how perspective influence human interaction and understandings. This means I can give examples of how having different perspectives affects the way people view the world.</p>	<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p>	<p>Social Skills B-SS 4. Demonstrate empathy</p> <p>Learning Strategy B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p>	<p>Civic Values: Demonstrate concern for the rights and wellbeing of others</p>	<p>AVID Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Collaboration</p>
<p>Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of situations, events, issues, or phenomena.</p>	<p>I can explain how access to knowledge, technology and resources influence perspectives. This means I can describe how these contexts have an effect on the way different people view specific situations, events, issues, or</p>	<p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family,</p>	<p>Social Skills B-SS 4. Demonstrate empathy</p> <p>Learning Strategy B-LS 1. Demonstrate critical-thinking</p>	<p>Civic Values: Tolerate, appreciate and seek out a variety of perspectives</p>	<p>AVID Focused Note Taking, Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Collaboration</p>

	phenomena.	school, and community resources and supports.	skills to make informed decisions		
<u>Civic Engagement Activity</u>					


Term 3-Communicate Ideas



<u>Performance Outcomes</u> <u>Global Leadership</u>	<u>"I can" Statements</u>	<u>CASEL</u>	<u>ASCA Mindsets & Behaviors</u>	<u>CA Civic Learning Outcomes</u>	<u>AVID Schoolwide</u>
Anticipates how audiences with diverse perspectives will interpret information; applies that understanding to meet the needs of the diverse audience.	<p>I can anticipate how diverse audiences will interpret communication. This means I can think about the different people's perspectives and how this influences them.</p> <p>I can also apply this understanding to meet an audience's need. This means I can use what I know about people's perspectives to adjust the way I deliver information.</p>	SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations	<p>Social Skills B-SS 4. Demonstrate empathy</p> <p>Learning Strategy B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p>	Civic Skills: Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate.	<p>AVID Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Collaboration</p> <p>Academic Language and Literacy</p>
Demonstrates understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies appropriate to specific audiences.	I can use behavior, language and strategies to communicate with diverse audiences. This means I understand cultural differences when I communicate with a group of people with different perspectives. It also means I know what skills and strategies will	Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources	<p>Social Skills B-SS 5. Demonstrate ethical decision-making and social responsibility</p> <p>Learning Strategy B-LS 1. Demonstrate critical-thinking</p>	Civic Knowledge: Understand the concepts of diversity, privilege and power.	<p>AVID Socratic Seminars</p> <p>WICOR - Reading, Collaboration</p> <p>Reading and Writing in the Content Area</p>

	<p>help me communicate with this audience.</p> <p>I can also use behavior, language and strategies to collaborate with diverse audience. This means I understand cultural differences when I work with people of different backgrounds. . It also means I know what skills and strategies will help me collaborate with this group.</p>	and supports.	skills to make informed decisions		Academic Language and Literacy
<p>Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.</p>	<p>I can select and use resources to communicate effectively. This means I understand which technology or media will best help me communicate with a specific person or group.</p> <p>I can also select and use resources to collaborate effectively. This means I understand which technology or media will best help me collaborate with a specific person or group</p>	<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.</p>	<p>Social Skills B-SS 1. Use effective oral and written communication skills and listening skills</p> <p>Learning Strategy B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<p>Civic Skills: Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate.</p>	<p>AVID Focused Note Taking, Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Collaboration</p> <p>Reading and Writing in the Content Area</p>
<p>Makes accurate, specific observations about audience response and/or feedback to make specific, appropriate changes leading to improved communication.</p>	<p>I can improve my communication after I accurately observe an audience’s response or listen to their specific feedback. This means I can take this feedback to make changes in the way I communicate.</p>	<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<p>Social Skills B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>Learning Strategy B-LS 6. Set high standards of quality</p>	<p>Civic Values: Be aware of their power to act and be predisposed to take action to change things for the better.</p>	<p>AVID Tutorials, Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Collaboration</p>

<u>Civic Engagement Activity</u>		
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<p>Term 4-Take Action</p> 
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<u>Performance Outcomes</u> <u>Global Leadership</u>	<u>"I can" Statements</u>	<u>CASEL</u>	<u>ASCA Mindsets & Behaviors</u>	<u>CA Civic Learning Outcomes</u>	<u>AVID Schoolwide</u>
Identifies and creates opportunities for personal or collaborative actions to address situations, events, issues, or phenomena in a way that is likely to improve conditions.	<p>I can identify opportunities to take action to improve conditions.</p> <p>I can also create opportunities to take action to improve conditions.</p>	<p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<p>Social Skills B-SS 5. Demonstrate ethical decision-making and social responsibility</p> <p>Learning Strategy B-LS 4. Apply self-motivation and self-direction to learning</p>	<p>Civic Knowledge: Understand local, state, national and global issues of the day</p>	<p>AVID Socratic Seminars</p> <p>WICOR - Collaboration</p>
Assesses options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.	<p>I can assess the options for action based on evidence. This means I can think about previous approaches, different perspectives, and consequences of previous actions.</p> <p>I can also plan actions based on evidence that indicates the potential for impact. This means I can think about previous approaches, different perspectives, and evaluate the consequences of possible actions.</p>	<p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<p>Social Skills B-SS 4. Demonstrate empathy</p> <p>Learning Strategy B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<p>Civic Skills: Be able to gather and process information, listen well, think critically, speak in public and engage in discussion and debate</p>	<p>AVID Focused Note Taking, Socratic Seminars</p> <p>WICOR - Inquiry, Reading, Organization, Collaboration</p> <p>Reading and Writing in the Content Area</p>

<p>Acts individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.</p>	<p>I can take action in a way that is likely to improve a condition. This also means I can think about the impact of my plan, and if it respects the cultural values of people affected by my actions.</p>	<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	<p>Social Skills B-SS 2. Create positive and supportive relationships with other students</p> <p>Learning Strategy B-LS 2. Demonstrate creativity</p>	<p>Civic Skills: Be able to collaborate, build consensus and take collective action to address community issues</p>	<p>AVID Socratic Seminars</p> <p>WICOR - Inquiry, Collaboration</p>
<p>Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement, honestly describing the results of actions and implications for future actions and advocacy.</p>	<p>I can reflect on the effectiveness and cultural appropriateness of my actions and advocacy. This means I can think about the results of my actions. This means I can also think about whether my actions respect the cultural values of people affected by my actions.</p> <p>I can also think about whether these actions can lead to future action and advocacy. This means I think about what I did this time when faced with another situation or issue.</p>	<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<p>Social Skills B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p> <p>Learning Strategy B-LS 6. Set high standards of quality</p>	<p>Civic Values: Be aware of their power to act and be predisposed to take action to change things for the better.</p>	<p>AVID Socratic Seminars</p> <p>WICOR - Inquiry</p>
<p>Civic Engagement Activity</p>					

- Posters were purchased and will be in every classroom on campus to communicate SLOs in Fall 2021.
- Introduction of the SLOs was initiated through a SLO Framework and videos to educate stakeholders. These videos created were used as tools of public relations to community stakeholders. This increased stakeholder clarity and awareness of what it means to be a Condor beyond graduation.
- The 9th and 10th Grade Planner contains the SLOs.

- The coordination of the Condor Portfolio has been a collaboration with workforce development, college and career readiness, and academic counseling departments to begin phasing the program into the 6-year plan.
- Our High School Principal Dr. Wood created and delivered a well balanced message of what it meant to be a Condor and the integration of the Schoolwide Learner Outcomes. This video was pushed out to all students and their families districtwide.
- The Career Technical Education (CTE) Department developed and presented an informational video depicting how they incorporate the SLOs in their classrooms. This video highlighted the pathways incorporating the instructors, course content and student testimonials.

SLO Video

CTE Pathways at NMCHS

Our Biliteracy Pathway Program is one way the California State Seal of Biliteracy recognizes High School Graduates who have demonstrated strong communication skills in english as well as a second language. The benefits of earning this Seal of Biliteracy is graduates are more qualified and desirable in the job market because of their proficiency in multiple languages.

Seal of Biliteracy

State Seal of Civic Engagement - Students are recognized for demonstrating excellence in civic education and participation and understanding of the United States Constitution, the California Constitution and the Democratic System of Government.

CSSCE

Standards-Based Student Learning: Curriculum

- **Create measurable SLOs for congruence with academic and/or CCR standards**
 - The SLO Framework was developed in correlation with the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, American School Counselor Association Mindsets & Behaviors, the California Civic Learning Outcomes, and AVID strategies. This comprehensive framework allows for teachers, students, and families to access an understanding of how the SLOs connect with the mission and vision of the school
- **Continue to adopt standards-based curriculum, specifically in science and ELD**
 - Integrated Science I, Integrated Science 2, and Natural Resources and Habitat Management courses were developed specifically using Next Generation Science Standards (NGSS) and structure to support a standards-based curriculum. Teachers allow students to show proficiency in content areas through a multitude of assessments (ex. Projects, quizzes, tests, argument writes, etc.) Chemistry and Human Anatomy courses are in the beginning stages of identifying priority standards to create a full standards-based curriculum.
- **Continue to align curriculum and standards-based grading in all content areas**

Input from Survey of Teachers in Departments Spring 2021 allowed for us to discuss the different stages specific departments are in and how we can better assist them next year as we return.

Which class(es) will you be referring to in your response?	Any new developments in your classes that 'align curriculum' and move towards standards based grading?	Any new 'alignments' across disciplines OR vertically across grade levels?	Are you aware of any 'alignments' or 'standards-based grading' elsewhere in your department? Anyone you recommend I reach out to?	
Anatomy	With COVID we actually fell backwards in our progress to move towards rubric based grading.	Unfortunately, without colab in person time, we all kinda went our own way with grading this year.	no one does	david stahl
Young Adult Program Special Ed.	Young Adult Programs, sometimes known as Transitions Programs elsewhere, are unusual in that we service students outside of the K-12 grade range. This means that our students are no longer working towards a diploma or passing classes and therefore are not tied to standards.	In SPED SDC (which we have from elementary all the way up in our district) our focus is in large part based around functional life skills. In the past there has been discussion and some collaboration of designing our programs with better alignment across grade levels but nothing is concrete yet.	IEPs goals in k-12 are to be written aligned to grade level standards. Often in SPED SDC, those IEP goals are a main focus of a students daily academics. I'm assuming some of the weekly lessons are meant to target multiple students IEP goals which in turn are aligned to standards. I would suggest talking with Karina Medina or Brian Hill on how they might tie their daily lessons or IEPs to standards. They are both new teachers here at NMCHS Hope I was of some help.	matt gallegos
Economics	No new developments - I have been using SBG all year	None yet - but Economics is a bit of an island in the SS department	I believe Shara does SBG? And maybe Kent? I know Jenae and Mora do not.	amelia thorne

math 13, 25 and 24	All grading in these classes are standards based.	As far as I know the whole math department is doing standards based grading.	Katie Jones would know more.	jessica delgado
Automotive technology	No new development, I do SBL already	Engineering and Automotive are going to build an electric car together next school year	Most of us are doing SBL	sergio marquez
AP English Lit and AP English Lang	The College Board developed a set curriculum with specified units. I have moved to this over the last three years. The grading is based on their rubrics and the lessons are based on their curriculum and pacing.	There is some crossover between the two classes but it is more with general terms and concepts rather than reading or writing focus.	Everywhere.	jen foreman

More explicit work was done by a few of our departments in continuing our whole school work on standards based grading, proficiency scales, and student evidence criteria; including goal setting and redesign. Both our Visual and Performing Arts and World Language Departments are examples of this work this year.

Visual and Performing Arts

- o Redesign ‘course-flow’ to enable CTE pathway and Fine Arts pathway.
- o New courses being developed: *Intro to Art & Design (1 semester); Graphic Design 1,2,3?*
- o See [*link*](#)
- o Adapting all Visual Arts courses to the National Arts Standards and shifting emphasis to clarity on 4 domains - Create, Respond, Present, Connect
- o Grading in visual arts courses make specific reference to National Standards, but in *kid-friendly language*

World Languages:

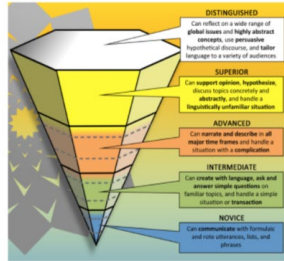
The World Languages department has been continuing to develop course sequencing based on learning progressions. This has also helped us identify the need to clearly articulate pathways based on skill and proficiency. For example, we use the ACTFL (American Council for the Teaching of Foreign Languages) proficiency levels to guide learning goals and course progressions. The proficiency levels start from novice low and progress to advanced high and ultimately to distinguished.

Each [proficiency level has rubric](#) that articulate what the student should be able to do at each level. We have been applying this rubric to our standards-based grading practices which allows us to assess and communicate a students proficiency level in the target standards which, in general terms are: reading, listening, speaking and writing. Each unit has target proficiency goals

and performance assessments that allow the student to show their proficiency in those goals. Here is an example of a Spanish 1 unit learning/proficiency goals:

Proficiency Levels in WL courses at NMCUSD

Class	Enter at this level...	By the end of the course...
AP Spanish Literature & Culture	Advanced High	Superior
AP Spanish Lang. & Culture	Advanced Mid	Advanced High
Spanish Lang. Arts 2	Advanced Low	Advanced Mid
Spanish Lang. Arts 1	Intermediate High	Advanced Low
Spanish 3	Intermediate Low	Intermediate High
Spanish 2	Novice High	Intermediate Mid
Spanish 1	Novice low	Novice High



[Spanish Placement Test \(click here\)](#)

1-A Can-Do Goals:

- _____ I can exchange names with someone and respond to introductions (Interpersonal)
- _____ I can ask and answer spelling of names and words (Interpersonal)
- _____ I can tell someone my name (Presentational Speaking)
- _____ I can copy letters of the alphabet, characters, and symbols that I'm learning (Presentational Writing)
- _____ I can recognize the sound of letters when they are spoken or spelled out (Interpretive Listening)
- _____ I can differentiate female vs. male names (Interpretive Reading & Interculturality)

We use [this rubric](#) to assess whether students are performing these tasks at the target proficiency level for their course. Teachers and students can see where students' strengths lie and where they need improvement. Students can analyze their own performance by using the same rubric the teacher uses. This allows for conversations between student and teacher to see where students can improve to move to the next proficiency target.

By using this rubric, we are able to focus on developing skills and student performance, rather than points for completion. Here is a generalized overview of proficiency production and how it aligns with course progressions:

ACTFL Proficiency Level Overview

Novice		
<i>Communicates at word level; communication must be prompted</i>		
SPA 1 Low 25 -50 words, characterized by lists and some memorized phrases	Middle Can use memorized phrases, 50+ words, may be hard to understand. Still no creative language.	High 50% of the time at the Intermediate level; Some sentences, beginning to recombine memorized phrases.
Intermediate		
<i>Communicates at sentence level; communicates autonomously</i>		
SPA 3 Low Can manage in predictable situations, producing at least a sentence at a time. Creates personalized meaning with the language.	Middle Can speak in sentences. Can manage informal settings and predictable situations (shopping, restaurant).	High 50% of the time at the Advanced level: describing and narrating in all time frames in paragraph-length discourse but not consistently.
Advanced		
<i>Communicates at paragraph level; develops well-formed narratives with internal logic</i>		
SLA 2 Low Can narrate and describe in all time frames in paragraph-length discourse talking about self and others with minimal coherence and cohesion.	AP Lang Middle Can narrate and describe in all time frames in paragraph-length discourse talking about self and others with broader range of cohesive devices.	High 50% of the time at the Superior level; supporting opinions and hypothesizing in extended discourse with no patterned errors.

This [proficiency rubric](#) has also allowed us to improve our course progression and pathways to allow for more student success. Because the rubric is based on the progression of skill and ability, we have developed a diagnostic test that allows us to assess a student's proficiency and place them in the correct course for their level. This is important because we have a student population of over 80% Hispanic heritage. This means that we have students entering our program with various degrees of proficiency in the Spanish language and some with little to no proficiency. At the novice level, the target proficiency is focused more on acquisition of the language, which is what beginner students with little to no skill need. As proficiency progresses,

the focus shifts to literacy skills and advanced vocabulary, which is where heritage students need to develop their skills.

By focusing on proficiency (learning) progressions, standards-based curriculum and grading we have been empowered to begin establishing pathways to best meet the needs of our student population and provide them opportunities for success. We are currently working on 3 pathways that will guide students to earn AP credit and the California State Seal of Bilingualism. [See Pathway progressions here \(slide 12\).](#)

Pathway	Non-Native Pathway	Heritage Speaker Pathway	Native Pathway
Who?	students who are new to the language have no real prior experience with speaking, listening, reading, writing	students who have Spanish present in their home environment, who may speak and understand spoken Spanish, but have not real academic background with reading and writing, these students would not be ready for SLA	students who have a strong foundation in Spanish literacy, these students likely received academic instruction in Spanish, maybe these students participated in the Bilingual Pathway Program or Transitional Bilingual Program in elementary school. These students have basic skills in reading, writing, speaking, and listening.
Beginning Proficiency level	Noice Low	Novice High/Intermediate Low	Intermediate High
Courses	Option 1: SPA 1, SPA 2, SPA 3, SLA 1 Option 2: SPA 1, SPA 2, SPA 3, AP Spanish Lang. (with teacher recommendation)	Option 1: SPA 3, SLA 1, SLA 2, AP Spanish Lang. Option 2: SPA 3, SLA 1, AP Spanish Lang. <i>** May skip SLA 2 with teacher recommendation and "A's" in both semesters</i>	Option 1: SLA 1, SLA 2, AP Spanish Lang, AP Spanish Lit (one day!!!) <i>** May skip SLA 2 with teacher recommendation and "A's" in both semesters</i>
CA Seal of Bilingualism	Option 1: 4 years of Spanish, average 3.0 GPA in those courses, pass oral exam (similar to AP Spanish Lang.) Option 2: AP Spanish Exam (Score of 3) Option 3: SAT II (Score of 600)	Option 1: 4 years of Spanish, average 3.0 GPA in those courses, pass oral exam (similar to AP Spanish Lang.) Option 2: AP Spanish Exam (Score of 3) Option 3: SAT II (Score of 600)	Option 1: AP Spanish Exam (Score of 3) Option 2: SAT II (Score of 600)

Standards-Based Student Learning: Instruction

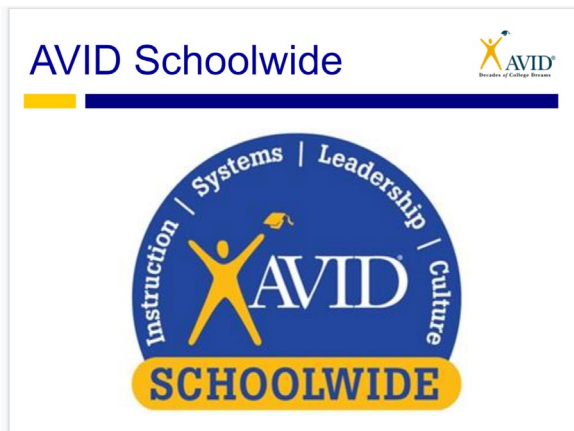
Expand professional development opportunities to support schoolwide AVID, ELs, and technology integration to increase student engagement.

- Provided training to Special Education department re: WICOR strategies
- Options during professional development days (Fall and Winter) to learn more about technology integration. Informal reports from teachers indicate that several different platforms/tech programs have been tried out in their departments and classrooms.
- New EL Specialist met with individual school departments to identify strategies already being used in content areas to support newcomers.
- School Ed Tech committee formed to review educational applications and provide trainings during staff meetings
- Opportunities provided on Mondays throughout Fall semester for support in utilizing district-provided technology programs & platforms.
- Teacher lead trainings for technology use, EL, SEL and AVID WICOR offered as choices during all staff PD days

Continue development of AVID instructional strategies that support schoolwide WICOR

- WICOR workshops have been incorporated into the two schoolwide PD days and teachers have engaged in the professional days.

- Schoolwide Academic Language and Literacy has been introduced to the instructional leader team during their meetings and will continue to be developed throughout the coming school year.
- AVID trainings are offered this summer for instructional leaders to continue to build the AVID site team.
- One on one AVID support by site coordinator with teachers on individual basis
- We are collaborating with AVID to hold an AVID Regional training at our district to train more teachers in AVID Content and Literacy Strategies
- Soft Implementation of a WICOR tracker for students to identify strategies that are currently being used in classes to collect informal data and build teacher buy in



Increase time on task with various instructional strategies and activities

- Use of educational technology in math (in particular DESMOS) to increase engagement of students through exploration, discussion and open ended questioning
- Complex instruction techniques implemented prior to (and in conjunction with) CPM curriculum
- SMART goals- students identify areas of need based on learning progressions and proficiency scales for each standard
- Data to drive instruction (common assessments and proficiency scales) has been used and discussed in the department meetings
- Multiple opportunities to show mastery of standard through various means (traditional pencil and paper, oral presentation, ect...)
- Graphic organizers, jigsaw, socratic seminars, annotation process, group work, student roles and choice in assignments
- Digital and hard copy student notebooks, bellringers and exit tickets
- Essay writing steps/structures (Spanish, Science, History, English)
- Teachers implemented the use of digital tools, online resources, tech platforms and facilitated digital collaboration through the use of Zoom, Kami, Peardeck, Nearpod, ect. (Specific to the 2020-2021 school year)

Standards-Based Student Learning: Assessment and Accountability

Continue effort to standardize expectations and use data to drive instruction. Provide professional development to support

- In the Fall 2020 semester, all high school teachers participated in standard based training on what proficiency scales are and what are the reasons for standard based grading to create clarity and transparency in the classroom.
- During the last year of 2020 - 2021 the math department worked collaboratively to create bilingual proficiency scales for Math 1, 2 or 3 based on the priority standards chosen to prepare students for career technical education path or college path.

Continue the effort to standardize grading practices and provide professional development to support

- Many departments are developing Learning Progressions with student-friendly wording to help student visualize and contextualize the movement from one level of ability to the next with specific standards
- Other departments have already developed these Learning Progressions and have actively worked with students on implementation
- A couple of departments have implemented standards-based grading as a standard practice across the department
- ELA and math departments have developed common assessments to be administered 2-3 times per year with multiple opportunities to show mastery of priority standards
- During the 2020-2021 school year, the high school math and English departments implemented Let's Go Learn assessments and tracked student progress throughout the school year
 - This program allowed for individualized skills practice based on student need
 - English and math department members attended a training for the Let's Go Learn assessment program

School Culture and Support for Student Personal and Academic Growth

Technology for all. Teacher training on using technology in the classroom

- Teacher training optional sessions were held every Monday through our District level specialists March 2020- February 2021
- Professional Development teacher days (2) focused entirely on training sessions with teacher choice/selection
- Teachers put in requests for technology tools used to have access for students or purchase of license
- From the High requests/ use of certain tools, follow-up training from the vendor and district license was obtained for teachers

Uniform Complaint Procedures need to be made available to all stakeholders

- Ensure all documents are provided to staff and hold a standing agenda on meeting schedule for 21-22 for all stakeholder groups' agendas in order to emphasize Uniform Complaint themes.

NMCHS needs to continue to seek ways to reach out and connect with parents.

- Individual/group counseling meetings via Zoom/Google Meets

- Home visits with those parents unable to connect via technology or hard to get a hold of.
- “Town Hall” type parent meeting via Zoom
- Parents Nights for Registration and college and career option support

The action item of developing a system for reporting ELPAC data to staff, provide training in the interpretation and use of results, and developing a system to monitor the language acquisition of English Learners and reclassified students is an action associated with a critical focus area that had minimal movement this year. The hiring of a Secondary Bi-literacy Specialist and Student Language Support staff will begin to allow us to design a system for reporting and monitoring in the upcoming year.

V: Schoolwide Action Plan Refinements

Input from all stakeholder groups have provided guidance on refinements needed to the action plan for our high school. The following specific areas of focus will be included in the action plan and concentrated on for the 21-22 school year.

Objective 1 - The Achievement Team Cycle focuses on assessment and grading practices.

- Grading systems for all courses will include weekly student goal settings and reflection practice
- Standards Based Grading systems will be used in new school SIS system Synergy.

Objective 2 - Focus on the area of mathematics.

- All students will be given the Let's go Learn Math Assessment as a district-wide baseline for Math proficiency 3x during the 2021-2022 school year.
- Students who need Math Intervention Support will be provided a specific time during the expanded school day to receive Math support from school staff.
- Students will be given the opportunity to assess/test and for proficiency in Math I or Math II skills as a means of recovering credit or improving grade from previously taken Math Course during 21-22 school year during a Math Recovery Course (Challenging a Course).

Objective 3 - Focus on writing in content areas.

- Continue Writing Assessment 2x a year for all students across all content areas by practicing real-world application of writing tasks as it is used in content area.

Objective 4 - Focus on EL pathways

- Curriculum, Learning Language Strategies and lesson design for Designated EL students will be supported by a Secondary EL - Bi-Literacy Specialist

Objective 5 - The Master Schedule and Bell Schedule

- Access for all students to have to participate in the creation and review of a students 6 year plan and goal setting with a digital portfolio during their school day.

Objective 6 - the Master Schedule and Bell schedule

- Will provide all students access to courses that integrate real world application of career readiness skills.

Objective 7 – Bi-Literacy Seal

- Students will be provided with an increase in courses where bi-literacy is a development focus.

Objective 8 –MTSS

- Increase the opportunity for student voice and student agency to make actual action impact on the school culture, climate and enrichment options (activities, clubs, athletics, academic support)
- Integrate SEL strategies by training staff and making space in the bell schedule for focused implementation of strategies.

Objective 9- Parent Engagement through Communication

- Monitor the High School Communication Data on a monthly basis to best ensure we are reaching parents the way they want to be reached.
- Create a system of follow-up communication with all parents and students on status of action items they have recommended.

- Increase the way we communicate to ensure meaningful parental involvement in multiple ways, including newsletters, and podcasts in multi-languages represented in our population.

Objective 10- Instruction and Assessment

- More training focused on planning and implementing integrated EL and UDL supports within our classrooms
- Professional Learning Continuum that integrates best practices and evaluates their effectiveness and impact on teacher instruction and student