School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Valley High School	43696744338406	April 25, 2025	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by New Valley High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

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

The plan contained in this packet supports increased student performance in Mathematics, Reading/Writing, English Language Development, English Learner Progress, College/Career Readiness and Student Engagement, focusing on all students and especially English Learners, Hispanic/Latinx students, and students with special needs.

Educational Partner Involvement

How, when, and with whom did your New Valley High 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

To develop the SPSA, in March 2025 the WASC Coordinator and Principal facilitated review of the district's LCAP goals, alongside goals set forth in our WASC 2025-2028 Action Plan that staff had collectively determined. Action steps for the 2025-2026 school year were then identified by staff consensus. LCAP goals are thus integrated into our SPSA and schoolwide action plan goals and are identified through CA dashboard data, local assessments, and staff/student-identified needs.
Monitoring of SPSA goals occurs throughout the year by all certificated faculty in conjunction with our WASC Action Plan monitoring and also through the Site Leadership Team, ELAC, and SSC/Budget Committee. The SSC approved the final SPSA in April 2025.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

New Valley is currently identified for ATSI for our English learner student group. The 2024 Dashboard showed a concern based on low performance in the English Learner Progress indicator (ELPAC), whereas the 2023 Dashboard indicated high suspension rates for English learners.

Through our needs assessment, we identified several areas of resource inequity that impact outcomes for our English learner students. These include a need to support/strengthen integrated ELD Tier I instruction, reduce chronic absenteeism among our English Learner population and a need to continue early intervention around student behaviors that may result in suspensions. We have taken these factors into account in developing the goals and action steps in our 2025–2026 SPSA, including expanding ELD supports, improving staff capacity to deliver integrated ELD, increasing attendance and engagement for English learners, and strengthening early intervention systems to reduce suspensions.

Key action steps in our 2025-2026 SPSA will include: improving our existing designated and integrated ELD supports; providing targeted support to each English Learner to develop skills and knowledge measured on the ELPAC; increasing EL attendance; and, improving EL academic engagement and performance across content areas.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall performance in Red or Orange performance categories include: Graduation rate (Orange), College/Career Readiness (Red), Academic Achievement in ELA (Red) and Mathematics (Orange), and English Learner Progress (Red). New Valley High is addressing these areas of concern within our 2025-2028 action plan. Goal 1 and Goal 2 are focused on improving student proficiency in Mathematics and ELA literacy. Under each goal there is a robust set of

actions steps which include an emphasis on student voice and creating engaging classroom experiences that emphasize "real-world" application. Furthermore, we will continue to make progress towards our Equity Multiplier goals of that year, which we primarily focused on enhancing post-secondary and college/career educational opportunities for our students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There are no student groups in the 2024 CA School Dashboard that received a performance level that was two or more levels below the overall "all student" school performance level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

As a continuation high school, NVHS has a very high transitional rate, and truancy is a historical characteristic of many of our students and families. The vast majority of students arrive at NVHS performing at least 2 years below grade level. Approximately 8-10% of NVHS students are administrative placements.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level New Valley High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.57%	0%	0%	1	0	0
African American	3.41%	2.96%	1.91%	6	5	3
Asian	3.41%	2.96%	1.91%	6	5	3
Filipino	2.84%	0.59%	1.27%	5	1	2
Hispanic/Latino	67.61%	71.6%	80.25%	119	121	126
Pacific Islander	2.27%	1.78%	0%	4	3	0
White	15.34%	18.34%	11.46%	27	31	18
Multiple/No Response	4.55%	0.59%	2.55%	8	1	4
			Total Enrollment	176	169	157

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	24	18	16
Grade 11	72	59	59
Grade 12	80	92	82
Total Enrollment	176	169	157

Conclusions based on this data:

1. Hispanic/Latino students continue to constitute the largest percentage of our student body, and to be overrepresented at New Valley compared to district enrollment.
2. The largest percentages of students are seniors - although the SPSA does not reflect the total number of students served at NVHS, as students join our school throughout the year.
3. Outreach to at-risk/at-promise youth in the district's comprehensive high schools would likely increase student enrollment at NVHS.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	42	36	53	23.9%	21.3%	33.8%
Fluent English Proficient (FEP)	51	53	44	28.9%	31.4%	28.0%
Reclassified Fluent English Proficient (RFEP)	49	48	41	27.8%	28.4%	26.1%

Conclusions based on this data:

1. The number and percentage of English Learners decreased between 2021-22 and 2022-23, but has increase significantly between 2022-23 and 2023-24. As such, English Learner students constitute a significant percentage of NVHS's student body.
2. The number and percentage of Fluent English Proficient students increased slightly between 2021-22, but has reduced by 3.4percentage points between 2022-23 and 2023-24.
3. NVHS' percentage of Reclassified English Proficient (RFEP) students has decreased 1.7 percentage points from 27.8% (2021-22) to 26.1% (2023-24) after experiencing a slight increase between 2021-22 and 2022-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	95	77	73	72	56	49	72	56	49	75.8	72.7	67.1
All Grades	95	77	73	72	56	49	72	56	49	75.8	72.7	67.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2438.	2452.	2460.	0.00	0.00	0.00	11.11	7.14	8.16	20.83	26.79	22.45	68.06	66.07	69.39
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	11.11	7.14	8.16	20.83	26.79	22.45	68.06	66.07	69.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.56	1.79	2.04	40.28	62.50	53.06	54.17	35.71	44.90
All Grades	5.56	1.79	2.04	40.28	62.50	53.06	54.17	35.71	44.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.78	0.00	0.00	18.06	28.57	24.49	79.17	71.43	75.51
All Grades	2.78	0.00	0.00	18.06	28.57	24.49	79.17	71.43	75.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.78	1.79	4.08	62.50	62.50	73.47	34.72	35.71	22.45
All Grades	2.78	1.79	4.08	62.50	62.50	73.47	34.72	35.71	22.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.56	1.79	6.12	56.94	62.50	65.31	37.50	35.71	28.57
All Grades	5.56	1.79	6.12	56.94	62.50	65.31	37.50	35.71	28.57

Conclusions based on this data:

1. READING - 2/3 of students tested "at" or "nearly at" standard - an increase of 22% between 2021-22 and 2022-23. However, this percentage dropped by 9.4 percentage points between 2022-23 and 2023-24.
2. WRITING - 28% of students tested "at" or "nearly at" standard - an increase of 10.5% between 2021-22 and 2022-23. Unfortunately, this percentage dropped by 4 percentage points between 2022-23 and 2023-24. With 75.51% of students tested below standard. A focus on Writing continues to be a need in the 2025-26 school year.
3. LISTENING, RESEARCH/INQUIRY - 73.47% of students tested "at" or "nearly at" standard on the Listening domain in 2023-24. This is an increase of 11 percentage points from 2022-23. Gains were also seen in the Research/Inquiry Domain where we experienced a 2.8 percentage point increase in students tested "at" or "nearly at" standard between 2022-23 and 2023-24.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	95	77	73	69	56	59	69	56	59	72.6	72.7	80.8
All Grades	95	77	73	69	56	59	69	56	59	72.6	72.7	80.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2419.	2412.	2422.	0.00	0.00	0.00	2.90	0.00	0.00	4.35	8.93	6.78	92.75	91.07	93.22
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.90	0.00	0.00	4.35	8.93	6.78	92.75	91.07	93.22

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	52.17	48.21	47.46	47.83	51.79	52.54
All Grades	0.00	0.00	0.00	52.17	48.21	47.46	47.83	51.79	52.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.45	0.00	0.00	50.72	41.07	52.54	47.83	58.93	47.46
All Grades	1.45	0.00	0.00	50.72	41.07	52.54	47.83	58.93	47.46

Conclusions based on this data:

1. OVERALL ACHIEVEMENT - 93.22% of 11th Grade students are not meeting standard. This is slightly higher than in past years.
2. PROBLEM-SOLVING & MODELING/DATA ANALYSIS - 47.46% of students tested "at" or "nearly at" standard. A slight reduction from prior years.
3. COMMUNICATING REASONING -52.54% of students tested "at" or "nearly at" standard, which is an increase of 11 percentage points from last year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	1581.0	1535.8	*	1607.1	1540.5	*	1554.3	1530.6	10	21	12
11	1585.2	1561.2	1545.5	1612.9	1567.3	1544.8	1557.1	1554.7	1545.8	13	13	24
12	1560.4	1517.5	*	1575.9	1540.6	*	1544.3	1493.9	*	15	15	12
All Grades										38	49	48

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	28.57	18.18	*	42.86	18.18	*	23.81	36.36	*	4.76	27.27	*	21	11
11	23.08	7.69	19.05	46.15	30.77	28.57	23.08	53.85	28.57	7.69	7.69	23.81	13	13	21
12	16.67	13.33	*	58.33	6.67	*	8.33	33.33	*	16.67	46.67	*	12	15	*
All Grades	29.41	18.37	15.38	47.06	28.57	25.64	14.71	34.69	33.33	8.82	18.37	25.64	34	49	39

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	47.62	18.18	*	38.10	54.55	*	14.29	9.09	*	0.00	18.18	*	21	11
11	53.85	15.38	38.10	30.77	69.23	14.29	15.38	15.38	28.57	0.00	0.00	19.05	13	13	21
12	66.67	20.00	*	16.67	26.67	*	0.00	33.33	*	16.67	20.00	*	12	15	*
All Grades	67.65	30.61	33.33	20.59	42.86	25.64	5.88	20.41	23.08	5.88	6.12	17.95	34	49	39

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	4.76	0.00	*	19.05	18.18	*	57.14	45.45	*	19.05	36.36	*	21	11
11	0.00	0.00	0.00	23.08	30.77	19.05	53.85	30.77	42.86	23.08	38.46	38.10	13	13	21
12	0.00	0.00	*	8.33	13.33	*	75.00	26.67	*	16.67	60.00	*	12	15	*
All Grades	11.76	2.04	0.00	14.71	20.41	17.95	55.88	40.82	46.15	17.65	36.73	35.90	34	49	39

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	33.33	0.00	*	66.67	81.82	*	0.00	18.18	*	21	11
11	15.38	7.69	4.76	69.23	92.31	61.90	15.38	0.00	33.33	13	13	21
12	8.33	13.33	*	75.00	40.00	*	16.67	46.67	*	12	15	*
All Grades	11.76	20.41	2.70	76.47	65.31	70.27	11.76	14.29	27.03	34	49	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	80.95	54.55	*	19.05	27.27	*	0.00	18.18	*	21	11
11	100.00	84.62	61.90	0.00	7.69	33.33	0.00	7.69	4.76	12	13	21
12	83.33	80.00	*	0.00	13.33	*	16.67	6.67	*	12	15	*
All Grades	93.94	81.63	61.54	0.00	14.29	30.77	6.06	4.08	7.69	33	49	39

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	28.57	18.18	*	42.86	45.45	*	28.57	36.36	*	21	11
11	0.00	0.00	0.00	69.23	46.15	52.38	30.77	53.85	47.62	13	13	21
12	0.00	0.00	*	50.00	40.00	*	50.00	60.00	*	12	15	*
All Grades	11.76	12.24	5.26	52.94	42.86	50.00	35.29	44.90	44.74	34	49	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	0.00	0.00	*	95.00	63.64	*	5.00	36.36	*	20	11
11	0.00	15.38	0.00	84.62	61.54	85.00	15.38	23.08	15.00	13	13	20
12	0.00	0.00	*	83.33	66.67	*	16.67	33.33	*	12	15	*
All Grades	0.00	4.17	0.00	88.24	77.08	78.95	11.76	18.75	21.05	34	48	38

Conclusions based on this data:

1. 48 English Learners were tested, constituting about 100% of our English Learner population and 1/4 of our student population.
2. When looking at the composite Oral and Written Language scores, 26% of English Learner students scored at the “Well developed level” in Oral Language, whereas 0% os students scored in the “Well developed” range in Written language. Writing needs to be a focal area in 2025-26.
3. Among individual domains, Speaking represents the domain with the highest percent of students scoring "Well Developed" (61.54%).

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
157	**68.2%**	**33.8%**	**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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	53	33.8%
Foster Youth	1	0.6%
Homeless	3	1.9%
Socioeconomically Disadvantaged	107	68.2%
Students with Disabilities	33	21%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	1.9%
American Indian	0	0.0%
Asian	3	1.9%
Filipino	2	1.3%
Hispanic	126	80.3%
Two or More Races	4	2.5%
Pacific Islander	0	0.0%
White	18	11.5%

Conclusions based on this data:

1. NVHS continues to serve a disproportionately higher percentage of students that are English Learners, low-income, Special Ed, and Latinx than all other high schools in SCUSD.

2. 68.2% of NVHS students are socio-economically disadvantaged. However, we suspect that this count is higher and plan to increase efforts to have families submit FRPM applications.

3. 80.3% of NVHS students identify as Latinx.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As a continuation high school with high transitional and poverty rates, NVHS receives students with significant challenges in attendance, academics, and social-emotional wellness, which consistently impact these statistics.
2. The data indicates improvement in our suspension rate (Yellow), as a result of our restorative MTSS Attendance and Behavior Plans.
3. The data indicates a need for continuous and targeted improvements in all other areas, particularly those in "Red": ELA, English Learner Progress, and College/Career readiness.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	No Performance Color	No Performance Color
209.8 points below standard	220.5 points below standard	201.7 points below standard
Declined 19.2 points	Maintained 0.5 points	19 Students
52 Students	27 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	215.9 points below standard
	2 Students	Declined 7.7 points
		37 Students

Students with Disabilities	African American	American Indian
No Performance Color Less than 11 Students 10 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Less than 11 Students 0 Students	No Performance Color Less than 11 Students 0 Students	Red 223.0 points below standard Declined 33.1 points 45 Students

Two or More Races	Pacific Islander	White
No Performance Color Less than 11 Students 3 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students 4 Students

Conclusions based on this data:

1. There are statistically significant numbers of only two subgroups, both that are disproportionately enrolled in NVHS: socioeconomically disadvantaged students, and Hispanic/Latino students.
2. The performance among all students is very low. As a continuation HS, NVHS receives new students throughout the year, nearly all that arrive academically performing at least 2 years below grade level.
3. Targeted goals and action steps need to be continually implemented and monitored to support student growth in ELA/Literacy.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
242.6 points below standard	249.4 points below standard	245.8 points below standard
Increased 11.7 points	Increased 4.6 points	Increased 29.2 points
48 Students	25 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	237.1 points below standard
	2 Students	Increased 17.4 points
		34 Students

Students with Disabilities	African American	American Indian
No Performance Color Less than 11 Students 9 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Less than 11 Students 0 Students	No Performance Color Less than 11 Students 0 Students	Red 247.8 points below standard Declined 4.7 points 41 Students

Two or More Races	Pacific Islander	White
No Performance Color Less than 11 Students 3 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students 4 Students

Conclusions based on this data:

1. There are statistically significant numbers of only two subgroups, both that are disproportionately enrolled in NVHS: socioeconomically disadvantaged students, and Hispanic students.
2. The performance among all students is very low. As a continuation HS, NVHS receives new students throughout the year, nearly all that arrive academically performing at least 2 years below grade level.
3. Targeted goals and action steps need to be continually implemented and monitored to support student growth in Mathematics. However, results reveal a greater need within ELA.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Red
17.3% making progress.	17.4% making progress.
Number Students: 52 Students	Number Students: 46 Students

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.

2024 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**
26.9%	26.9%	0%	17.3%

Conclusions based on this data:

1. Although 17.3% of ELs progressed at least one ELPI level, 26.9% decreased one ELPI level.
2. 26.9% of ELs maintained all levels except for Level 4.
3. NVHS has been placed in ATSI, and needs to focus on improving EL performance on the ELPAC through a variety of strategies in and beyond the 2025-2026 school year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	No Performance Color	No Performance Color
4.9 Prepared	0 Prepared	0 Prepared
Maintained 1.2	Maintained 0	Maintained 0
82 Students	28 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students 0	3.9 Prepared
	6 Students	Maintained 0.4
		76 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	0 Students
Declined 4.5	1 Student	
20 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students 0	0 Students	4.5 Prepared
2 Students		Maintained 1.4
		67 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	Less than 11 Students 0
2 Students		9 Students

Conclusions based on this data:

1. There are statistically significant numbers of only two subgroups, both that are disproportionately enrolled in NVHS: socioeconomically disadvantaged students, and Hispanic/Latino students.
2. "All Students" and students within our two largest student groups (socioeconomically disadvantaged students, and Hispanic/Latino students) "maintained" their level of college/career readiness, however that percentage is still very low.
3. Targeting specific college/career indicators, as well as strengthening students' literacy and math skills and knowledge, are important goals for NVHS in 2025-2026.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. High Schools do not receive a Chronic Absenteeism indicator on the CA school dashboard. Although no data is reported here, many NVHS students have historical challenges with attendance.
2. NVHS continually focuses on reducing chronic absenteeism through our restorative MTSS-Attendance Plan.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
77.3% graduated	69% graduated	77.3% graduated
Declined 6.4%	Declined 12.9%	Declined 6.9%
88 Students	29 Students	22 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - data not displayed for privacy	75% graduated
	7 Students	Declined 8.5%
		80 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
63.6% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 9.1%	2 Students	
22 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	73.9% graduated
2 Students		Declined 12.5%
		69 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	91.7% graduated
2 Students		Increased 13.9%
		12 Students

Conclusions based on this data:

1. There are statistically significant numbers of only two subgroups, both that are disproportionately enrolled in NVHS: socioeconomically disadvantaged students, and Hispanic students.
2. Due to a low "n" of "all students" and in "each subgroup," declines in graduation rates represent 1-3 students per subgroup.
3. NVHS receives some seniors from the district's comprehensive high schools late in the year that are not yet eligible for graduation. NVHS will continue to work with students, families and the district office to strengthen our graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Orange
12.8% suspended at least one day	13.5% suspended at least one day	15.2% suspended at least one day
Declined 9%	Declined 13%	Declined 11.2%
242 Students	74 Students	66 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	10.2% suspended at least one day
1 Student	7 Students	Declined 10.5%
		167 Students

Students with Disabilities	African American	American Indian
Orange 14.9% suspended at least one day Declined 16.2% 47 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Yellow 12.9% suspended at least one day Declined 10.7% 202 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	No Performance Color 0 Students	No Performance Color 16.7% suspended at least one day Declined 1% 24 Students

Conclusions based on this data:

1. There are statistically significant numbers of only two subgroups, both that are disproportionately enrolled in NVHS: socioeconomically disadvantaged students, and Hispanic students.
2. This data reflects a significant decrease in suspensions among all students, and in both statistically significant subgroups: Socioeconomically Disadvantaged (-10.5%) Hispanic/Latino (-10.7%).
3. NVHS will continue to strengthen implementation of our restorative MTSS-Behavior plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 1
All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

New Valley High School's School Site Council, Site Leadership Team, and teaching faculty reviewed 2024 CA School Dashboard data that revealed low performance on the CCASPP Mathematics test, which has been historically low for many years given the highly transitional population at New Valley Continuation High School, and the very low math skills with which the vast majority of NV students arrive. In 2023-24, this pattern continued as >10% of our students "nearly met" or "met" the standards. In addition, the NVHS Basic Math Skills Assessment, administered and analyzed by staff in Fall, Winter and Spring to understand students' basic math skills, has consistently illuminated the need to develop students' foundational mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of New Valley students meeting/exceeding 11th CAASPP/Math test (Actions 1.1, 1.2, 1.3)	2024 11th Grade CAASPP/Math: Percent of students meeting/exceeding standard: Overall: 0% English learner 0% Low-Income 0% Hispanic/Latinx 0% Students with IEP's 0%	2025 11th Grade CAASPP/Math: Percent of students meeting/exceeding standard: Overall: 5% English learner 5% Low-Income 5% Hispanic/Latinx 5% Students with IEP's 5%
Percent of New Valley students earning a C- or better on the NVHS Math Basic Skills Test (Actions 1.1, 1.2, 1.3)	Spring 2024 NVHS Basic Math Skills Test Percent of students scoring 70% or higher:	Spring 2025 NVHS Basic Math Skills Test Percent of students scoring 70% or higher:

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action: Curriculum and Materials 1. Purchase and/or provide time for teachers to develop STEAM/PBL-based units of study for math and science classes. 2. Purchase and/or provide time for teachers to develop math-inclusive lesson plans for science and technical classes.	All Students	7000 Targeted Allocation 4000-4999: Books And Supplies Task 1-2
1.2	Action: Data and Assessment 1. Continue to implement and analyze results of the NVHS Math Assessment in Fall, Winter and Spring. 2. Analyze items assessed on the CAASPP Mathematics.	All Students	0 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Task 1-2
1.3	Instruction & Professional Development 1. Provide opportunities for math & science teachers to attend PD on PBL curriculum design. 2. Provide PD opportunities for science & technical teachers to integrate mathematics into the curriculum. 3. Provide PD on strategies to differentiate instruction for ELs, students with special needs, and high performers. 4. Provide release time for teachers to observe exemplary math instructional mathematics, especially supportive of struggling students, English Learners, and students with special needs.	All Students	4000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Task 1-4
1.6			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

NVHS reinstituted implementation of the NVHS Math Assessment in 2024-2025, administered and analyzed by staff in Fall, Winter and Spring to understand students' basic math skills, strengths and needs. Faculty also examined union entrance exams, syllabi for entry level community college math classes, and the ASVAB to better understand the math preparation our students need. Science and technical teachers continued to integrate math into their classes, and more students completed math workbooks for extra credit and during Advisory. In the spring, faculty identified key goals of continuing these practices AND purchasing or developing high-interest, PBL-based units of study for STEM classes.

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

We increased the number of students completing math workbooks designed to develop foundational math skills in fractions, per cents, decimals, measurements, Algebra, and geometry. We were not able to develop a peer observation program but are prioritizing this goal for the 2025-26 school year.

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.

NVHS students arrive at our school performing well below grade level in Mathematics. We have used multiple approaches over the past several years to improve math curriculum, instruction, and student performance/learning. We will continue developing students' foundational skills and offering mathematics across the curriculum. A key change in the 2025-2026 school year will be to focus on high-interest, PBL-based units of study in our Algebra, geometry and science classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reading, Writing, and English Language Development
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).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1
All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

New Valley High School's School Site Council, Site Leadership Team, and teaching faculty reviewed 2024 CA School Dashboard data that revealed low performance on the CCASPP ELA, which has been historically low for many years given the highly transitional population at New Valley Continuation High School, and the below grade level ELA/literacy skills with which the vast majority of NV students arrive. NVHS was also placed in ATSI for declines in EL student progress.

In the 2025-26 school year, NVHS will emphasize ELA/Literacy and ELD as key goals. NVHS faculty will (again) study the CAASPP ELA and ELPAC to increase our understanding of the skills, practices and knowledge assessed on these exams so as to improve our curriculum, instruction, student performance/learning, and English language development/acquisition.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of New Valley students meeting/exceeding 11th CAASPP/ELA test (Actions 1.1, 1.2, 1.3)	2024 11th Grade CAASPP/ELA: Percent of students meeting/exceeding standard: Overall: 8.16% English learner: 0% Low-Income: 5.88% Hispanic/Latinx: 7.32%	2025 11th Grade CAASPP/ELA: Percent of students meeting/exceeding standard: Overall: 9% English learner: 5% Low-Income: 7% Hispanic/Latinx: 9%
Percent of New Valley students who progress on the ELPAC (Actions 1.1, 1.2, 1.3)	2023-24 ELPAC: % increasing: 24.3% % achieving Level 4: 15.38%	2024-25 ELPAC: % increasing: 25% % achieving Level 4: 17%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action: Curriculum and Materials 1. Provide teachers time to develop/refine units of study that target literacy demands on the CAASPP and ELPAC. 2. Purchase and/or develop engaging supplemental ELD curriculum and extra credit packets that develop skills on the EPLAC 2. Purchase high-interest texts that focus on teenagers/the teenage experience. 3. Purchase headphones to make SORA audiobooks accessible.	All Students	4000 Targeted Allocation 4000-4999: Books And Supplies Task 1-3
1.2	Action: Data and Assessment 1. Provide time and process for faculty to analyze student samples of CERs and academic essays. 2. Ensure ELs are targeted for inclusion in ELD class. 3. Administer & analyze results of STAR assessments in Fall, Winter & Spring. 4. Administer & analyze results of Smarter Balanced interim assessments in Fall, Winter & Spring.	All students	0 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1-5

	5. Implement MTSS-Attendance Plan with a special focus on ELs.		
1.3	Action: Instruction & Professional Development 1. Provide PD on CER strategies. 2. (PD) Provide PD on teacher and student use of the NVHS common writing rubric. 3. Provide PD and coaching support to ELA, HSS, Science and Spanish teachers on teaching student development of academic essays. 4. Provide PD on strategies that differentiate instruction for English Learners, students with special needs, and high performing students. 5. Provide PD for strategies to support ELs, including strategies that support student success on the ELPAC & NVHS Writing Rubric. 6. Provide PD on items assessed on the ELPAC. 7. Provide release time for teachers to observe exemplary ELA and ELD instructional practices.	All Students	3000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Tasks 1-7

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Faculty studied CAASPP practice exams, and implemented and analyzed results of CAASPP interim and STAR assessments administered in Fall, Winter and Spring. Faculty also received professional development on literacy strategies and literacy-based lesson plans across the curriculum. Science faculty designed new literacy-based extra credit packets. The focus on CAASPP interims was especially helpful in educating students and faculty on the content, targets, and technology of the CAASPP. We were unable to begin peer observations of exemplary ELA/ELD classes, but have set as a goal this year.

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.

NVHS students arrive at our school performing well below grade level in ELA. We have used multiple approaches over the past several years to improve literacy-based curriculum, instruction, and student performance/learning. We will continue developing students' academic literacy practices. We are committed to improving student performance on the CAASPP as a measure of college/career readiness.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2
All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Identified Need

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

As a continuation high school, New Valley receives many students with histories of chronic absenteeism and credit deficiency. Also, approximately 8-10% of our students are administrative placed. The vast majority of our students have experienced significant trauma in their lives. We have developed and are continually strengthening restorative MTSS-Attendance and MTSS-Behavior systems, a relational Advisory system that focuses largely on SEL, and diverse therapeutic supports including wellness, gang intervention support services, and substance awareness counseling.

As a continuation high school with a high transitional youth and family population, we continually receive at-risk/at-promise youth facing the above challenges. Our mission is to re-engage youth to enjoy learning in school while simultaneously preparing them for college/career success. A continuous focus on social-emotional development is necessary and foundational to their academic learning and performance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of New Valley students that improve their daily Attendance (Actions 1.1, 1.2, 1.3, 1.4)	2024-25 School Year Average Daily Attendance: 78.7% English learner: 76.71% Low-Income: 78.13% Hispanic/Latinx: 79.67% Students with IEP's: 71.99%	2025-26 School Year Average Daily Attendance: 80% English learner: 80% Low-Income: 80% Hispanic/Latinx: 80% Students with IEP's: 75%
Percent of New Valley students that are chronically absent (Actions 1.1, 1.2, 1.3, 1.4)	2024-25 School Year Overall: 63.85% English learner: 71.05% Low-Income: 62.90% Hispanic/Latinx: 64.71% Students with IEP's: 68.18%	2025-26 School Year Overall: 60% English learner: 65% Low-Income: 55% Hispanic/Latinx: 60% Students with IEP's: 65%

Percent of Suspensions (Actions 1.1, 1.3, 1.4)	2024-25 School Year Overall: 11.61% English learner: 8.89% Low-Income: 11.24% Hispanic/Latinx: 11.45% Students with IEP's: 19.05%	2025-26 School Year Overall: 10% English learner: 6% Low-Income: 10% Hispanic/Latinx: 10% Students with IEP's: 17%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action: School Culture Provide the following to increase student/family/engagement, wellness, and successful school practices: Student/Family BBQs - $1,000 Turkey Trot - $320 Graduation Decorations - $500 Senior Trip - $3,000 Pos Behavior/Attendance Incentives - $3,900 CYO Counselors - $9,000 Student Leadership - $1000	All Students	19300 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1 through 3
1.2	Action: Curriculum 1. Provide field experiences that increase student engagement with their academic classes, the community, and opportunities in college/career. 2. Develop &/or purchase SEL curriculum for Advisory. 3. Ensure consistent implementation of SEL curriculum. 4. Continue "substance awareness" support groups and individualized counseling with Project Eden. 5. Continue therapeutic and/or support services through Wellness and CYO. 6. Continue to prioritize teacher collaboration time to develop relevant and engaging curriculum. 7. Explore the possibility of expanding or varying our club offerings.	All Students	14685 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1-7
1.3	Action: Data and Assessment 1. Analyze student survey and behavioral data to monitor and evaluate systems.	All Students	0 Targeted Allocation None Specified Tasks 1-3

	2. Analyze impact of MTSS systems on student behavior and attendance. 3. Work with D.O. and HS principals to develop a data system that identifies students that would benefit from NVHS as a district intervention, and a plan to refer students to NVHS earlier in their HS career.		
1.4	Action: Instruction & Professional Development 1. Consistently facilitate staff PD on implementing the cell phone policy among all students and staff. 2. Continue to strengthen and maintain strong partnerships with parents/guardians (e.g., parent conferences & restorative SSTs). 3. Continue to strengthen professional practice of "seeking to understand" students' lived experiences. 4. Continue to provide PD and coaching support to strengthen consistent implementation of MTSS-Attendance and MTSS-Behavior Systems. 5. Provide faculty support to coordinate field experiences that engage students, inspire them about college/career, and connects to class content.	All Students	0 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1-5

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The incentives for students to attend school have benefitted both student academic, attendance and behavioral success as well as a positive school culture. Providing multiple field experiences for students has increased their school engagement and recognition of classroom learning and real-world connections. We greatly strengthened our MTSS systems, as we held 60 restorative SSTs with students and their parents/guardians. Our teacher referral and suspension rates have significantly decreased. Staff has identified continuing to strengthen these areas as key goals for individual students, our school culture, and our professional practice.

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

No significant changes.

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.

We are continuing to strengthen our restorative MTSS systems and field experiences. We are expanding our focus on consistent implementation of SEL curriculum, the new cell phone free schools policy, substance awareness, and data analysis of student surveys.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity Multiplier Goal
By May 2026 New Valley Continuation High School will have created and fully implemented a college and career readiness program in order to improve outcomes for students within groups identified as being of the highest need on the 2024 CA School Dashboard under state Priority 6: School Climate and Priorities 7 & 8: Access to and outcomes of a Broad Course of Study. Improved outcomes under Priorities 7 & 8 will be New Valley's primary focus, with a goal of increasing the percent of English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students "prepared" for college and career. Improved outcomes under Priority 6 will be integrated into the college and career readiness program in the form of discipline and suspension prevention, particularly among English Learners, Students with Disabilities, Hispanic/Latino Students, and students identifying as White.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3
SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

LCAP Goal #4 (New Valley High Equity Multiplier Goal)

Identified Need

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

New Valley High School's School Site Council, Site Leadership Team, and Faculty convened to discuss the parameters outlined within the Equity Multiplier funding structure. The 2024 CA School Dashboard revealed low performance on the College and Career indicator impacted the highest number of student groups (N= 5). As such, district administrators and New Valley's School Site Council members decided that a multi-pronged focus on clear connections between current academic outcomes and post-secondary opportunities would yield the largest improvements.

Under the larger umbrella of strengthening student college and career readiness for post-secondary success, New Valley will conduct field studies related to local college programs and CTE pathways. Complimenting this work will be provisions for teachers to develop high quality, college/career prep curriculum. Additionally, student academic performance will be addressed by purchasing supplemental curriculum and equipment aimed at enhancing Tier 2 supports in core subjects, and providing Professional learning opportunities for staff around instructional strategies for "at-promise" youth*. High suspension rates among student groups (N= 4) on the CA School Dashboard will be addressed through carefully selected professional learning opportunities for teachers that focus on restorative practices and de-escalation strategies.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of New Valley students enrolled in a partner/associated credit-granting, college course. [Source: Aeries] (Action 1.1)	Baseline: 2024-2025 Beginning-Of- Year (Fall 2024) English Learners = 0 Homeless Youth = 0 Economically Disadvantaged students = 0 Students with Disabilities = 0 Hispanic/Latino = 0	2025-2026 End-Of- Year (Spring 2026) English Learners = 7% Homeless Youth = 7% Economically Disadvantaged students = 10% Students with Disabilities = 7% Hispanic/Latino = 10%
Percent of New Valley students completing at least one semester of a college course at a partner/associated credit-granting institution, with a C- or better. [Source: College/Career Levels and Measures Report Prepared & Approaching Prepared] (Action 1.1)	Baseline: 2024 CDE Dashboard English Learners = 0 Homeless Youth = 0 Economically Disadvantaged students = 1% (1) Students with Disabilities = 0 Hispanic/Latino = 1% (1)	2025-2026 End-Of-Year (Spring 2026) English Learners = 7% Homeless Youth = 7% Economically Disadvantaged students = 10% Students with Disabilities = 7% Hispanic/Latino = 10%
Percent of New Valley students enrolled in a CTE Pathway. [Source: Aeries] (Action 1.1)	Baseline: 2024-2025 Beginning-Of- Year (Fall 2024) Overall: 30% (47) English Learners = 22% (10) Homeless Youth = 33% (2) Economically Disadvantaged students = 27% (28) Students with Disabilities = 36% (15) Hispanic/Latino = 27% (36)	2025-2026 Beginning-Of- Year (Fall 2026) Overall: 35% English Learners = 25% Homeless Youth = 35% Economically Disadvantaged students = 30% Students with Disabilities = 40% Hispanic/Latino = 30%
Percent of New Valley students who completed at least one CTE Pathway with a grade of C- or better in the capstone course. [Source: College/Career Levels and Measures Report - Prepared & Approaching Prepared] (Action 1.1)	Baseline: 2024 CDE Dashboard English Learners = 5% (1) Homeless Youth = 0.0% Economically Disadvantaged students = 7% (5) Students with Disabilities = 5% (1) Hispanic/Latino = 1% (1)	2025-2026 End-Of-Year (Spring 2026) English Learners = 7% Homeless Youth = 7% Economically Disadvantaged students = 10% Students with Disabilities = 7% Hispanic/Latino = 5%
Percent of eligible New Valley students receiving the State Seal of Biliteracy AND scoring "Standard Met" or "Standard Exceeded" on the ELA CAASPP Smarter Balanced Assessment. [Source: College/Career Levels and Measures Report - Prepared] (Action 1.1)	Baseline: 2024 CDE Dashboard English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%	2026 State Seal of Biliteracy Recipients and 2025 ELA CAASPP Results End-Of-Year (Spring 2026) English Learners = 5% Homeless Youth = 5% Economically Disadvantaged students = 5% Students with Disabilities = 5% Hispanic/Latino = 5%
Percent of student respondents "Agreeing" or "Strongly Agreeing" that they learned valuable information during their visits to local colleges and CTE programs, as measured by the "Student Field Studies Survey". (Action 1.2)	The creation and use of this tool was delayed. Baseline to be calculated in the 2025-26 school year	Spring 2027 English Learners = 70% Homeless Youth = 70% Economically Disadvantaged Students: 70% Students with Disabilities: 70% Hispanic/Latino: 70%

Percent of 11th grade students "Meeting" or "Exceeding" ELA standards on the CAASPP Smarter Balanced Assessments AND "Nearly Meeting" Math standards on the CAASPP Smarter Balanced Assessments. (Action 1.3)	Baseline: Spring 2024 Overall: 0 Economically Disadvantaged = 0% Hispanic/Latino = 0%	Spring 2026 Overall: Economically Disadvantaged = 28% Hispanic/Latino = 29%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	As part of New Valley college and career readiness focus, teachers will be provided time to develop and/or strengthen culturally-relevant curriculum that develops students' English language, academic literacy, mathematical, research and technology skills across content areas.	English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	30,000 Equity Multiplier 1000-1999: Certificated Personnel Salaries None Specified
1.2	As part of New Valley college and career readiness focus, students will be provided with field experiences to local colleges and CTE/trades organizations in order to gain knowledge regarding program acceptance requirements and resources, as well as spark interest in post-secondary opportunities. The metric associated with this action is Metric 4.6, which has been identified under the Goal 4 "Measuring and Reporting Results" section.	English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	15,000.00 Equity Multiplier 5000-5999: Services And Other Operating Expenditures Funds will be used to provide students with learning opportunities at various organizations within the community. None Specified
1.3	New Valley will purchase and/or curate district-approved supplemental instructional materials and/or equipment in all subject areas, and technology. These resources will be culturally relevant and responses to the unique needs of "at-promise" students and students with disabilities. The metric associated with this action is Metric 4.7, which has been identified under the Goal 4 "Measuring and Reporting Results" section.	All students, Students with Disabilities	26,972 Equity Multiplier 4000-4999: Books And Supplies
1.4	Many students who attend New Valley High have unique social emotional needs and trauma which often manifests in behavioral/disciplinary issues. These areas must be addressed if our students are to be successful in their post-secondary endeavors. Therefore, professional learning opportunities that focus on rebuilding relationships between students and the K-12 education system are needed. Teachers will be provided with training on a range of topics, including Social Emotional Learning,	English Learners, Students with Disabilities, Hispanic/Latino Students, and White students	20,000.00 Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures

	restorative practices, de-escalation strategies, and culturally relevant instructional practices. The metric associated with this action is Metric 4.8, which has been identified under the Goal 4 "Measuring and Reporting Results" section.		
1.5	Many NVHS students are bilingual, however very few meet the criteria to earn the State Seal of Biliteracy. Therefore, NVHS will develop a system to increase the number of students earning the SSB. This system will include assessments, instructional support and purchase of curricular materials.		5,978 Equity Multiplier 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The TOSA position was added to increase the number of students dual-enrolled in college and CTE courses, complete FAFSA/CADAA applications, provide career assessments twice annually and, provide field study experiences to colleges and CTE organizations. However, the TOSA was out on a work-related injury for half of the school year. Although other staff stepped in to support efforts pertaining to college/career readiness (e.g. students completing CTE pathways and the number of students completing college courses), this work and the subsequent effectiveness of these actions were heavily impacted by the absence of the position needed to appropriately coordinate these services. That being said, the Site Leadership Team is determined to continue 6-8 field study experiences annually to colleges/trades organizations and Additional staff developed systems related to increasing student scores on the CAASPP-ELA (e.g., implementing / analyzing CAASPP interim assessments 3x annually, and providing professional learning on related literacy activities). Additionally, staff focused on increasing the number of students that graduate with the State Seal of Biliteracy. (e.g., analyzing GPAs of nearly-eligible students; providing practice assessments; instituting a Spanish for Heritage Speakers class; and, providing coaching for the Spanish teacher). Although professional learning opportunities and supplemental curriculum resources under Actions 4.3 and 4.4 were not provided as planned to all staff, we purchased math workbooks that scaffold student development and conceptual understanding of basic skills and six staff members attended the CCEA+ conference, which focuses on teaching in continuation and community day schools. Attendees participated in a “model school tour,” and engaged in learning sessions around SEL and restorative practices. NVHS was unable to establish a mentor program, however the district provided a substance awareness counselor which has been very valuable to our program.

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

Action 4.1, 4.2, 4.3, 4.4, 4.5 - Implementation of this LCAP action was delayed due to the extended absence of key staff assigned to this goal. The Teacher on Special Assignment (TOSA) role was added under Action 4.1 to coordinate all of the programmatic elements established in the subsequent Goal 4 actions (4.2 - 4.5). However, an unexpected work-related injury prevented the TOSA from fulfilling these duties for half of the school year. Equity Multiplier funds in support of Action 4.2 were meant to expand the number and variety of the field experiences offered to students. The TOSA explored additional opportunities during the first half of the school year but was unable to coordinate any of these field experiences in the 2024-25 school year. In relation to Action 4.4, planning related to Professional Learning opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies beginning in the first half of the year. However, providers were not vetted and contacted before the TOSA went on medical leave. The delay in implementing Action 4.4 impacted Action 4.3, as the desired “supplemental curriculum resources” and educational support for “at-promise” students/students with disabilities were envisioned to align with the professional learning opportunities. Action 4.5 is being discontinued, as it was determined that the establishment of a mentoring program at New Valley requires more planning and potential resources than initially conceptualized. Therefore, this Action will be explored at later date. The District has worked with site administration to revise actions in the 2025-26 LCAP that will ensure progress on this Goal moving forward. Revisions to these actions are noted below, under the description of changes made to the planned metrics, target outcomes, and actions for the coming year.

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.

New Valley set ambitious goals for the 2024-25 school year with the receipt of unexpected Equity Multiplier funding. However, after reviewing the expected targets, it was decided that many of them were set too high and needed to be lowered to support a slower, more methodical march towards improvements. These reductions are noted across all Metrics. Furthermore, although there continues to be a desire to receive student feedback regarding their Field Studies trips, this measurement tool has yet to be developed. It will remain in the plan, as there will be a strong initiative to implement it in the 2025-26 school year. Metrics 4.9 - 4.11 were discontinued as they were associated with the Mentor program that has been indefinitely put on-hold. Lastly, Metric 4.8 was also removed, as Site Leadership felt that action/strategies to impact suspension rates are already present under Goal 3 of their SPSA. Additional changes include Metric 4.7 no longer including a specific focus on 11th grade students with an IEP. The population size is too small to generate this data. Relatedly, the number of student groups under each metric was also reduced, given the small numbers of students outside of the Hispanic/Latino and Economically disadvantaged student groups.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$149,935.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

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 ($)
Equity Multiplier	$97,950.00
Targeted Allocation	$51,985.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $149,935.00

Total of federal, state, and/or local funds for this school: $149,935.00

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	51,985	0.00
Equity Multiplier	97,950	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	97,950.00
Targeted Allocation	51,985.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,000.00
4000-4999: Books And Supplies	43,950.00
5000-5999: Services And Other Operating Expenditures	48,985.00
5800: Professional/Consulting Services And Operating Expenditures	27,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	30,000.00
4000-4999: Books And Supplies	Equity Multiplier	32,950.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	20,000.00
4000-4999: Books And Supplies	Targeted Allocation	11,000.00

5000-5999: Services And Other Operating Expenditures	Targeted Allocation	33,985.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	7,000.00
None Specified	Targeted Allocation	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,000.00
Goal 2	7,000.00
Goal 3	33,985.00
Goal 4	97,950.00

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

3 Classroom Teachers

3 Other School Staff

1 Parent or Community Members

Name of Members	Role
Laurie Stapleton	Principal
Estrella Tovar	Other School Staff
Alex Ray	Classroom Teacher
Tamara Bermudes	Classroom Teacher
Adam Siegel	Classroom Teacher
Gabriela Rodriguez	Other School Staff
Mark Richardson	Parent or Community Member

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
	English Learner Advisory Committee
	Special Education Advisory Committee
	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 April 25, 2025.

Attested:

	Principal, Laurie Stapleton, Ph.D. on 4-23-25
	SSC Chairperson, Gabriela Rodriguez on 4-24-25