School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Valley High School	43696744338406	May 10, 2023	June 8, 2023

Purpose and Description

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

Schoolwide Program

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

The plan contained in this packet promotes increased performance in English Language Arts, Mathematics, English language acquisition, student engagement and wellness, and college/career readiness.

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Comprehensive Needs Assessment Components

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

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

The district and site administer surveys to students and families throughout the year to help determine their academic and social-emotional interests and needs. Staff uses the data to plan improvements at both the site level and within the classroom.

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

Informal observations are conducted throughout the year, and staff in their evaluation year are formally observed a minimum of two times under evaluation guidelines provided by the district. Teachers also have the opportunity to observe one another with release time.

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

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

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

Standards, Assessment, and Accountability

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

All district schools participate in using a multiple - measures, standards-based approach to monitor student achievement, including teacher-designed measures, district-designed performance-based assessments, and all state-mandated assessments.

State-mandated testing includes Smarter Balanced Assessments in English Language Arts, Mathematics, and Science, and ELPAC for English Learners. District-mandated testing includes a performance-based assessment in Writing and the California Healthy Kids Survey. In addition, the district and site continually perform analysis of student attendance, chronic absenteeism, and student achievement (e.g., quarterly grade reports). Data is sent to the district's Department of Assessment and Accountability for analysis. A wide variety of printed and electronic reports are provided to sites, including both disaggregated and group information, and special reports to address specific questions are available at site request. NVHS also annually administers pre/post assessments of the Reading Inventory, and teacher-developed assessments in Writing and Basic Math Skills. In addition, classroom teachers continually analyze results of formative and summative assessments.

Ongoing analyses of all of the above assessments are used to prioritize goals and professional learning needs, and to improve our curriculum, instruction, program, interventions, MTSS, and student success.

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

Curriculum-embedded assessments, both publisher-produced and teacher-developed, are continually used to monitor student progress and modify instruction. Faculty use a wide variety of standards-aligned assessments in multiple formats to assess students' strengths and needs, and tailor instruction to support student success.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified as defined by the Elementary/Secondary Education Act (ESEA). Teachers of core academic subjects possess the appropriate credential in the subjects that they teach.   The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

Classrooms are staffed with highly qualified teachers. The school/district provides data-driven professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

The site and district provide substantial professional development on data-driven needs articulated in the LCAP, district's strategic plan and WASC recommendations, all that derive from analysis of multiple measures as indicated above, including professional needs identified by teachers. In the 2023-24 school year, professional development will largely focus on developing literacy (reading, writing, academic vocabulary) across content areas, paying special attention to the needs of English Learners and students with special needs.

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

The school/district provides instructional assistance and ongoing support to teachers of all subject and grade levels. Teachers receive professional development from content experts (e.g., TOSAs), administrators and intervention specialists to deepen their knowledge and strengthen their practice in subject area content, lesson and curriculum design, and delivery of instruction. Content specialists in supporting students with special needs and English Learners are also available to provide support in curriculum, instruction, data analysis, and student progress monitoring.

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

The school/district facilitates and supports substantial teacher collaboration time in order for all teachers to collaboratively analyze student performance data to improve curriculum design, lesson planning, instructional practices, and student progress monitoring.

Teaching and Learning

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

SCUSD utilizes state and district adopted curricula, which are aligned to California Standards and performance assessments, for all grade levels and subject areas. Instruction is aligned to California and district standards, data-driven district and site goals, the LCAP, and the school/district vision. The district's English Learner Master Plan guides teachers in providing integrated and designated English language development. Teachers use differentiated instruction to support and accelerate student learning. Student progress toward meeting state standards in English language arts, mathematics and science is measured using a system of ongoing progress monitoring.

As NVHS is a continuation high school, students have a broad diversity of skill levels, credit recovery needs and other needs when they arrive at our school. We have redesigned our school to offer interdisciplinary courses that are highly engaging, culturally relevant, and that offer credit in two or more subject areas. We use a research-based course and unit planning template that ensures alignment of curriculum, instruction and materials to California Standards and performance requirements. We also offer traditional standards-based singleton courses.

Courses, course curriculum and instructional strategies are developed and continually strengthened to re-engage all students, differentiate instruction, target individual student needs, develop their academic progress and social-emotional wellness, and prepare them for graduation and college and career success.

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

The school complies with and monitors the daily implementation of recommended and required instructional time for a continuation high school across content areas.

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

The site/district regularly develop master schedules that ensures all students have access to Core and elective classes, as well as intervention classes and supports. The site/district prioritize ensuring student choice of classes wherever possible.

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

Every student has access to standards-based instructional materials as required by the Williams Act, and all students have equal access to the school/district's core curriculum. There is full inclusion of students with special needs, English Learners and Migrant ED students. Instruction is modified, differentiated and extended to meet the needs of all student groups.

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

All students have access to, and enroll in, standards-aligned core classes, and all teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

As a continuation high school, the vast majority of students arrive at NVHS performing below grade level. Their literacy, math and other needs are identified through robust, ongoing data analysis, and communication with their previous schools, their families, and students themselves. Services for students' academic development are provided and closely monitored by teachers and staff. In addition, each student is assigned an advisor who guides and monitors their progress throughout their enrollment at New Valley. Data is frequently analyzed to help determine progress of, and further support needed for students in meeting the California Standards. Underperforming students are offered a range of supports including frequent individualized support in core classes, differentiated instruction, inclusion, intervention specialists, and tutoring. Our innovative model of co-taught interdisciplinary classes and smaller teacher-student ratio enable us to regularly and frequently provide students with the individual support they need.

Evidence-based educational practices to raise student achievement

The site/district's teachers consistently use research-based educational practices to raise student achievement, including Understanding by Design (UbD), Marzano's Effective Strategies, Gradual Release of Responsibility, direct instruction, project-based learning, differentiated instruction, heterogeneous grouping, cooperative learning, SDAIE strategies, oral language development, differentiated forms of assessment, formative assessments aligned to learning objectives, readers workshop, writers workshop, and student conferences.

Parental Engagement

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

SCHOOL RESOURCES:
School-based programs that support NVHS's at-risk/at-promise youth include: wellness, CYO (gang intervention) and academic counseling; our advisory program that matches an adult to 15 students to engage in individualized support, restorative circle discussions, and modules in social-emotional well-being and digital safety; student study team meetings that include student, advisor, teachers, counselor and administrator, parent/guardian and wrap-around services; and weekly attendance meetings to target support for truant students. In addition, our MTSS supported by the district guides targeted academic and behavioral support for our students. Finally, parent-student-advisor conferences are held at least annually, and the staff is in frequent communication with families. Also, NVHS academic counselors provide individualized support to families to complete the FAFSA.

DISTRICT RESOURCES:
The Adult Education program offers many classes and workshops in (for example) parenting skills, technology, English language development, and academic skills. The Family Resource Center provides support with food, clothing and school supplies, and its program liaisons provide support for homeless and foster youth. The district also provides support and training for migrant families. Parent-focused district advisory groups include the District English Learner Advisory Council, the Community Advisory Committee (Special Education), the Parent Teacher Association, and the Migrant Parent Advisory Council. Student Support Services provides many resources related to health and wellness, classes for parents, and resources/referrals. The district's robust Wellness/Mental Health program was started in spring 2011 and continues to provide critical services to students and families. The district also supports on-site library services, and alternative placement options.

RESOURCES FOR TEACHERS:
District/site professional development includes ample opportunities for teachers and instructional assistants to participate in various workshops, data-based PLCs, networked grade level and content meetings, and coaching across grade levels and subject areas to include supporting English Learners and students with special needs. PD content includes such topics as (for example) project-based learning, equity in grading, data analysis to drive instruction, equity and diversity, technology-based teaching and learning, differentiated instruction, formative assessments, restorative and trauma-informed practices, and culturally-relevant curriculum design. PD and substantial collaboration time are built into site and district schedules. External PD opportunities are also made available. Teachers also benefit from the support of content specialists (TOSAs) and professional support providers (coaches), and they have access to Wellness counseling and the district's Employee Assistance Program as well.

COMMUNITY RESOURCES:
The Santa Clara Police Department provides training for Code Red drills, and intermittent presence at high school campuses. CYO (gang intervention) and Bill Wilson Center counseling services are available to students/families. The Santa Clara County Mobile Medical Unit is on NVHS's site twice monthly. Community partners are also working with NVHS to support students in college/career success. For example, students may dual-enroll in Mission College classes, Metro Ed/Silicon Valley CTE provides up to 24 NVHS students annually to complete courses leading to certification in its state-of-the art facility. Additionally, the Employer School Council and several foundations provide many opportunities for students to earn scholarship money.

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

The NVHS staff and School Site Council (SSC) annually review student performance data, WASC recommendations, the LCAP and district priorities to strengthen current instructional programs and determine goals for the following school year. Services and activities designed to improve student academic performance and wellness are established, and funds are allocated based on the priority of the service or activity. The staff, School Leadership Team (SLT), English Learner Advisory Committee (ELAC) and SSC provide input into development of the SPSA, including activities and services that will be implemented to support all students' academic achievement, and the SLT, ELAC and SSC approve the SPSA before it goes to the School Board. Throughout the year, the SLT, SSC and ELAC monitor the school's SPSA.

Funding

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

The following services are funded at least in part, by categorical funds and are available to any underperforming students who qualify. Services and activities needed to accelerate learning among underperforming students are determined and categorical funds are allocated based on the priority of the service or activity. Some of these may be co-funded from the General Fund, grants, donations, and other sources. The district offers a tremendous range of categorically funded services for under-performing students.

Special Education:
A partial list includes site-based special education services, adaptive physical education, occupational therapy, positive behavioral support intervention, extended year for special education students and for students who are academically underperforming, migrant services, mental health counseling, School Attendance Review Board, and other programs to qualified students. An Inclusion Specialist supports both general and special education teachers to design strategies that facilitate inclusion. Instructional support is available for special circumstances (health, behavior, instructional needs). Program Specialists assist with identification, assessment, and placement of students. An RSP/Special Day teacher and one instructional assistant serve special education students in a combination of an inclusion model and pull-out program. Every comprehensive high school has full time school psychologist services, providing early intervention for students at risk for school adjustment, supporting general education and special education teachers in meeting the instructional needs of students with unique behavioral and learning needs.

At Risk Populations:
The district provides alternative placements for middle and high school students, including New Valley (Continuation) High School.
Students have support classes and/or in-class/additional support available for Algebra, ELD, reading, writing and technology. At NVHS, our co-taught interdisciplinary classes are able to offer substantial small group and individualized support. Advisors meet with students on a daily basis, mentoring them in goal setting, credit recovery, and social-emotional learning. Staff and faculty meet regularly to discuss underperforming students. The Site Leadership Team and Department Chairpersons meet monthly and discusses interventions and target areas for students. Counseling is also available for students as previously described, as are supports for homeless and foster youth.

The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at-risk student groups. The School Site Council (SSC) allocates funds towards activities, materials, professional development and other support services that support students' holistic development, including accelerate learning for underperforming students.

Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the EPC's in reading, language arts, EL supports and mathematics. In addition, the school's fiscal plan is in alignment with the district's LCAP goals, vision and strategic plan, as well as the school's SPSA goals, and WASC areas for growth.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In developing the plan, the Site Leadership Team reviewed the district's LCAP and strategic goals, and determined SPSA goals in May 2023. Monitoring of SPSA goals occurs throughout the year by the SSC and ELAC committees, and teaching faculty. The SSC approved the final SPSA in May 2023.

Resource Inequities

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

None.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 10	24	24	18
Grade 11	47	72	59
Grade 12	89	80	92
Total Enrollment	160	176	169

Conclusions based on this data:

1. Hispanic/Latino students comprise the largest percentage of our student body and continue to be overrepresented at New Valley compared to district enrollment.

2. The largest percentages of students are sequentially seniors, juniors and sophomores - although the SPSA does not reflect the total number of students served at NVHS.

3. Outreach to at-risk/at-promise youth in the district's comprehensive high schools would likely increase student enrollment at NVHS, particularly at the sophomore and junior levels.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	48	42	36	30.00%	23.9%	21.3%
Fluent English Proficient (FEP)	46	51	53	28.80%	29.0%	31.4%
Reclassified Fluent English Proficient (RFEP)	1			2.1%		

Conclusions based on this data:

1. The number and percentage of English Learners decreased over the three-year period.

2. NVHS has an insignificant number of RFEP students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	75	95		39	72		37	72		52.0	75.8	
All Grades	75	95		39	72		37	72		52.0	75.8	

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2478.	2438.		0.00	0.00		13.51	11.11		35.14	20.83		51.35	68.06	
All Grades	N/A	N/A	N/A	0.00	0.00		13.51	11.11		35.14	20.83		51.35	68.06	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	5.56		56.76	40.28		43.24	54.17	
All Grades	0.00	5.56		56.76	40.28		43.24	54.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	2.78		35.14	18.06		64.86	79.17	
All Grades	0.00	2.78		35.14	18.06		64.86	79.17	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	2.78		75.68	62.50		24.32	34.72	
All Grades	0.00	2.78		75.68	62.50		24.32	34.72	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	2.70	5.56		75.68	56.94		21.62	37.50	
All Grades	2.70	5.56		75.68	56.94		21.62	37.50	

Conclusions based on this data:

1. OVERALL - The percentage of enrolled students tested increased significantly.

2. OVERALL - There was a significant decrease of students "nearly" or "not" meeting standards - though the relatively small percentage of students meeting standards constituted no statistically significant change. No students exceeded standards.

3. READING, WRITING, LISTENING - There was a significant increase in the percentage of students testing below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	76	95		36	69		36	69		47.4	72.6	
All Grades	76	95		36	69		36	69		47.4	72.6	

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

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2453.	2419.		0.00	0.00		0.00	2.90		22.22	4.35		77.78	92.75	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	2.90		22.22	4.35		77.78	92.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00		25.00	11.59		75.00	88.41	
All Grades	0.00	0.00		25.00	11.59		75.00	88.41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.78	0.00		63.89	52.17		33.33	47.83	
All Grades	2.78	0.00		63.89	52.17		33.33	47.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	1.45		55.56	50.72		44.44	47.83	
All Grades	0.00	1.45		55.56	50.72		44.44	47.83	

Conclusions based on this data:

1. OVERALL - There was a significant increase in the percentage of students not meeting standards.

2. CONCEPTS/PROCEDURES, PROBLEM-SOLVING - There were significantly more students below standards, and less at standard.

3. COMMUNICATION/REASONING - There was a slight decrease in students at or nearly at standards, and slight increase in students not at standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		10	10	
11	1553.1	1585.2		1555.4	1612.9		1550.3	1557.1		17	13	
12	1550.9	1560.4		1557.9	1575.9		1543.7	1544.3		25	15	
All Grades										52	38	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	18.75	23.08		31.25	46.15		43.75	23.08		6.25	7.69		16	13	
12	13.33	16.67		33.33	58.33		46.67	8.33		6.67	16.67		15	12	
All Grades	17.95	29.41		38.46	47.06		38.46	14.71		5.13	8.82		39	34	

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	43.75	53.85		50.00	30.77		0.00	15.38		6.25	0.00		16	13	
12	40.00	66.67		46.67	16.67		6.67	0.00		6.67	16.67		15	12	
All Grades	48.72	67.65		41.03	20.59		5.13	5.88		5.13	5.88		39	34	

Written Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*		*	*	
11	0.00	0.00		18.75	23.08		50.00	53.85		31.25	23.08		16	13	
12	6.67	0.00		0.00	8.33		46.67	75.00		46.67	16.67		15	12	
All Grades	7.69	11.76		12.82	14.71		46.15	55.88		33.33	17.65		39	34	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	0.00	15.38		81.25	69.23		18.75	15.38		16	13	
12	0.00	8.33		93.33	75.00		6.67	16.67		15	12	
All Grades	2.56	11.76		84.62	76.47		12.82	11.76		39	34	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	75.00	100.00		18.75	0.00		6.25	0.00		16	12	
12	73.33	83.33		20.00	0.00		6.67	16.67		15	12	
All Grades	79.49	93.94		15.38	0.00		5.13	6.06		39	33	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	6.25	0.00		43.75	69.23		50.00	30.77		16	13	
12	6.67	0.00		40.00	50.00		53.33	50.00		15	12	
All Grades	10.26	11.76		46.15	52.94		43.59	35.29		39	34	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*		*	*		*	*		*	*	
11	12.50	0.00		68.75	84.62		18.75	15.38		16	13	
12	0.00	0.00		73.33	83.33		26.67	16.67		15	12	
All Grades	5.13	0.00		76.92	88.24		17.95	11.76		39	34	

Conclusions based on this data:

1. There was a significant increase in performance levels across all ELPAC categories.

2. SIGNIFICANT INCREASES - Overall Language at Levels 3 & 4, Listening, Speaking, Oral Language.

3. READING & WRITING - more increases at the moderate range.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
176	**56.8**	**23.9**	**0.6**
Total Number of Students enrolled in New Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	23.9
Foster Youth	1	0.6
Homeless	1	0.6
Socioeconomically Disadvantaged	100	56.8
Students with Disabilities	34	19.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	3.4
American Indian	1	0.6
Asian	6	3.4
Filipino	5	2.8
Hispanic	119	67.6
Two or More Races	8	4.5
Pacific Islander	4	2.3
White	27	15.3

Conclusions based on this data:

1. NVHS continues to serve a disproportionately higher percentage of English Learners, low-income students, Special Ed students and Latino students.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Graduation Rate**	**Suspension Rate**
Very Low	Very High	Very High
Mathematics		
Very Low		
English Learner Progress		
No Performance Level		
College/Career		
Not Reported in 2022		

Conclusions based on this data:

1. The graduation rate is very high.

2. The suspension rate is high.

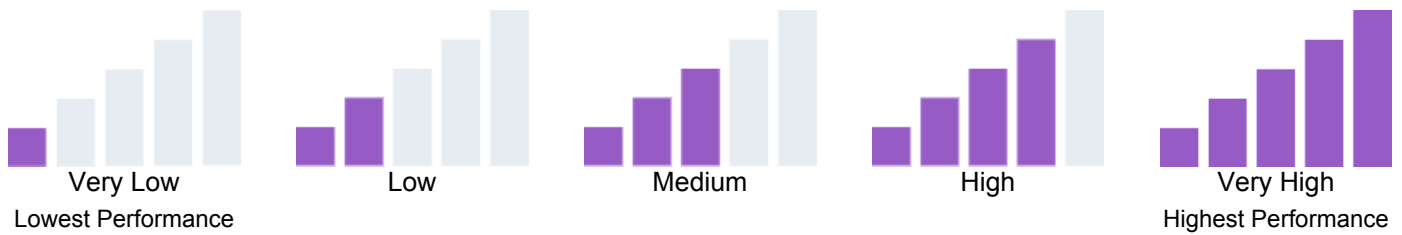3. The performance in ELA & Math is very low.
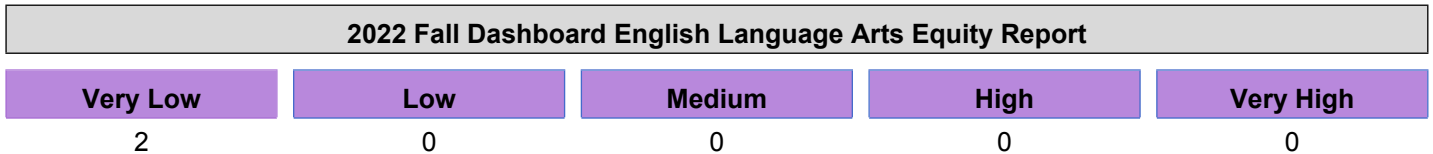
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
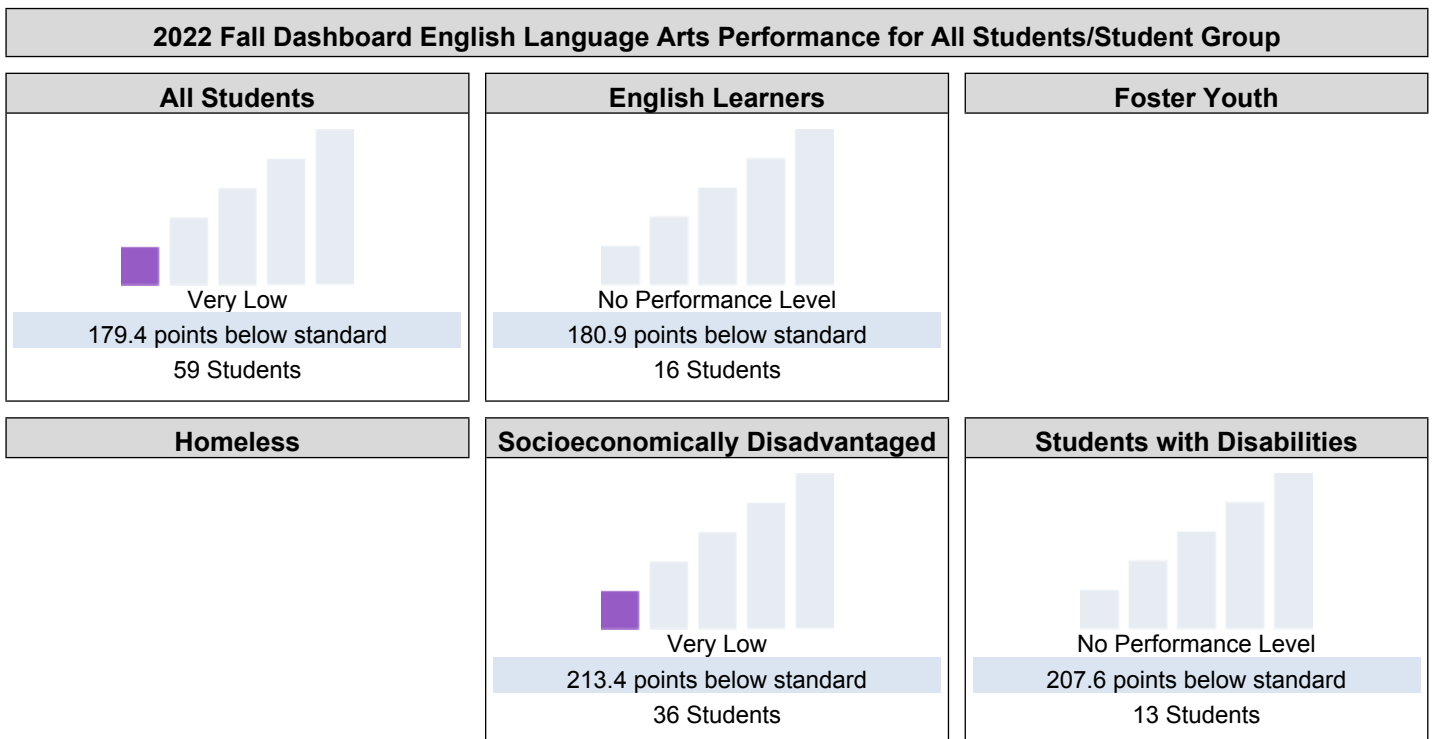
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
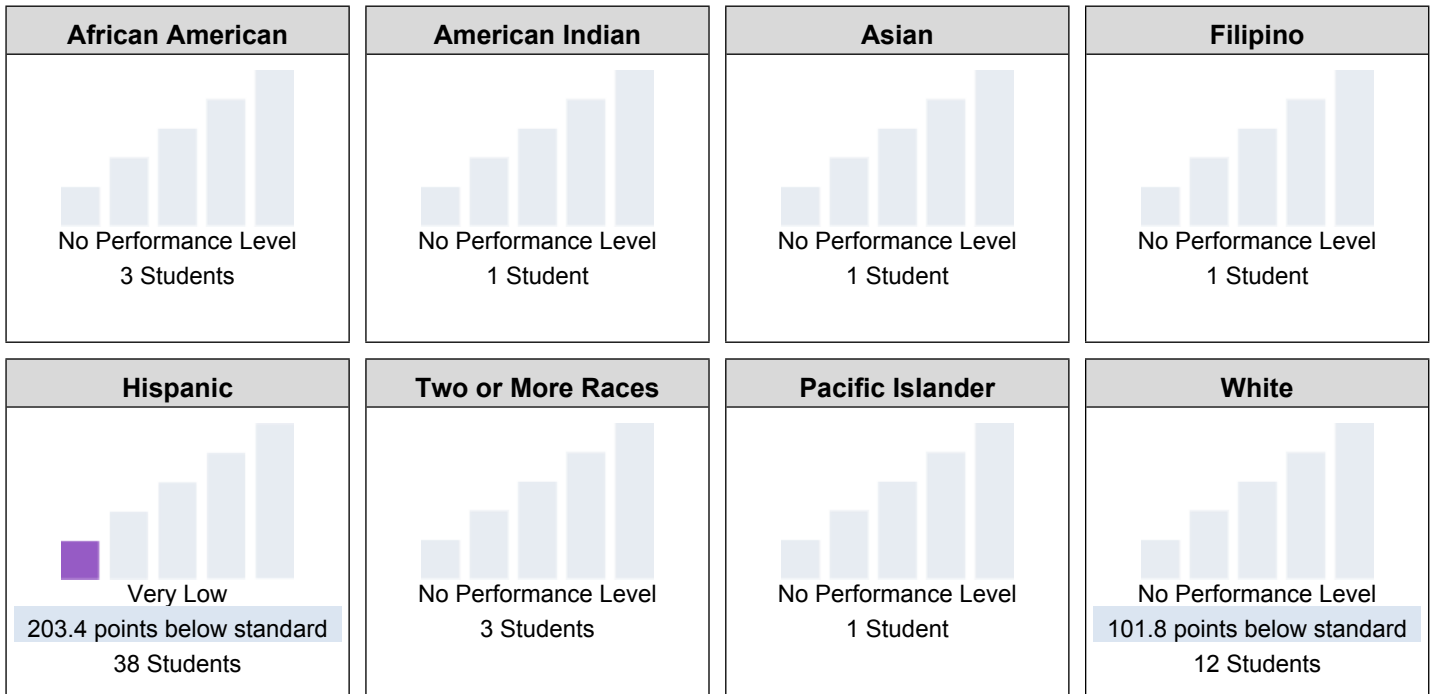
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
179.4 points below standard	180.9 points below standard	
59 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	No Performance Level
	213.4 points below standard	207.6 points below standard
	36 Students	13 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
3 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
1 Student

Filipino

No Performance Level
1 Student

Hispanic

Very Low
203.4 points below standard
38 Students

Two or More Races

No Performance Level
3 Students

Pacific Islander

No Performance Level
1 Student

White

No Performance Level
101.8 points below standard
12 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

209.9 points below standard

12 Students

Reclassified English Learners

4 Students

English Only

183.1 points below standard

30 Students

Conclusions based on this data:

1. The performance among all students is very low.

2. There is a statistically significant number of students in only a two categories, both that are disproportionately enrolled in NVHS: low-SES and Hispanic students.
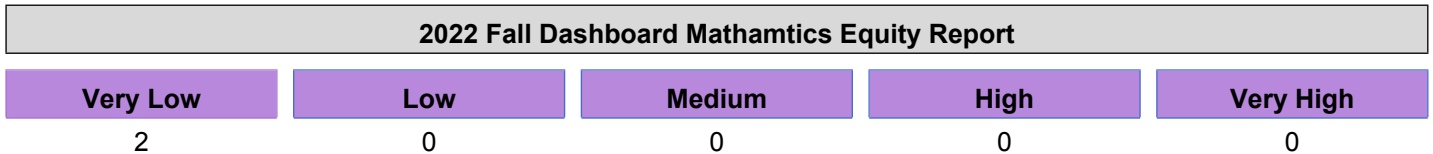
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
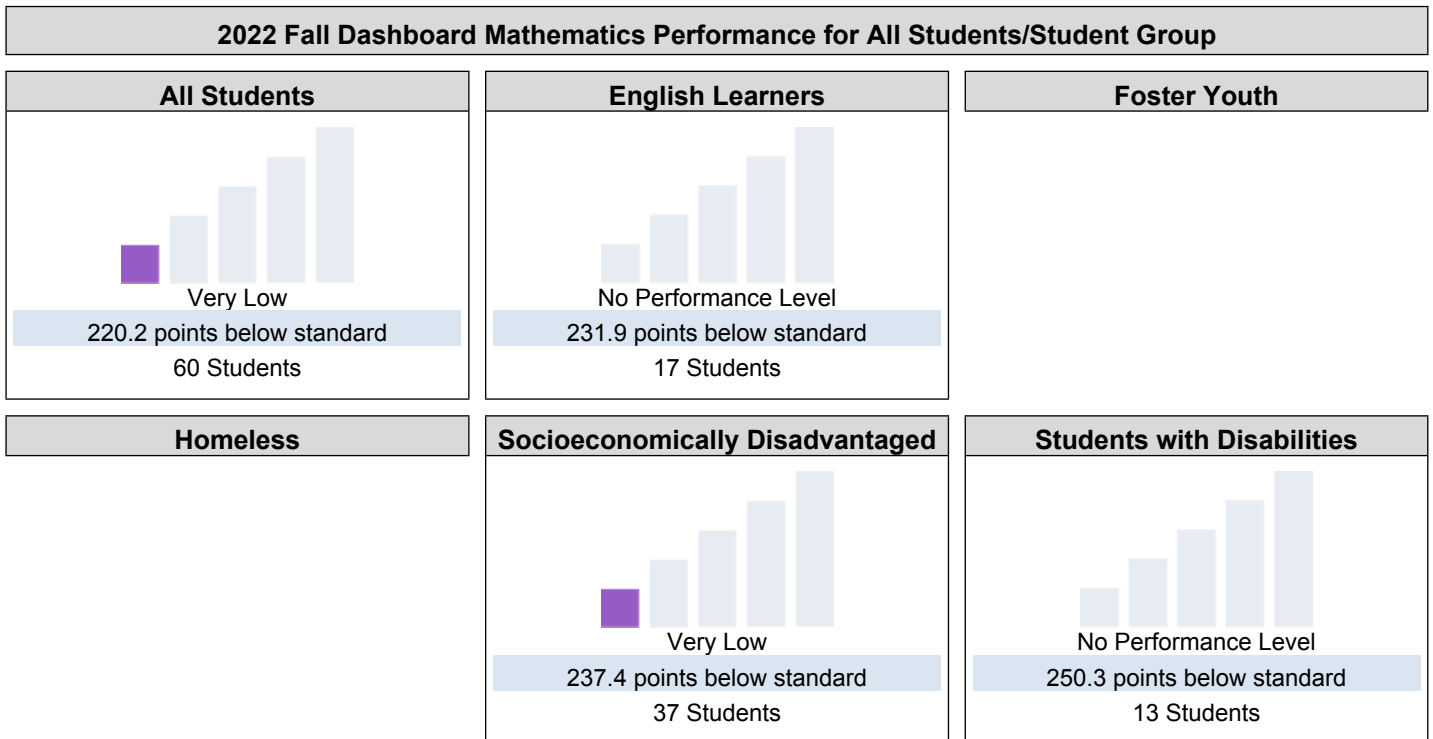
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
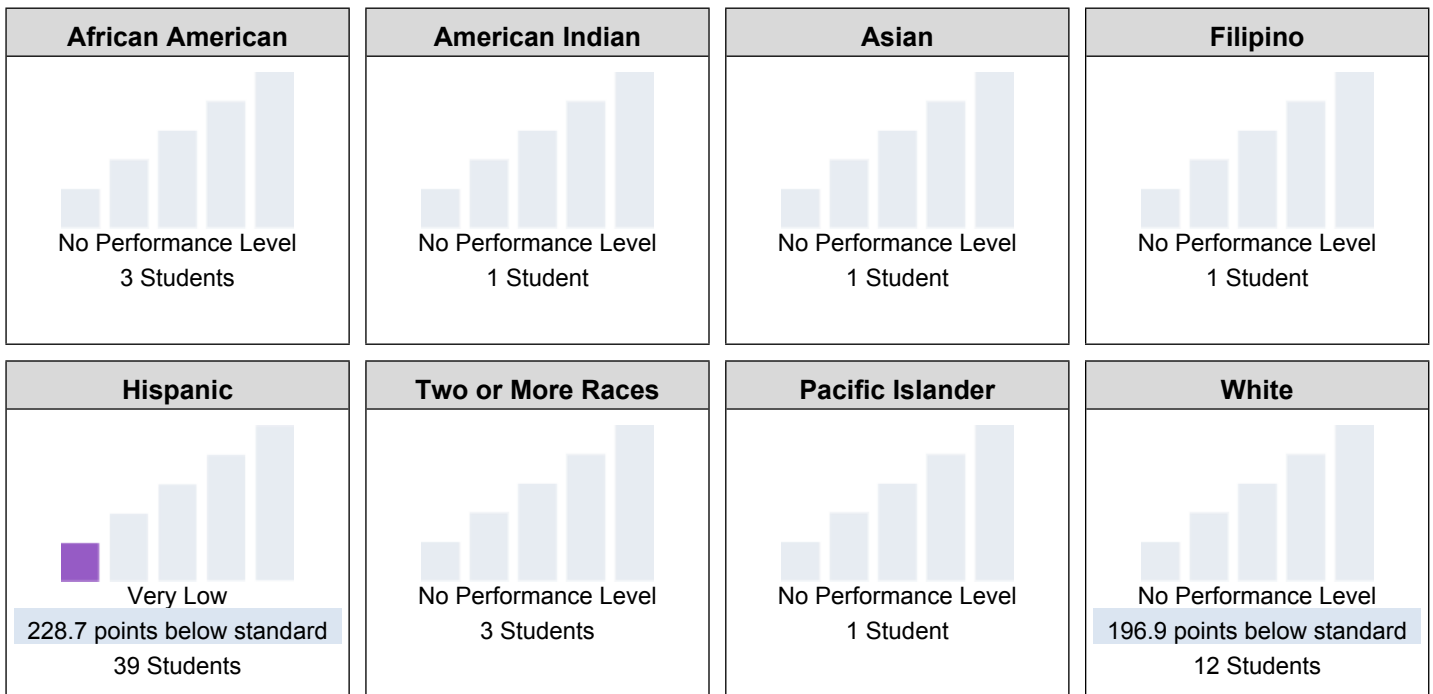
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
2	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
220.2 points below standard	231.9 points below standard	
60 Students	17 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very Low	No Performance Level
	237.4 points below standard	250.3 points below standard
	37 Students	13 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
3 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
1 Student

Filipino

No Performance Level
1 Student

Hispanic

Very Low
228.7 points below standard
39 Students

Two or More Races

No Performance Level
3 Students

Pacific Islander

No Performance Level
1 Student

White

No Performance Level
196.9 points below standard
12 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

233.9 points below standard
13 Students

Reclassified English Learners

4 Students

English Only

222.1 points below standard
29 Students

Conclusions based on this data:

1. The performance level among all students is very low.

2. There is a statistically significant number of students in only a two categories, both that are disproportionately enrolled in NVHS: low-SES and Hispanic students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
60.0 making progress towards English language proficiency
Number of EL Students: 25 Students
Performance Level: No Performance Level
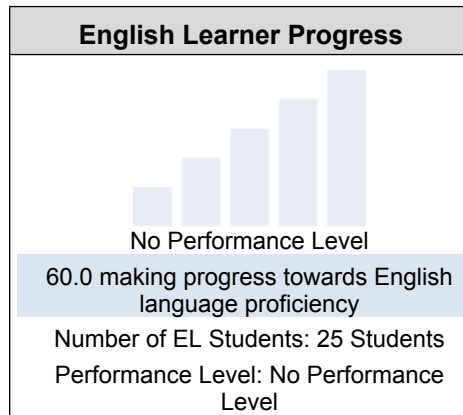
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	40.0%	8.0%	52.0%

Conclusions based on this data:

1. 52% of ELs progressed at least one ELPI level.

2. 48% of ELs maintained their levels.

School and Student Performance Data

Academic Performance
College/Career Report

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

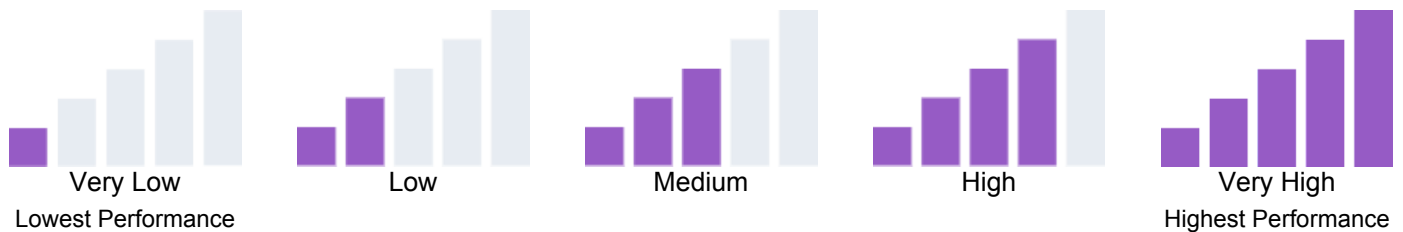**Conclusions based on this data:**

1. College/career data was not reported in 2022.

2. NVHS has a very high graduation rate.

3. Most NVHS students perform below standard in ELA and Mathematics.

School and Student Performance Data

Academic Engagement
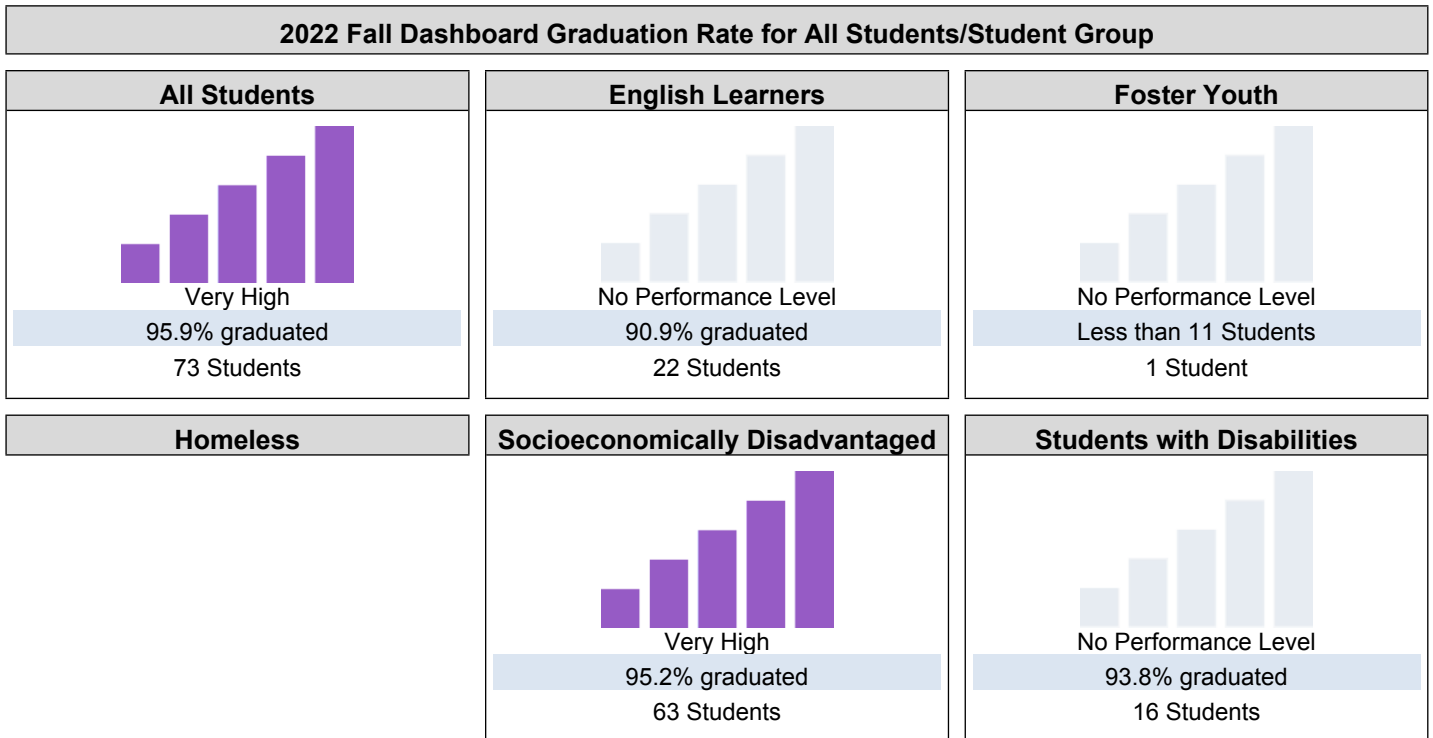## Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Although no data is reported here, chronic absenteeism has always been a challenge at NVHS as many students attending NVHS have historical attendance challenges.

2. That said, NVHS has reduced chronic absenteeism in part due to our MTSS-Attendance plan.

School and Student Performance Data

Academic Engagement
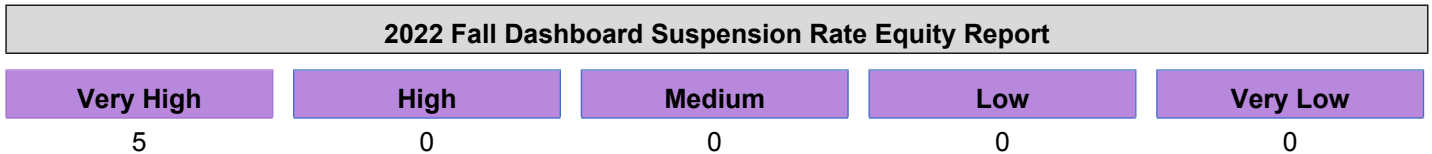## Graduation Rate

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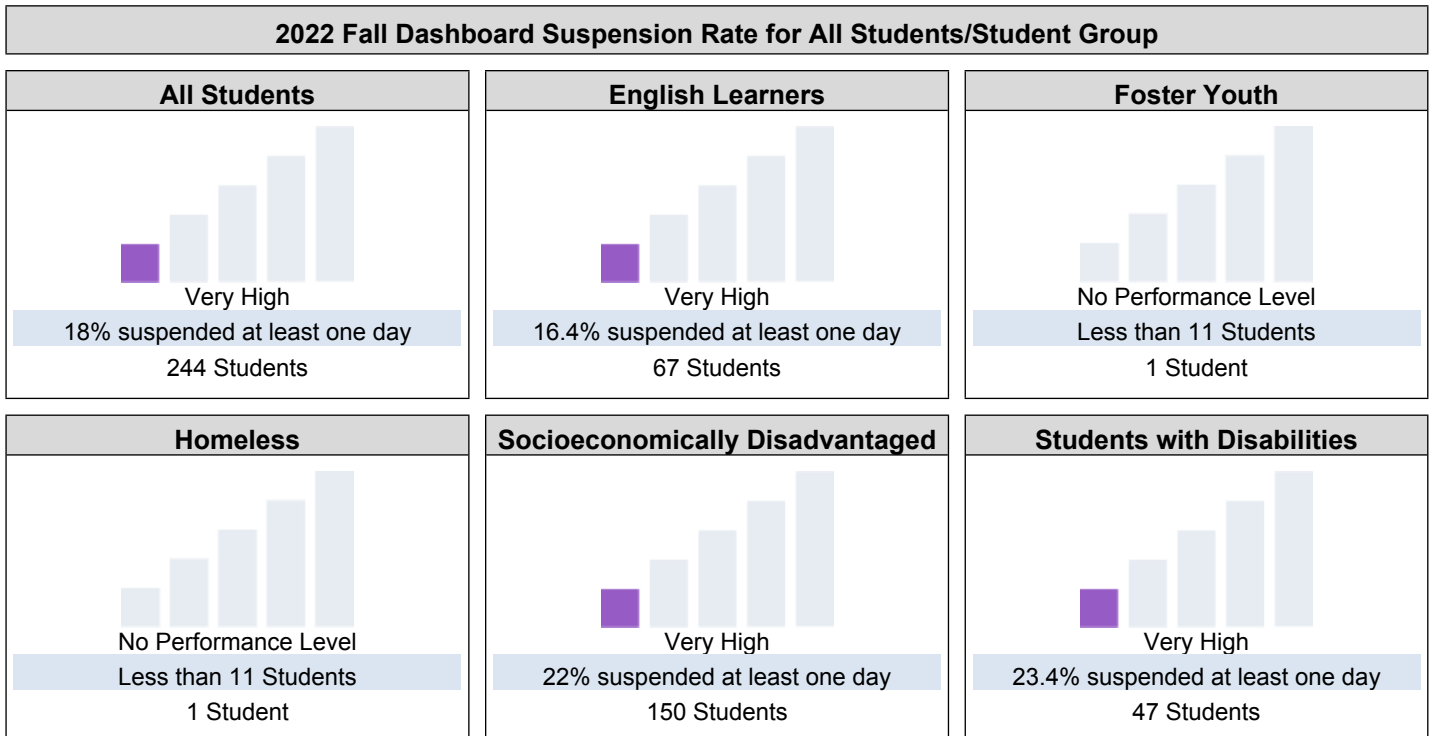
| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	2
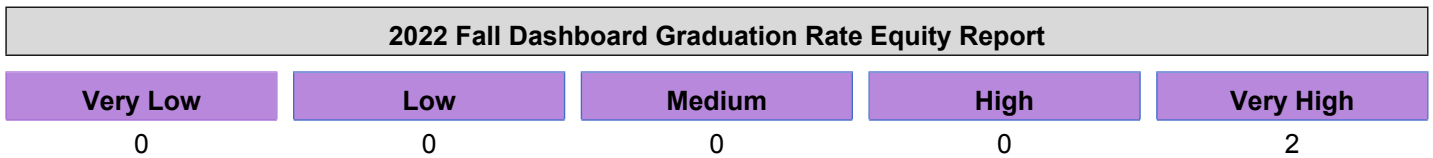
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
95.9% graduated	90.9% graduated	Less than 11 Students
73 Students	22 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Very High	No Performance Level
	95.2% graduated	93.8% graduated
	63 Students	16 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
4 Students		4 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	No Performance Level
96.1% graduated	Less than 11 Students	Less than 11 Students	Less than 11 Students
51 Students	3 Students	1 Student	6 Students

Conclusions based on this data:

1. NVHS has a very high graduation rate, including in its only two statistically significant categories - low SES and Hispanic - both of which are disproportionately enrolled in NVHS.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
18% suspended at least one day	16.4% suspended at least one day	Less than 11 Students
244 Students	67 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	22% suspended at least one day	23.4% suspended at least one day
1 Student	150 Students	47 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
10 Students	1 Student	9 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	Very High
19.4% suspended at least one day	Less than 11 Students	Less than 11 Students	11.4% suspended at least one day
170 Students	9 Students	4 Students	35 Students

Conclusions based on this data:

1. NVHS has a very high suspension rate.

2. The following % of students were suspended at least one day: 16% ELs, 22% low SES, 23% SpEd, 19% Hispanic, 11% White.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

Increase Proficiency in Mathematics
Improve and strengthen proficiency in mathematics among long-term students (more than 90 days enrollment).

Identified Need

__% of 11th NV students enrolled 90+ days tested "meeting/exceeding standard" on 2023 CAASPP (Mathematics) showing a need for all students to progress one level in 2024 (TBD Fall 2023).

__% of 11th NV students enrolled <90 days tested "meeting/exceeding standard" on 2022 CAASPP (Mathematics) showing a need for all students to progress one level in 2023 (TBD Fall 2023).

__% of NV students scored 80% or higher on the PRE assessment on the 2022 NVHS Basic Math Skills Test showing a need to increase the percentage of NV students scoring 80% or higher on the 2024 POST assessment (this assessment was not administered during the 2022-23 school year).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th CAASPP/Math Results	2023 11th Grade CAASPP/Math: ___% meeting/exceeding standard (overall) ___% meeting/exceeding standard (enrolled 90+ days) ___% meeting/exceeding standard (enrolled <90 days)	2024 11th Grade CAASPP/Math: ___% meeting/exceeding standard (overall) ___% meeting/exceeding standard (enrolled 90+ days) ___% meeting/exceeding standard (enrolled <90 days)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pre/Post NVHS Math Basic Skills Test	Fall 2023 NVHS Basic Math Skills PRE-Test (TBD) TBD	Spring 2024 NVHS Basic Math Skills POST-Test Overall Students enrolled 90+ days

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action: Curriculum and Materials

1. Provide teachers time to develop/refine teen-friendly, culturally relevant units of study with standards-based math goals, and strategies to support English learners and students with special needs.
2. Purchase engaging math workbooks that develop students' basic math skills.

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

Amount(s)	Source(s)
2,000	Targeted Allocation None Specified Task 1-2

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

All Students

Strategy/Activity

Action: Data and Assessment

1. Provide teachers time and support to analyze data to support instruction in mathematics, with a particular emphasis on supporting English learners and students with special needs.
2. Provide teachers and students time to become familiar with the CAASPP essential standards and formatting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified Task 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instruction & Professional Development

1. Provide PD on instrudctional strategies to support English learners and students with special needs.
2. Provide teachers release time to observe other math teachers implementing strategies to support English learners and students with special needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified Task 1-2

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

0	None Specified

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

New Valley High School has gone through substantial restructuring the past three years. Teachers have developed culturally relevant, interdisciplinary courses that offer students credit in two or more subject areas. Teachers have received professional development (PD) and extra paid time to collaboratively design course and unit plans using a common research-based planning template. Teachers also received ongoing coaching and PD on strategies to engage students in content, concept and skill development, and strengthen their academic performance. In addition, math teachers designed a pre/post Basic Math Skills Test that strengthens our understanding of students' strengths/needs. We also purchased supplementary (intervention) Math workbooks that scaffold basic skill development in per cents, fractions, decimals, measurements, and Algebra.

This year's strategies/activities to continually improve students' development and performance in mathematics build upon the progress we have made over the past three years. Specifically, the strategies/activities focus on strengthening our units of study and lesson plans to target standards-based math goals/learning objectives, and incorporate specific strategies to support English learners and students with special needs. Moreover, math teachers will have the opportunity to observe other math teachers implementing strategies to support English learners and students with special needs We have also planned structured time for students to develop math skills during Advisory.

Although the vast majority of students that enroll in NVHS are significantly behind in grade level, we expect to see gains in student achievement for students enrolled 90+ days in the 2023-24 school year.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Reading/Language Arts and English Language Development (ELD)

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

Increase Proficiency in Reading and Writing
Improve and strengthen proficiency in reading and writing among long-term students (90+ days enrollment).
Increase number/percent of English learners progressing at least one level on the ELPAC (ELPI).
Increase number of English learners who reclassify as Fluent English Proficient.

Identified Need

__% of 11th NV students enrolled 90+ days tested "meeting/exceeding standard" on 2023 CAASPP (ELA) showing a need for all students to progress at least one level in 2024 (TBD Fall 2023).

__% of 11th NV students enrolled <90 days tested "meeting/exceeding standard" on 2023 CAASPP (ELA) showing a need for all students to progress at least one level in 2024 (TBD Fall 2023).

__% of NV students scored __ on the 2022 NVHS PRE Writing Assessment showing a need for most students to progress at least one level on the 2024 POST assessment (TBD Fall 2023) (this assessment was not administered in 2022-23).

__% of NV students are reading at or above grade level according to the 2023 PRE assessment on the Reading Inventory showing a need for most students to progress at least one grade level on the 2024 POST Reading Inventory (TBD Fall 2023).

__% of NV students progressed one level on the Spring 2023 ELPAC, showing the need for __% of students to progress one level on the Fall 2023 ELPAC.

__% of NV students were RFEP'd in the 2022-23 school year, showing the need to increase the percentage of NV students that are RFEP'd.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA (11th grade only)	2023 11th Grade CAASPP/ELA: ___% meeting/exceeding standard (overall) ___% meeting/exceeding standard (enrolled 90+ days) ___% meeting/exceeding standard (enrolled <90 days)	2024 11th Grade CAASPP/Math: ___% meeting/exceeding standard (overall) ___% meeting/exceeding standard (enrolled 90+ days) ___% meeting/exceeding standard (enrolled <90 days)
NVHS Writing Assessment	Fall 2023 NVHS Writing PRE Assessment: ___(overall) ___(enrolled 90+ days) ___(enrolled <90 days)	Spring 2024 NVHS Writing POST Assessment: ___(overall) ___(enrolled 90+ days) ___(enrolled <90 days)
Reading Inventory	Fall 2023 Reading Inventory PRE Assessment: ___% reading at/above grade level (overall) ___% reading at/above grade level (enrolled 90+ days) ___%reading at/above grade level (enrolled <90 days)	Spring 2024 Reading Inventory POST Assessment: ___% reading at/above grade level (overall) ___% reading at/above grade level (enrolled 90+ days) ___%reading at/above grade level (enrolled <90 days)
ELPAC Results	Spring 2023 (available fall, 2023): Number (and/or) percent of students who progressed from: Level 1 to Level 2L = Level 2L to Level 2H= Level 2H to Level 3L= Level 3L to Level 3H= Level 3H to Level 4=	TBD, fall 2024 based on Spring 2023 ELPAC results Number (and/or) percent of students who progressed from: Level 1 to Level 2L = Level 2L to Level 2H= Level 2H to Level 3L= Level 3L to Level 3H= Level 3H to Level 4=

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 Reclassification Rate: __ EL students reclassified __ reclassification rate Fall 2022 Reclassification: ___students reclassified based on spring 2023 Academic and 2023 Summative ELPAC criteria	2022-2023 Reclassification TBD AFTER August/Sept. 2022 Reclassification __ EL students reclassified __% reclassification rate ____# of students will reclassify AFTER August, 2022 based on 2023 Summative ELPAC and 2023-2024 Academic criteria

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action: Curriculum and Materials

1. Provide time for teachers to develop/refine teen-friendly, culturally relevant units of study with standards-based reading, writing and vocabulary goals, and strategies to support English learners and students with special needs

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

Amount(s)	Source(s)
10,000	Targeted Allocation None Specified Task 1

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

All students

Strategy/Activity

Action: Data and Assessment

1. Provide teachers time and support to analyze data to support instruction in reading, writing and vocabulary development.

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

Amount(s)	Source(s)
0	None Specified
	Tasks 1-2

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

All Students

Strategy/Activity

Action: Instruction & Professional Development

1. Provide PD on instructional strategies to support English learners and students with special needs
2. Provide release time for teachers to observe instruction that develops students' reading, writing, and vocabulary development.

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

Amount(s)	Source(s)
2,000	Targeted Allocation
	None Specified
	Tasks 1-2

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

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

New Valley High School has gone through substantial restructuring the past two years. Teachers have developed culturally relevant, interdisciplinary courses that offer students credit in two or more

subject areas. Teachers have received professional development (PD) and extra paid time to collaboratively design course and unit plans using a common research-based planning template. Teachers also received ongoing coaching and PD on strategies to increase student engagement, improving reading practice, and design formative assessments. In addition, we have instituted pre/post Reading and Writing assessments and analyzed data to increase our understanding of students' strengths/needs and prioritize literacy goals. We also instituted Sustained Silent Reading in our Advisory.

This year's strategies/activities to continually improve students' development and performance in reading, writing and vocabulary build upon the progress we have made over the past three years. Specifically, the strategies/activities focus on strengthening our units of study and lesson plans to target standards-based reading, writing and vocabulary goals/learning objectives, and incorporate specific strategies to support English learners and students with special needs. Teachers will also have opportunities to observe their colleagues in these specific areas.

We expect to see gains in student achievement in the 2023-24 school year, particularly of students enrolled 90+ days at NVHS.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

Strengthen students' college/career readiness.
Increase graduation rate.
Improve average daily attendance in CTE courses.
Increase number of students who graduate with the Seal of Biliteracy.

Identified Need

__% of NVHS students graduated, indicating the need to increase the graduation rate (TBD Fall 2023).
__% of students tested ready for college/career according to 2023 CAASPP data, indicating the need to increase the percentage of students testing ready for college/career on the CAASPP (TBD Fall 2023)
__% of NV'S students attended at least 90% of their SVCTE classes, indicating the need to increase student attendance at SVCTE (TBD Fall 2023).
__% of NV's students attended at least 90% of their NV CTE class, indicating the need to increase average daily attendance in NV CTE classes (TBD Fall 2023).
0 NV students qualified for the Seal of Biliteracy, indicating the need for more students to qualify for the Seal of Biliteracy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Spring, 2023 (TBD June 2023) 4-Year Adjusted Cohort Grad Rate: overall _____ Hispanic/Latinx: White: Ec. Disadvantaged: English Learners:	Spring, 2024 (TBD based on June 2023 outcomes) 4-Year Adjusted Cohort Grad Rate: overall Hispanic/Latinx: White: Ec. Disadvantaged:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with IEP's:	English Learners: Students with IEP's:
College Career Readiness*	Spring, 2023 (TBD Fall 2023) __% prepared (Red)	Spring, 2024 Increase by at least 2 percent to at least __ prepared (Orange)
CTE Attendance	Spring, 2023 (TBD Fall 2023) Average Daily Attendance in SVCTE courses: ___ Average Daily Attendance in NV CTE classes: ___	Spring, 2024 (TBD Fall 2023) Increased average daily attendance in SVCTE courses to __ Increase average daily attendance in NV CTE classes to __
Seal of Biliteracy	Spring, 2023 No students qualified to earn the Seal of Biliteracy	Spring, 2024 Increase number of graduates qualified to earn the Seal of Biliteracy to at least 2 students.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action: Curriculum and Materials

1. Establish annual Career Day at NVHS, and develop career prep curriculum for Advisory and Senior English Seminar.
2. Provide field experiences for students to visit local CTE programs and community colleges.
3. Increase student attendance at Metro Ed (SVCTE).
4. Refine community service options that engage students and prepare them for college/career success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,641	Targeted Allocation None Specified Tasks 1 through 4

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

All Students

Strategy/Activity

Action: Instruction and Professional Development

1. Increase the number of students who complete the FAFSA, CADA, and scholarship applications.
2. Strengthen system of coaching students that are dual-enrolled in a community college course.
3. Strengthen system of supporting students to complete CTE courses and pathways.

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

Amount(s)	Source(s)
0	None Specified

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

All Students

Strategy/Activity

Action: Data & Assessment

1. Provide time for students and teachers to take practice CAASPP tests to become more familiar with content, standards, and format.
2. Develop an alumni tracking system to provide data useful in continually improving our program to ensure that all students are college/career ready.
3. Analyze data such as local assessments in Reading, Writing, Math, CAASPP and ELPAC to target students' strengths and needs for college/career readiness.
4. Analyze data to identify and support students who may be candidates for the Seal of Biliteracy.
5. Refine intake & exit processes, and monitoring systems, to ensure staff understanding of students' career goals, and ability to communicate with students post-graduation.

6. Establish system to enroll students in post-secondary programs (college or the trades) in spring of their senior year.
7. Explore possible systems development for "warm handoff" and mentoring through first semester of post-secondary education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Over the past three years, we have concentrated on strengthening students' literacy practiced and proficiency in foundational math skills through highly engaging, culturally relevant curriculum. We have instituted pre/post assessments in Reading, Writing and Math which, along with findings from our WASC Self-Study, have identified specific literacy and math goals to strengthen students' college/career readiness (articulated in Goals 1 & 2). These past three years we have also significantly increased the number of students completing scholarship applications and the FAFSA, and generated student enthusiasm around CTE opportunities and community college. We used data to target students most likely to succeed in cherished CTE programs, and dual-enrolled students in the local community college for the first time.

Building on the above success, this year we will continue to expose students to career opportunities and guide them in researching careers and college opportunities that they find especially meaningful. With the state mandating that all seniors complete the FAFSA (unless they opt out), the system we established this year will enable us to continue providing class, group and individualized support to students and families. We will strengthen and hone our systems of providing CTE classes and pathways to as many students as possible. By more deeply educating our faculty and teachers about CAASPP and strengthening standards-based instruction in math and literacy as articulated in SPSA Goals 1 & 2, we anticipate seeing gains in students' academic readiness for their post-secondary pursuits.

This past year, our field exeriences to CTE programs and community colleges, along with "college days," greatly increased student enthusiasm to attend postsecondary training. In the coming year, we will continue and build upon these field experiences by strengthening our systems to support

dual-enrolled and Metro Ed students, and enroll college-bound seniors in local community colleges. We will also develop an alumni tracking system.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 4

Strengthen Student Engagement to Foster Academic Growth & Social-emotional Well-being

Identified Need

The average daily attendance of NV students was __% in the 2022-23 school year, indicating the need to increase average daily attendance in 2023-24.
The overall rate of chronic absenteeism of NV students was __% in the 2022-23 school year, indicating the need to reduce chronic absenteeism in 2023-24.
The overall suspension rate of NV students was __% in the 2022-23 school year, indicating the need to reduce the suspension rate in 2023-24.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	Spring, 2023 (TBD June 2023) Average Daily Attendance: Overall: __% English learner __% Low-Income ___% Hispanic/Latinx___% Students with IEP's __%	Spring, 2024 Average Daily Attendance: Overall: __% English learner __% Low-Income ___% Hispanic/Latinx___% Students with IEP's __%
Chronic Absenteeism	Chronic Absenteeism, Spring 2023 (TBD June 2023) Overall: __% English learner __% Low-Income ___% Hispanic/Latinx___%	Chronic Absenteeism, Spring 2024 Overall: __% English learner __% Low-Income ___% Hispanic/Latinx___%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with IEP's __%	Students with IEP's __%
Suspension Rates	Spring, 2023 (TBD June 2023) Overall: __% English learner __% Low-Income ___% Hispanic/Latinx___% Students with IEP's __%	Spring, 2024 Overall: __% English learner __% Low-Income ___% Hispanic/Latinx___% Students with IEP's __%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action: School Culture

Provide the following to increase student/family/engagement, wellness, confidence and successful school practices:

Student/Family BBQs-$1,000
Turkey Trot- $350
Graduation Decorations- $500
Senior Trip-$3,000
Pos Behavior/Attendance Incentives- $4,400
CYO Counselors- $12,000
Garden Project- $750
Mural Project- $500
Student Leadership- $500

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

Amount(s)	Source(s)
23,000	Targeted Allocation None Specified

	Task 1
	None Specified

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

All students

Strategy/Activity

Action: Curriculum & Materials 1. Refine Advisory curriculum to include SEL, restorative practices and career exploration. 2. Integrate field studies and/or guest speakers into classes.

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

Amount(s)	Source(s)
0	None Specified None Specified
	None Specified

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

All students

Strategy/Activity

Action: Instruction & Professional Development 1. Provide PD on student-friendly, daily objectives that align with skill development, driving or guiding question(s), and real world content application. 2. Provide PD on SEL, Restorative Practices and de-escalation strategies. 3. Provide release time for teachers to observe successful, structured Advisories.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	None Specified None Specified Tasks 1-3

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

All students

Strategy/Activity

Action: Systems Development Strengthen MTSS to include: Strengthen & communicate MTSS Plan (attendance and behavior) to all stakeholders Develop a system to monitor MTSS implementation Increase advisor-led SSTs, parent contacts, and record-keeping on AERIES Increase office contacts to parents of absent students

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

Amount(s)	Source(s)
0	None Specified None Specified Task 1

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Overr the past three years, staff has developed an Advisory curriculum that includes SEL and circle discussions, and student agency/goal setting. In addition, we integrated social wellness into "clubs" during our Advisory. Building on our previous year, and recognizing the need to continue to develop students' self-esteem and positive social interactions, staff will refine our Advisory curriculum and instruction to focus more upon restorative practices. Our CYO counselors provide especially significant support in restoratively developing our youth with gang or other challenges.

In addition, we will continue to strengthen our MTSS system, particularly in advisor outreach to parents and facilitating restorative SSTs.

Recognizing the value of community engagement, we will continue to host barbecues, artistic and other student/family centered events, and integrate relevant field experiences into our classes.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$59,641.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
None Specified	$12,000.00
Targeted Allocation	$47,641.00

Subtotal of state or local funds included for this school: $59,641.00

Total of federal, state, and/or local funds for this school: $59,641.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation		

Expenditures by Funding Source

Funding Source	Amount
None Specified	12,000.00
Targeted Allocation	47,641.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	59,641.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
None Specified	None Specified	12,000.00
None Specified	Targeted Allocation	47,641.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00
Goal 2	12,000.00
Goal 3	10,641.00
Goal 4	35,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Laurie Stapleton	Principal
Adam Siegel	Classroom Teacher
Margaret Mosher	Classroom Teacher
Gabby Rodriguez	Other School Staff
Bev Koehler	Parent or Community Member
Betty Carmody	Parent or Community Member
Karol Gallucci	Parent or Community Member
Jason Gallucci	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Estrella Tovar	English Learner Advisory Committee
M Mosher	Special Education Advisory Committee
Rich Mph	Other: Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on Reviewed with President for final approval 6/13.

Attested:

J M Stapleton	Principal, Laurie Stapleton, Ph.D. on 5-17-23
Betty Carmody	SSC Chairperson, Betty Carmody (by LS) on 5-17-23