

Additional Targeted Support and Improvement (ATSI)

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 10, 2026	June 11, 2026

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 Additional Targeted Support and Improvement (ATSI) 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
Student Population.....	14
Overall Performance	16
Academic Performance.....	18
Academic Engagement	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	35
Goal 3.....	38
Goal 4.....	41
Goal 5.....	45
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	50
School Site Council Membership	51
Recommendations and Assurances	52

Plan Description

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

New Valley Continuation High (NVHS) is proud of the movement we made in relation to our English Learner/Multilingual Learner students. Between the 2024 CA School Dashboard and the 2025 CA School Dashboard, the percent of students making progress towards English language proficiency increased by 38.2 percentage points. This result moved NVHS from a Red performance color and an ATSI designation for this student group to a Blue performance color, which exited NVHS from ATSI for this student Group. NVHS is now in ATSI for our Hispanic/Latino Students (which comprise 82% of our population) in the areas of ELA/Math performance, College/Career Readiness, and Suspension rates. The Resource Inequities section, along with the stated Goals, Actions/Strategies and expenditures within this plan are closely aligned with the District's academic LCAP Goal 1 and Social-Emotional Behavior Goal 2. As such, this plan supports increased student performance in Mathematics, ELA/Literacy (Reading/Writing), English Language Development, English Learner Progress, Student Engagement, and College/Career Readiness. The plan focuses on all students, but places an emphasis on our Hispanic/Latinx students, English Learner/Multilingual Learners, Economically Disadvantaged 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

Data pertaining to SPSA goals is reviewed throughout the year during staff meetings, staff development days, and committee meetings including the Site Leadership Team, SSC/Budget Committee, English Learner Advisory Committee, and Safety Committee. To develop this year's SPSA, New Valley staff reviewed the district's LCAP goals, the school's 2025-2028 WASC Action Plan, and school data from the California Dashboard. Staff collaboratively refined and/or developed goals and action steps for the 2026-27 school year. The SSC/Budget Committee approved the final SPSA on April 10, 2026.

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's efforts in improving English Learner Progress resulted in being taken out of ATSI for that measure. However, NVHS remains in ATSI for Hispanic/Latino Students (which comprise 82% of our population) in ELA/Math, College/Career Readiness, and Suspensions.

As the district's continuation high school, the vast majority of students arrive at NVHS performing well below grade level; many have also experienced significant trauma and chronic truancy. Through our needs assessment, we identified several areas of resource inequity that impact outcomes for our Hispanic/Latino youth, including needs to support/strengthen Tier 1 instruction across content areas, and strengthen/build upon our MTSS and college/career preparation system. The 2026-27 SPSA includes specific action steps to support continued growth in these performance areas:

Goal 1 (Mathematics): Faculty analysis of items on CAASPP-ELA, and inclusion of real-world math instruction across content areas.

Goal 2 (ELA): Faculty analysis of student performance on CAASPP-ELA interims, and focus on reading/evidence-based writing across content areas.

Goal 3 (Student Engagement): Development of a PBIS, strengthening our family engagement system, continue engaging student field experiences.

Goal 4 (College/Career Readiness): Outreach to, and support of, students dual enrolled in college/CTE courses, and early identification of students that may qualify for the State Seal of Biliteracy.

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 categories includes Academic Achievement in ELA and Mathematics, and College/Career Readiness. Overall performance in Orange pertains to Suspension Rates. As a continuation high school with a high transitional population, New Valley enrolls students that are credit deficient and performing well below academic grade level. Over the years we have focused on improving students’ academic performance, through goals and action steps outlined in our SPSA and schoolwide WASC Action Plan (2025-2028). Primary focal areas in the 2026-2027 SPSA build on previous efforts and include developing students’: reading and writing across content areas (Goal 1); math foundations through real world math applications across content areas (Goal 2); positive behaviors through our restorative MTSS-Behavior Plan, student incentive system, and student-centered pedagogies (Goal 3); and, college/career readiness through dual enrollment in college and CTE courses, field experiences to local colleges and trades organizations, and increasing the number of students that graduate with the State Seal of Biliteracy (Goal 4).

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.

None.

Other Needs

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

These results, along with our local assessment data confirm that nearly all students arrive at New Valley with significant credit deficiencies and gaps in their academic preparedness. In addition, truancy is a historical characteristic of many of our students and families. Approximately 6-8% of NVHS students are administratively placed by the District Office.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.91%	1.32%	%	3	2	
Asian	1.91%	2.65%	0.85%	3	4	1
Filipino	1.27%	0.66%	%	2	1	
Hispanic/Latino	80.25%	82.12%	87.18%	126	124	102
Pacific Islander	%	%	0.85%			1
White	11.46%	8.61%	6.84%	18	13	8
Multiple/No Response	2.55%	3.97%	2.56%	4	6	3
Total Enrollment				157	151	117

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	16	16	7
Grade 11	59	54	37
Grade 12	82	81	73
Total Enrollment	157	151	117

Conclusions based on this data:

1. At 82.12% of our overall enrollment in 2024-25, Hispanic/Latinx students continue to represent the vast majority of New Valley's student body, and to be overrepresented compared to the other high schools in SCUSD.
2. The largest percentage of students at NVHS in 2024-25 were seniors (53.6%, 81/151). Although, please note that the SPSA does not reflect the total number of students served, as students enroll at New Valley 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 and serve deserving students.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	53	37	29	21.3%	33.8%	24.8%
Fluent English Proficient (FEP)	44	52	38	31.4%	28.0%	32.5%
Reclassified Fluent English Proficient (RFEP)	41	50		28.4%	26.10%	

Conclusions based on this data:

1. The percentage of English Learners decreased in 2024-25 by 9.3 percentage points, however 24.5% or about 1/4 of NV's students are English Learners.
2. The percentage of Fluent English Proficient (FEP) increased in 2024-25 (+6.4%.) and subsequently, the percent of Reclassified Fluent English Proficient (RFEP) students increased in 2024-25 (+13.9%.), indicating English Learner Progress.
3. While NVS is pleased with progress gained in 2024-25, remaining focused on English Language Development is an ongoing goal as New Valley consistently serves a high percentage of English Learners.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	77	73	69	56	49	46	56	49	46	72.7	67.1	66.7
All Grades	77	73	69	56	49	46	56	49	46	72.7	67.1	66.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2452.	2460.	2438.	0.00	0.00	0.00	7.14	8.16	4.35	26.79	22.45	30.43	66.07	69.39	65.22
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.14	8.16	4.35	26.79	22.45	30.43	66.07	69.39	65.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.79	2.04	0.00	62.50	53.06	43.48	35.71	44.90	56.52
All Grades	1.79	2.04	0.00	62.50	53.06	43.48	35.71	44.90	56.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	28.57	24.49	30.43	71.43	75.51	69.57
All Grades	0.00	0.00	0.00	28.57	24.49	30.43	71.43	75.51	69.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.79	4.08	0.00	62.50	73.47	78.26	35.71	22.45	21.74
All Grades	1.79	4.08	0.00	62.50	73.47	78.26	35.71	22.45	21.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.79	6.12	0.00	62.50	65.31	54.35	35.71	28.57	45.65
All Grades	1.79	6.12	0.00	62.50	65.31	54.35	35.71	28.57	45.65

Conclusions based on this data:

1. READING - The percentage of students tested "at" or "nearly at" standard decreased by 10 percentage points in the 2024-25 school year.
2. The percentage of students tested "at" or "nearly at" standard decreased slightly in relation to the RESEARCH/INQUIRY (-1.96%,) domains, however improvements were seen in relation to the WRITING (+5.94%,) and LISTENING (+4.79%,) domains.
3. Although NV students are highly transitional and arrive at NV performing well below grade level, continuous staff development for student improvement remains a priority goal across ELA domains.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	77	73	69	56	59	49	56	59	49	72.7	80.8	71
All Grades	77	73	69	56	59	49	56	59	49	72.7	80.8	71

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2412.	2422.	2415.	0.00	0.00	0.00	0.00	0.00	0.00	8.93	6.78	0.00	91.07	93.22	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	8.93	6.78	0.00	91.07	93.22	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.79	0.00	0.00	8.93	8.47	0.00	89.29	91.53	100.0
All Grades	1.79	0.00	0.00	8.93	8.47	0.00	89.29	91.53	100.0

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	48.21	47.46	38.78	51.79	52.54	61.22
All Grades	0.00	0.00	0.00	48.21	47.46	38.78	51.79	52.54	61.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	41.07	52.54	42.86	58.93	47.46	57.14
All Grades	0.00	0.00	0.00	41.07	52.54	42.86	58.93	47.46	57.14

Conclusions based on this data:

1. OVERALL ACHIEVEMENT - None of our students tested "at" or "nearly at" standard in 2024-25, which represents a slight decrease from the previous year but is consistent with historical achievement in mathematics at NVHS.
2. SPECIFIC DOMAINS - in 204-25, 0% of students tested "at" or "nearly at" standard in "Concepts & Procedures," which has consistently been the most challenging domain for NV students. 39% and 43%, respectively, tested "at" or "nearly at" standard in "Problem Solving & Modeling/Data Analysis" and "Communicating Reasoning," representing slight decreases from the previous year.
3. Although NV students arrive at NV performing well below grade level, continuous focus on student improvement in mathematics across domains is a consistent annual goal.

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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	1581.0	1535.8	*	1607.1	1540.5	*	1554.3	1530.6	*	21	12	7
11	1561.2	1545.5	1566.8	1567.3	1544.8	1577.8	1554.7	1545.8	1555.2	13	24	17
12	1517.5	*	1550.6	1540.6	*	1565.2	1493.9	*	1535.5	15	12	19
All Grades										49	48	43

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	28.57	18.18	*	42.86	18.18	*	23.81	36.36	*	4.76	27.27	*	21	11	*
11	7.69	19.05	23.53	30.77	28.57	29.41	53.85	28.57	41.18	7.69	23.81	5.88	13	21	17
12	13.33	*	11.11	6.67	*	38.89	33.33	*	38.89	46.67	*	11.11	15	*	18
All Grades	18.37	15.38	19.05	28.57	25.64	30.95	34.69	33.33	38.10	18.37	25.64	11.90	49	39	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	47.62	18.18	*	38.10	54.55	*	14.29	9.09	*	0.00	18.18	*	21	11	*
11	15.38	38.10	41.18	69.23	14.29	47.06	15.38	28.57	11.76	0.00	19.05	0.00	13	21	17
12	20.00	*	38.89	26.67	*	33.33	33.33	*	27.78	20.00	*	0.00	15	*	18
All Grades	30.61	33.33	40.48	42.86	25.64	35.71	20.41	23.08	23.81	6.12	17.95	0.00	49	39	42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	30.77	19.05	23.53	30.77	42.86	41.18	38.46	38.10	35.29	13	21	17
12	0.00	*	5.56	13.33	*	0.00	26.67	*	44.44	60.00	*	50.00	15	*	18
All Grades	2.04	0.00	2.38	20.41	17.95	11.90	40.82	46.15	42.86	36.73	35.90	42.86	49	39	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	33.33	0.00	*	66.67	81.82	*	0.00	18.18	*	21	11	*
11	7.69	4.76	5.88	92.31	61.90	82.35	0.00	33.33	11.76	13	21	17
12	13.33	*	11.11	40.00	*	50.00	46.67	*	38.89	15	*	18
All Grades	20.41	2.70	9.52	65.31	70.27	59.52	14.29	27.03	30.95	49	37	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	80.95	54.55	*	19.05	27.27	*	0.00	18.18	*	21	11	*
11	84.62	61.90	100.00	7.69	33.33	0.00	7.69	4.76	0.00	13	21	17
12	80.00	*	88.89	13.33	*	11.11	6.67	*	0.00	15	*	18
All Grades	81.63	61.54	92.86	14.29	30.77	7.14	4.08	7.69	0.00	49	39	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	28.57	18.18	*	42.86	45.45	*	28.57	36.36	*	21	11	*
11	0.00	0.00	0.00	46.15	52.38	47.06	53.85	47.62	52.94	13	21	17
12	0.00	*	5.56	40.00	*	22.22	60.00	*	72.22	15	*	18
All Grades	12.24	5.26	4.76	42.86	50.00	33.33	44.90	44.74	61.90	49	38	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	0.00	0.00	*	95.00	63.64	*	5.00	36.36	*	20	11	*
11	15.38	0.00	11.76	61.54	85.00	64.71	23.08	15.00	23.53	13	20	17
12	0.00	*	5.56	66.67	*	77.78	33.33	*	16.67	15	*	18
All Grades	4.17	0.00	7.14	77.08	78.95	71.43	18.75	21.05	21.43	48	38	42

Conclusions based on this data:

1. Of 43 English Learners tested in 2024-25 (more than 1/4 of our student population), the following percentages of students scored in Levels 3 and 4: 50% for Overall Language, 76% for Oral Language, and 14% for Written Language.
2. The following percentages of English Learners tested at "somewhat/moderate" and well developed": 69% in Listening, 100% in Speaking, 38% in Reading, and 79% in Writing.
3. Speaking consistently represents the largest percentage of "well-developed." All of the other domains - especially reading and writing - remain priorities for continuous improvement to support EL development.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
151	57.6%	24.5%	2%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	24.5%
Foster Youth	3	2%
Homeless	3	2%
Socioeconomically Disadvantaged	87	57.6%
Students with Disabilities	30	19.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.3%
American Indian	0	0.0%
Asian	4	2.6%
Filipino	1	0.7%
Hispanic	124	82.1%
Two or More Races	6	4%
Pacific Islander	0	0.0%
White	13	8.6%

Conclusions based on this data:

1. NVHS continues to serve a disproportionately higher percentage of students that are English Learners (24.5%), low-income (57.6%), Special Ed (19.9%), and Latinx (82.1%) than all other high schools in SCUSD.

2. The majority of NV students come from low-income backgrounds (57.6%); the vast majority of NV students are Latinx (82.1%).
3. Strategies specific to understanding our student population's strengths, needs and interests - and to support their wellness and college/career preparation - remain ongoing goals.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As a continuation high school, NVHS continually receives students with historical challenges in attendance, academic preparedness, and social-emotional well-being, all of which continually impact scores in CAASPP ELA and Math (Red in both ELA and Math), and college/career readiness (Red).
2. In 2024-25, NVHS showed substantial progress in Graduation Rates (Green) and English Learner progress (Blue).
3. Student development in ELA, Mathematics and College/Career Readiness continue to be focal areas for our continuation high school.

School and Student Performance Data

Academic Performance English Language Arts

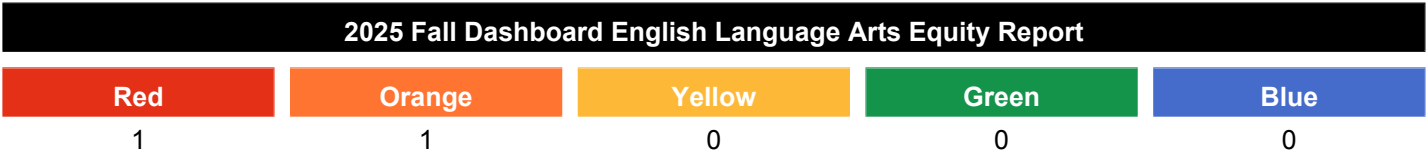
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 221.4 points below standard Declined 11.6 points 49 Students	English Learners  No Performance Color 232.8 points below standard Declined 12.3 points 21 Students	Long-Term English Learners  No Performance Color 242.1 points below standard Declined 40.4 points 11 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 203.6 points below standard Increased 12.3 points 32 Students

Students with Disabilities  No Performance Color 291.8 points below standard 13 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 229.1 points below standard Declined 6 points 42 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Outside of the "all students" group (Red, n=49), there are only two student groups in sufficient numbers to generate a performance color: socioeconomically disadvantaged students (orange, n=32), and Hispanic/Latinx students (Red, n=42).
2. Student Groups in Red: "All students" (221.4 points below standard) and "Hispanic" students (229.1 points below standard). Student Groups in Orange: socioeconomically disadvantaged students (203.6 points below standard). This data is consistent with data from previous years. As a continuation high school, NVHS continually receives students that are performing at least two years below academic grade level.
3. There is an ongoing need to identify students' strengths, gaps and needs in ELA/Literacy development, to address each student's needs, and to continually develop students' interest, progress and performance in ELA/Literacy.

School and Student Performance Data

Academic Performance Mathematics

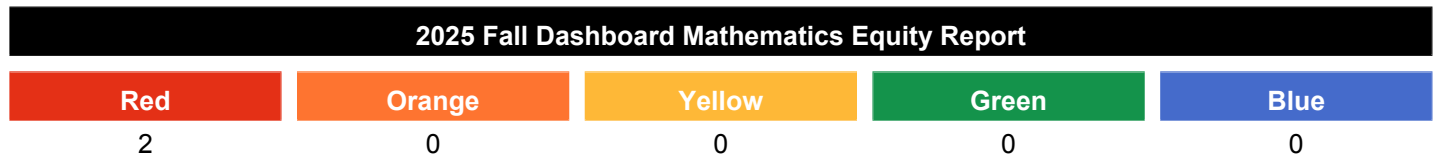
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 262.1 points below standard Declined 19.4 points 49 Students	English Learners  No Performance Color 272.6 points below standard Declined 23.3 points 22 Students	Long-Term English Learners  No Performance Color 297.6 points below standard Declined 51.9 points 11 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Red 250.1 points below standard Declined 13 points 32 Students

Students with Disabilities  No Performance Color 306 points below standard 12 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 267.4 points below standard Declined 19.7 points 43 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Outside of the “all students” group (Red, n=49), there are only two student groups in sufficient numbers to generate a performance color: socioeconomically disadvantaged students (Red, n=32), and Hispanic/Latinx students (Red, n=43).
2. All NV students are performing in the Red level in Mathematics, consistent with data from previous years. As a continuation high school, NVHS continually receives students that are performing at least two years below academic grade level.
3. There is an ongoing need to identify students' strengths, gaps and needs across domains in Mathematics, to address each student's needs, and to continually develop students' interest, progress and performance in Mathematics.

School and Student Performance Data

Academic Performance Science

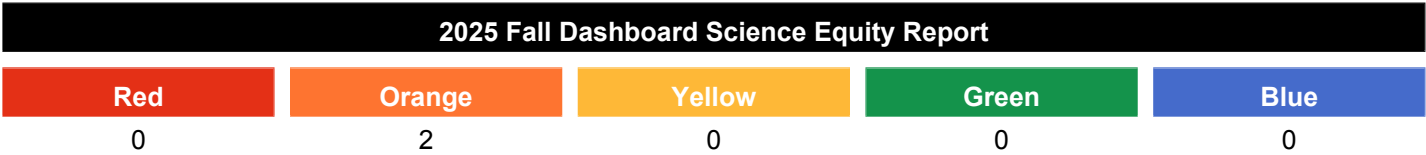
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 29.1 science points Increased 8.3 points 48 Students	English Learners  No Performance Color 19.6 science points Maintained -0.3 points 24 Students	Long-Term English Learners  No Performance Color 15.4 science points 16 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 25.9 science points Increased 8.4 points 31 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 27.1 science points Increased 4.2 points 40 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Outside of the “all students” group (Orange, n=48), there are only two student groups in sufficient numbers to generate a performance color: socioeconomically disadvantaged students (orange, n=31), and Hispanic/Latinx students (Orange, n=40).
2. All NV students are performing in the Orange level in Science.
3. Students' academic performance in Science (orange) fared better than in ELA/Literacy and Mathematics (red). That said, there remains a continual and ongoing need to identify student gaps, address their needs, and support students' interest and academic progress in the sciences.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Green
55.6 making progress.	54.8 making progress.
Number Students: 36 Students	Number Students: 31 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.

2025 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
11.1%	27.8%	0%	55.6%

Conclusions based on this data:

- 55.6% of ELs progressed at least one ELPI level, reflecting staff's ongoing focus of supporting English Learner Progress. Additionally, 54.8% of LTELs demonstrated progress.
- Still, about 1/4 (27.8%) of NV's English Learners maintained current ELPI levels, and 11.1% decreased one ELPI level.
- NVHS is exiting out of ATSI for English Learner Progress, having shown strong positive growth. That said, ongoing professional development for staff to support the academic needs of each English Learner, in all content areas, remains an area for continuous improvement.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

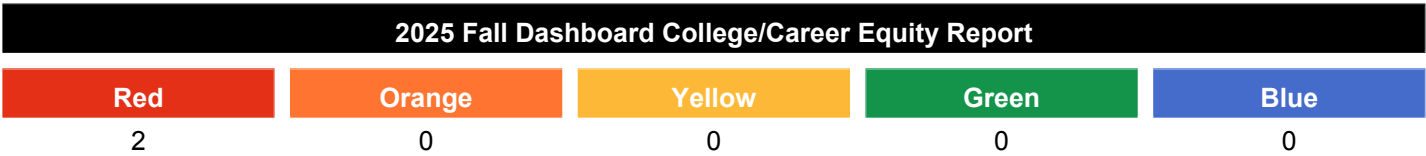
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Red Prepared 1.5% Declined 3.3% 68 Students	English Learners No Performance Color Prepared 0% Maintained 27 Students	Long-Term English Learners No Performance Color Prepared 0% Maintained 23 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged Red Prepared 1.7% Maintained -1% 60 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red Prepared 1.8% Maintained -1.2% 56 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Outside of the “all students” group (Red, n=68), there are only two student groups in sufficient numbers to generate a performance color: socioeconomically disadvantaged students (Red, n=60), and Hispanic/Latinx students (Red, n=56).
2. College/career preparation among all students remains in the red, consistent with all of NV's previous years. As a continuation high school, NVHS regularly receives students that are performing at least two years below academic grade level; many have histories of chronic absenteeism and truancy.
3. In recent years, NVHS has been developing professional awareness and practice on such college/career indicators as dual enrollment in college and/or CTE classes, and the State Seal of Biliteracy. Developing students academic progress in ELA and Mathematics has been an ongoing goal for many years. NVHS is maintaining focus on these critical indicators in the 2026-27 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 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.

2025 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 chronic absenteeism and truancy.
2. NVHS continually focuses on reducing chronic absenteeism through our restorative MTSS-Attendance Plan.
3. The MTSS plan should be continuously implemented and monitored, providing staff with support as needed.

School and Student Performance Data

Academic Engagement Graduation Rate

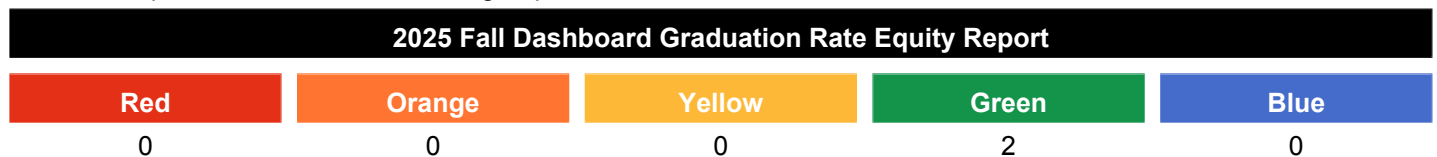
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 84% graduated Increased 6.7% 75 Students	English Learners  No Performance Color 79.3% graduated Increased 10.3% 29 Students	Long-Term English Learners  No Performance Color 75% graduated Declined 2.3% 24 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Green 82.1% graduated Increased 7.1% 67 Students

Students with Disabilities  No Performance Color 69.2% graduated Increased 5.6% 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 83.9% graduated Increased 10% 62 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Outside of the “all students” group (Green, n=75), there are only two student groups in sufficient numbers to generate a performance color: socioeconomically disadvantaged students (Green, n=67), and Hispanic/Latinx students (Green, n=62).
2. Our graduation rates among all groups have increased: “All students” group (Green, +6.7%.), Socioeconomically Disadvantaged students (Green, +7.1%.), and Hispanic/Latinx students (Green, +10%.).
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 systems that transfer credit deficient seniors earlier in their high school career.

School and Student Performance Data

Conditions & Climate Suspension Rate

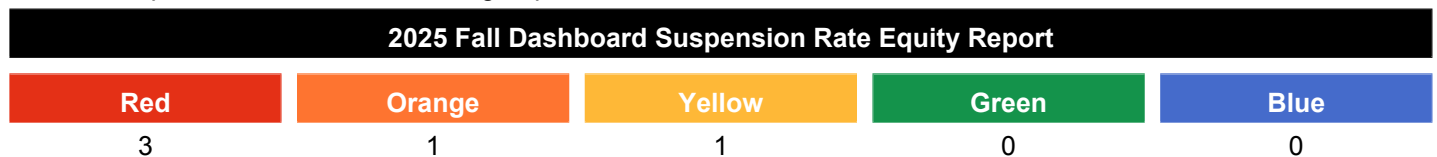
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 12.4% suspended at least one day Declined 0.4% 218 Students	English Learners Yellow 9.6% suspended at least one day Declined 3.9% 52 Students	Long-Term English Learners Orange 11.1% suspended at least one day Declined 4% 45 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Red 13.3% suspended at least one day Increased 3.1% 143 Students

Students with Disabilities  Red 21.2% suspended at least one day Increased 6.3% 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 13.3% suspended at least one day Increased 0.4% 181 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 18.8% suspended at least one day Increased 2.1% 16 Students

Conclusions based on this data:

1. Outside of the “all students” group (Orange, n=218), there are five student groups in sufficient numbers to generate a performance color: English Learner (Yellow, n=52), Long Term English Learner (LTEL) (Orange, n=45), socioeconomically disadvantaged students (Red, n=143), Students with Disabilities (Red, n=52), and Hispanic/Latinx students (Red, n=181). Significantly, all of these subgroups are disproportionately higher in number at NVHS than at any other high school in the district.
2. There were decreases of suspensions among all students (-0.4%), English Learners (-3.9%), and LTELs (-4%), and increases of suspensions among students with disabilities (+6.3%), socioeconomically disadvantaged students (+3.1%), and Hispanic youth (+0.4%).
3. In 2026-27, NVHS will continue to support and strengthen implementation of our restorative MTSS-Behavior plan. In addition, NVHS staff will implement its newly-developed positive student incentive system.

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

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 faculty reviewed the 2025 CA School Dashboard data that revealed low performance on the CAASPP Mathematics, which has been historically low given the transitional population at our continuation high school, and the below grade level skills with which the vast majority of NV students arrive. In 2025, this pattern continued as 0% of our students "met" the CAASPP-Mathematics standards. In addition, the NVHS Basic Math Skills Assessment, administered and analyzed by staff in Fall and Spring, has consistently indicated the need to develop students' foundational mathematics.

In the 2026-27 school year, NVHS will continue to focus on developing students' foundational mathematics by integrating mathematics across content areas, particularly in the application of real world 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)	2025 11th Grade CAASPP/Math: Percent of students meeting/exceeding standard: Overall: 0% English Learner: 0% Low-Income: 0% Hispanic/Latinx: 0% Students with IEP: *	2026 11th Grade CAASPP/Math: Percent of students meeting/exceeding standard: Overall: 5% English Learner: 5% Low-Income: 5% Hispanic/Latinx: 5% Students with IEP: 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 2025 NVHS Basic Math Skills Test Percent of students scoring 70% or higher: 35%	Spring 2026 NVHS Basic Math Skills Test Percent of students scoring 70% or higher: 45%

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, units of study that integrate real-world math into math classes, and math applications into non-math classes. 2. Purchase, and/or provide time for teachers to develop, math-inclusive lesson plans for non-math classes.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	5000 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 and Spring. 2. Analyze items assessed on the CAASPP-Mathematics.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	0 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Task 1-2
1.3	Instruction & Professional Development 1. Provide opportunities for math and non-math teachers to attend PD on designing curriculum that integrates real-world math. 2. Provide PD opportunities for non-math teachers to integrate real-world math 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 instruction that is supportive of struggling students, English Learners, and students with special needs, especially involving real-world math applications.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	3000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Task 1-4
1.6			

Annual Review

SPSA Year Reviewed: 2025-26

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.

In the past few years, all faculty have examined mathematics needed for entry-level college courses, union exams, and the ASVAB. Science and technical classes have also been expanding the application of mathematics into their classes, and we increased the number of students completing math workbooks designed to develop foundational math skills in Algebra. Students continue to complete math workbooks for extra elective credit, particularly through their Advisory classes.

In 2026-27, our goal is to continue developing our practice of integrating mathematics across the curriculum. Faculty will analyze test items on the CAASPP-Mathematics, and strive to integrate real world math applications into their classes. In addition, NVHS will continue to administer and analyze the Math Basic Skills Assessment in Fall and Spring to better understand students' strengths and needs in foundational mathematics.

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

No major differences.

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.

As the district's continuation high school, nearly all students arrive performing well below grade level in Mathematics; many students begin their tenure at NVHS performing at an elementary level. In recent years, we have significantly increased student exposure to mathematics through more engaging math classes, math inclusion in science and technical classes, and math workbooks for elective credit. In 2026-27, key goals will be for non-math teachers to engage in professional learning that helps them integrate real world mathematics into their classes, and for all faculty to continue differentiating instruction to address each NV student's individual learning needs.

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

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 faculty reviewed the 2025 CA School Dashboard data that revealed low performance on the CAASPP ELA (221.4 points below standard), which has been historically low given the transitional population at our continuation high school, and the below grade level skills with which the vast majority of NV students arrive.

Although NVHS was taken out of ATSI for English Learner Progress, in the 2026-27 school year NVHS will continue to focus on ELA/Literacy and ELD as key goals. CA School Dashboard Data and Metric outcomes indicate that all of our subgroups (Hispanic/Latinx (229.1 points below standard), socioeconomically disadvantaged students (203.6 points below standard), and students with special needs (291.8 points below standard) need continued improvement in ELA/Literacy.

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 2.1, 2.2, 2.3)	2025 11th Grade CAASPP/ELA: Percent of students meeting/exceeding standard: Overall: 4.35% English learner: 0% Low-Income: 5.88% Hispanic/Latinx: 2.5% Students with IEP: *	2026 11th Grade CAASPP/ELA: Percent of students meeting/exceeding standard: Overall: 10% English learner: 5% Low-Income: 8% Hispanic/Latinx: 7% Students with IEP: 5%
Percent of New Valley students who progress on the ELPAC (Actions 2.1, 2.2, 2.3)	2025 ELPAC: % increasing: 55.6% % achieving Level 4: 19.05%	2026 ELPAC: % increasing: 60% % achieving Level 4: 23%

--	--	--

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
2.1	Action: Curriculum and Materials 1. Provide teachers time to develop/refine units of study that target reading and writing across content areas (including extra credit packets) that target literacy demands on the CAASPP and ELPAC. 2. Purchase high-interest, culturally relevant texts for classes across content areas.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	6592 Targeted Allocation 4000-4999: Books And Supplies Task 1-2
2.2	Action: Data and Assessment 1. Administer & analyze results of STAR assessments in Fall, Winter, & Spring. 2. Administer & analyze results of Smarter Balanced interim assessments in Fall, Winter, & Spring. 3. Provide time for faculty to analyze student samples of evidence-based writing, and compare student progress with test scores. 4. Ensure ELs are targeted for inclusion in ELD class.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	0 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1-4
2.3	Action: Instruction & Professional Development 1. Provide PD on strategies to develop students' reading, and evidence-based writing. 2. Provide PD on teacher and student use of the NVHS common writing rubric. 3. Provide PD on strategies that differentiate instruction for English Learners, students with special needs, and high performing students. 4. Provide release time for teachers to observe exemplary instructional practices in reading and writing across content areas.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	3000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Tasks 1-4

Annual Review

SPSA Year Reviewed: 2025-26

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.

As with previous years, faculty analyzed results of the CAASPP and STAR assessments administered in Fall, Winter and Spring. Although we saw a 4% decline in the percent of students meeting and exceeding standard between 2023-24 and 2024-25, the percent of economically disadvantaged students (a large student group at NVHS maintained their growth from the 2022-23 school year by remaining constant at 5.88%. Faculty also received professional development on CAASPP claims and targets, C.A.T.C.H. reading strategies, and designing engaging formative assessments that increase students' interest, confidence and perseverance on assessments. In addition, all faculty participated in "learning walks" and debriefed "NV Tier 1" instructional strategies that engage students through effective learning activities. Finally, staff received training on ELPAC skills and content, causal factors that affect low ELPAC scores, strategies to support ELs/MLs and to improve their listening skills, and criteria for EL reclassification. These were effective strategies as evidenced by NVHS's 38.2 percentage points increase in the percent of English Learner students making progress towards learning English.

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

No major differences.

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.

As the district's continuation high school, nearly all students arrive performing well below grade level in ELA. Each year, we focus on data-identified areas for growth in ELA/literacy, and ELD. Data indicated that reading and writing across content areas is a significant need for the 2026-27 school year, and to continue focusing on differentiation strategies for subgroups, including English Learners. Despite the highly transitional nature of our student population, NVHS remains committed to improving student performance on the CAASPP-ELA 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.

Many students that attend NVHS have individual or family histories of chronic absenteeism, and nearly all students arrive at NVHS with credit deficiency. The vast majority of our students have experienced significant trauma in their lives, and approximately 6-8% of our students are administratively placed at NVHS by the District Office. These causal factors give rise to the needs identified for student engagement, which staff identified as MTSS-Attendance, MTSS-Behavior, parent partnership, engaging field experiences, and student-centered instructional practices.

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 3.1, 3.2, 3.3, 3.4)	Spring 2026 Average Daily Attendance: 76% English learner: 75.7% Low-Income: 75.4% Hispanic/Latinx: 77.1% Students with IEP: 72.4%	Spring 2027 Average Daily Attendance: 80% English learner: 80% Low-Income: 80% Hispanic/Latinx: 80% Students with IEP: 75%
Percent of New Valley students that are chronically absent (Actions 3.1, 3.2, 3.3, 3.4)	Fall 2025 Overall: 72.3% English learner: 75% Low-Income: 68.4% Hispanic/Latinx: 72.3% Students with IEP: 72.9%	Fall 2026 Overall: 67% English learner: 67% Low-Income: 62% Hispanic/Latinx: 67% Students with IEP: 67%
Percent of Suspensions (Actions 3.1, 3.3, 3.4)	Fall 2025 Overall: 12.4% English learner: 13.3% Low-Income: 13.3% Hispanic/Latinx: 13.3% Students with IEP: 21.2%	Fall 2026 Overall: 10% English learner: 10% 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
3.1	Action: School Culture 1. Provide the following to increase student/family/engagement, wellness, and successful school practices: Student/Family BBQs - \$1,000 Turkey Trot - \$300 Graduation Decorations - \$500 Senior Trip - \$3,000 Positive Behavior/Attendance Incentives - \$6,000 CYO Counselors - \$12,500 Student Leadership - \$1,200	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	24500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Task 1
3.2	Action: Curriculum and Materials 1. Provide engaging field experiences that increase student inspiration for learning and involvement with the community. 2. Develop &/or purchase curriculum that is relevant to students' lives. 3. Develop &/or purchase curriculum that includes more hands-on learning projects. 4. Develop lesson plans that incorporate more peer-sharing and collaboration. 5. Continue therapeutic and support services through Wellness and CYO. 6. Resume delivering presentations to comprehensive HS staff and faculties.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	8000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1-6
3.3	Action: Data and Assessment 1. Develop and monitor positive student behavior and attendance systems. 2. Continue to implement and monitor the impact of MTSS behavior and attendance systems. 3. Work with D.O. and HS principals to develop a data system that identifies students who would benefit from NVHS as a district intervention, and a plan to refer students to NVHS earlier in their HS career.	English Learner Students, Economically Disadvantaged, and Hispanic/Latino, which represent the majority of our students	0 Targeted Allocation None Specified Tasks 1-3
3.4	Action: Instruction and Professional Development	English Learner Students, Economically Disadvantaged, and	5000 Targeted Allocation

	1. Provide support for cohesion around implementing the cell phone policy. 2. Continue to strengthen and maintain strong partnerships with parents/guardians (e.g., parent conferences & restorative SSTs). 3. Continue to provide coaching support to strengthen consistent implementation of MTSS-Attendance and MTSS-Behavior Systems. 4. Provide professional learning opportunities that focus on restorative practices, de-escalation strategies, and rebuilding/ repairing relationships between students and the K12 educational system. 5. Provide instruction that includes hands-on learning, peer sharing, and peer collaboration.	Hispanic/Latino, which represent the majority of our students	5000-5999: Services And Other Operating Expenditures Tasks 1-5
--	--	---	--

Annual Review

SPSA Year Reviewed: 2025-26

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.

In the past several years, NVHS has been developing a positive attendance and behavioral system by coordinating high-interest field experiences, and developing/implementing its MTSS-Attendance and MTSS-Behavior. Unfortunately, suspension rates have increased across all student groups, aside from English Learners (-3.9%) and LTEL students (-4%). Staff has identified continuing to strengthen these systems by monitoring their effectiveness through data analysis. In addition, staff has identified more parent communication and student-centered instructional strategies (e.g., hands-on learning, peer collaboration, and personally relevant curriculum) that, along with field experiences and MTSS, are intended to strengthen individual student efficacy, engagement, and schoolwide culture.

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

No major differences.

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.

In addition to a continued focus on strengthening our restorative MTSS systems and engaging field experiences, we are focusing on strengthening parent partnerships and implementing more student-centered instructional strategies across content areas.

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 [DISCONTINUED]

THIS GOAL IS BEING DISCONTINUED AT THE END OF THE 2025-26 SCHOOL YEAR DUE TO NO LONGER RECEIVING EQUITY MULTIPLIER FUNDING

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.

THIS GOAL IS BEING DISCONTINUED AT THE END OF THE 2025-26 SCHOOL YEAR DUE TO NO LONGER RECEIVING EQUITY MULTIPLIER FUNDING

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)	Spring 2026 English Learners = 4% Homeless Youth = 2% Economically Disadvantaged students = 2% Students with Disabilities = 0% Hispanic/Latino = 10%	Spring 2027 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)	Spring 2025 English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0.02 (1/60) Students with Disabilities = 0% Hispanic/Latino = 0.02% (1/56)	Spring 2027 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)	Spring 2026 Overall: 38% Of those enrolled in a CTE Pathway: English Learners = 30% Homeless Youth = 0% Economically Disadvantaged students = 50% Students with Disabilities = 30% Hispanic/Latino = 100%	Spring 2027 Overall: 40% Of those enrolled in a CTE Pathway: 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)	Fall Dashboard 2025 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 0.0% Students with Disabilities = 0.0% Hispanic/Latino = 0.0%	Fall Dashboard 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)	2026 State Seal of Biliteracy Recipients and 2025 ELA CAASPP Results End-Of-Year (Spring 2026) English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0.02% (1/50)	2027 State Seal of Biliteracy Recipients and 2026 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)	26.8% "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".	Spring 2027 70% "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".
Percent of 11th grade students "Meeting" or "Exceeding" ELA	Spring 2025 Overall: 0%	Spring 2027 Overall: 30%

standards on the CAASPP Smarter Balanced Assessments AND "Nearly Meeting" Math standards on the CAASPP Smarter Balanced Assessments. (Action 1.3)	Economically Disadvantaged = 0% Hispanic/Latino = 0%	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
4.1	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	0 Equity Multiplier 1000-1999: Certificated Personnel Salaries None Specified
4.2	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	0 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
4.3	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-risk" 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	0 Equity Multiplier 4000-4999: Books And Supplies
4.4	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, 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.	English Learners, Students with Disabilities, Hispanic/Latino Students, and White students	0 Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures

4.5	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.		0 Equity Multiplier 4000-4999: Books And Supplies
-----	--	--	---

Annual Review

SPSA Year Reviewed: 2025-26

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.

Providing students with field experiences to community colleges and CTE organizations has been a major focus at New Valley. In 2025-2026, seven field experiences to community colleges and CTE organizations were attended by 167 (duplicated) students. In addition, Mission College application workshops were held on campus in the spring. NVHS continued its outreach efforts to dual enroll students in college courses, and to provide individual support to students taking a college class. Faculty continued to develop culturally relevant curricula across content areas to engage students in classes and strengthen their academic learning in ELA and Mathematics. Data analyses were conducted to identify and support candidates for the State Seal of Biliteracy. Continual emphasis on these goals has received widespread staff support, with two staff members expressing taking on larger roles, particularly in the areas of dual enrollment and the State Seal of Biliteracy. Finally, chromebooks were purchased to support students' college/career preparedness across content areas. In relation to our field experiences, 26.8% of students "Agreed" or "Strongly Agreed" that they learned valuable information during their visits to local colleges and CTE programs. However, we believe these results were due to a misunderstanding of the Likert scale. In the future we plan to administer reflection field experiences after each trip to enhance the accuracy of this information.

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

Funding for developing a system to support students in achieving the State Seal of Biliteracy was not needed, and therefore this small portion of Equity Multiplier funds was used to support other action steps within the 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.

As the Equity Multiplier Fund sunsets for NVHS this year, NVHS is integrating and building upon this work into a new Goal 4 of our SPSA, entitled "Improve Students' College/Career Readiness." This goal continues to focus on supporting students in achieving College/Career Readiness as indicated by the California Dashboard, to include increasing: the number of students dual enrolled in college classes and CTE pathways; graduating with the State Seal of Biliteracy; participating in field experiences to colleges and CTE organizations; and, completing career assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Improve Students' College/Career Readiness

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.

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.

In addition to CAASPP ELA and Mathematics, other California Dashboard indicators of College/Career Readiness include completing college courses, obtaining CTE certification, and earning the State Seal of Biliteracy.

Over the past several years, and with support from the sunsetted Equity Multiplier Fund, NVHS has created a "college/career-going culture" by exposing students to college and CTE opportunities through career assessments and field experiences, hosting visits by college/CTE representatives, and conducting outreach to students (and supporting them) with dual enrollment in college courses and CTE pathways.

Our 2026-2027 College/Career Readiness goal builds on these developments by ensuring equity of student participation in field experiences, and strengthening data analysis of student reflections, career assessments, college course completion, and CTE certification. In addition, this goal seeks to strengthen NVHS's early identification and support of students (many that are bilingual) who may be eligible for the State Seal of Biliteracy.

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
Count of students that completed a college course.	2025-2026 School Year English Learners = 0 Homeless Youth = 0 Economically Disadvantaged students = 1 Students with Disabilities = 0 Hispanic/Latino = 1	2026-2027 School Year Overall: 10 English learner: 5 Low-Income: 5 Hispanic/Latinx: 10 Students with IEP: 5
Count of students that earned CTE certification.	2025-2026 School Year Overall: 0 English learner: 0 Low-Income: 0 Hispanic/Latinx: 0 Students with IEP: 0	2026-2027 School Year Overall: 15 English learner: 10 Low-Income: 10 Hispanic/Latinx: 15 Students with IEP: 10

Count of graduating seniors that graduated with the State Seal of Biliteracy.	2025-2026 School Year Overall: 1 English learner: 0 Low-Income: 0 Hispanic/Latinx: 1 Students with IEP: 0	2026-2027 School Year Overall: 5 English learner: 0 Low-Income: 5 Hispanic/Latinx: 5 Students with IEP: 5
Percent of students that participated in at least one college or CTE field experience.	2026-2027 School Year NEW METRIC ADDED SPRING 2026	2026-2027 School Year Overall: 80% English learner: 80% Low-Income: 80% Hispanic/Latinx: 80% Students with IEP: 80%
Percent of students that completed a career assessment.	2025-2026 School Year Overall: 0% English learner: 0% Low-Income: 0% Hispanic/Latinx: 0% Students with IEP: 0%	2026-2027 School Year Overall: 90% English learner: 90% Low-Income: 90% Hispanic/Latinx: 90% Students with IEP: 90%

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
5.1	Action: Curriculum and Materials 1. Provide field experiences to local colleges and CTE/trades organizations. 2. Coordinate visits from college/career representatives once per grading period. 3. Expand communications to parents (e.g., emails, ParentSquare, and printed flyers), and prioritize outreach to parents to attend Open House.	English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	7000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Tasks 1-3
5.2	Action: Data and Assessment 1. Ensure that all students have equitable opportunities to attend college/CTE field experiences; prioritize students who have not previously attended these field experiences. 2. Implement and analyze career assessments annually. 3. Develop and administer reflection assignments on student field experiences. 4. Develop a system for early identification and support of students who may be eligible to earn the State Seal of Biliteracy.	English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	0 Targeted Allocation None Specified Tasks 1-4

5.3	Action: Instruction and Professional Development 1. Continue to outreach to students for dual enrollment in college courses and SVCTE 2. Continue to provide structures that support students' dual enrollment in SVCTE and college courses towards certification and/or successful completion.	English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	0 Targeted Allocation None Specified Tasks 1-2
-----	---	--	---

Annual Review

SPSA Year Reviewed: 2025-26

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.

This is a new Goal for the 2026-27 school year.

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

This is a new Goal for the 2026-27 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.

This is a new Goal for the 2026-27 school year.

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	\$62,092.00
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	\$0.00
Targeted Allocation	\$62,092.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$62,092.00

Total of federal, state, and/or local funds for this school: \$62,092.00

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	62,092	0.00
Equity Multiplier		

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	0.00
Targeted Allocation	62,092.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	0.00
4000-4999: Books And Supplies	11,592.00
5000-5999: Services And Other Operating Expenditures	44,500.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	0.00
4000-4999: Books And Supplies	Equity Multiplier	0.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	0.00
5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	0.00
4000-4999: Books And Supplies	Targeted Allocation	11,592.00

5000-5999: Services And Other Operating Expenditures	Targeted Allocation	44,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	6,000.00
None Specified	Targeted Allocation	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,000.00
Goal 2	9,592.00
Goal 3	37,500.00
Goal 4	0.00
Goal 5	7,000.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Laurie Stapleton	Principal
Gabriela Rodriguez	Other School Staff
Estrella Tovar	Other School Staff
Adam Siegel	Classroom Teacher
Tamara Bermudes	Classroom Teacher
Sheila Penuen	Classroom Teacher
Alexander Ray	Classroom Teacher
Mark Richardson	Parent or Community Member
Imelda Torres	Parent or Community Member
Marlene Zaragoza Torres	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

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 10, 2026.

Attested:



Principal, Mariann Engle on 5-8-26



SSC Chairperson, Gabriela Rodriguez on 4-10-26