

The Single Plan for Student Achievement



School: New Valley High School
CDS Code: 43696744338406
District: Santa Clara Unified School District
Principal: Antonio Vela
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Antonio Vela
Position: Principal
Phone Number: (408) 423-2300
Address: 1875 Lawrence Road
Santa Clara CA, 95051
E-mail Address: avela@scusd.net

The District Governing Board approved this revision of the SPSA on 8/2017.

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School Vision and Mission

New Valley High School's Vision and Mission Statements

Vision Statement:

New Valley is a safe and nurturing alternative learning environment where students are empowered with academic, intellectual, social and emotional skills to better themselves and their community.

Our ethical, compassionate staff celebrates diversity and supports students in developing personal goals and realizing their individual potential. Together, our KNIGHTS are committed to self improvement and community.

Mission Statement:

Every student will meet District and State Content Standards and State Exit requirements while demonstrating personal and social responsibility.

School Profile

New Valley Continuation High School is an alternative educational environment for students 16 years and older who for a variety of reasons have insufficient credits to graduate from the comprehensive high school. New Valley allows students an opportunity to recover credits needed to return and graduate at the comprehensive high school or remain at New Valley to earn their diploma.

New Valley students are all credit deficient, but the reasons may vary greatly. With the variable conditions that students come to our school, the advising aspect to our program helps students maintain a strong connection to their goals. New Valley students are encouraged to take an active role in their educational development. They meet with their advisor at least once every three weeks to evaluate their progress, with particular attention paid to academic progress, personal situations, and to review their transcripts and progress towards graduation. There are also two "advising" meetings built in to the schedule each week where students meet as a group with their advisors to discuss various issues and upcoming events.

New Valley's mission statement is that "Every student will meet District and State Content Standards and State Exit requirements while demonstrating personal and social responsibility." We recognize and address the differences among students while enriching their lives by providing a quality education and promoting self-esteem, responsibility and productivity. New Valley is dedicated to preparing students for their future, helping them to acquire the necessary skills to be productive members of society.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

All students are given a survey at the end of the their senior year. The survey ask students to answer questions based upon their time as a New Valley student. The staff uses the data as a tool to reflect on school improvement both at the site level and with in the classroom.

Classroom Observations

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

Informal and formal observations are conducted on a yearly basis. Staff that are identified as in an evaluation year are notified in September and explained the evaluation process and timelines. The timelines for the evaluations are set by the district.. All staff in the evaluation year are observed a minimum of two formal observations with a final evaluation meeting in May of the same school year.

Analysis of Current Instructional Program

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

Standards, Assessment, and Accountability

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

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

Classroom teachers utilize a wide variety of assessment strategies to monitor the ongoing progress of students on a daily basis. District assessments for secondary schools include common mid-terms and finals in Biology, Chemistry, Physics, U.S. History, World History, Algebra, Geometry and Algebra 2. writing benchmark assessments are given in grades 9-11. State-mandated testing includes Smarter Balance, (CST and CAPA), Physical Fitness Testing and tests for English proficiency.

Local data is sent to the district office Assessment/ Evaluation Department for analysis. A wide variety of printed and electronic reports are provided to sites, including both disaggregated and group information. Curriculum liaisons and district specialists are another resource for help with performance data. Sites can request customized workshops for school staff, parents and the community. Special reports can be ordered to address specific questions that emerge as our staff and School Site Council examine individual and group data.

Each fall, each staff does an analysis of assessment data. Strengths and weaknesses of student progress are identified and annual goals are set at each site in the following areas; English Language Arts, math and English Learners. Departments and whole staff collaborate and discuss student work on a regular basis. Performance Based Assessments (PBA's) are scored and discussed, Exit Portfolios are reviewed and academic performance is discussed every three weeks among staff. Next steps are identified based on student work and test data.

The principal meets with teachers and school leadership team to discuss best practice strategies to meet the needs of the students. At New Valley, teachers meet to discuss academic performance among students every three weeks. Interventions are discussed and implemented. In 2017-2018, New Valley implemented the use of School Loop in order to keep students and parents apprised of attendance and school performance.

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

As a district and all sites, we use a system of frequent formative assessment and local benchmark assessments aligned to standards that provides timely data on students' progress in all subjects and intervention programs. Results from these assessments are used to inform teachers and administrators on subject placement, students' differentiated instructional needs and progress, and the effectiveness of instruction. All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

Most classrooms are staffed with highly qualified teachers. Most teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

We have a comprehensive staff development program that is supported in our calendar and is aligned with our LEA plan and school goals. The district's LEA plan process coupled with the process of the site plan, supports our analysis of data to establish goals for the school year.

There are many staff development opportunities provided by the district. At the secondary level, an English TOSA provides support to the READ180 intervention class teacher to target students that are not proficient in reading. The TOSA assists with curriculum planning, materials ordering and modeling instructional strategies. They provide leadership in the area of data analysis and intervention strategies for at-risk readers. Math and world language TOSA's provide critical one-on-one support to teachers and departments. New teachers participate in the district's BTSA New Teachers Project and all teachers attend curricular/department meetings as well as district-wide professional development which focus on the common core and English Learners.

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

The school/district provides instructional assistance and ongoing support to teachers of all subject and grade levels. Teachers receive professional development from content experts and work with intervention specialist to deepen their knowledge about the subject content and delivery of instruction. In addition to intervention specialists, special education and the EL teacher analyze, evaluate, discuss and utilize results of assessment and student work to guide student placement, instructional planning and delivery and progress monitoring.

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

The school/district facilitates and support teacher collaboration time in order for all teachers, including intervention specialist, special education, the EL teacher analyze, evaluate, discuss and utilize results of assessment and student work to guide student placement, instructional planning and delivery and progress monitoring.

Teaching and Learning

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

We utilize State of California and Santa Clara Unified School District adopted curriculum for all areas of instruction. Instruction is aligned to State of California and SCUSD standards through the use of District curriculum maps and pacing guides for all content areas. The District English Learner Master Plan (2008) is the guide for teachers to provide English Learners with an instructional program that includes English Language Development, access to the core curriculum and promotion of multicultural proficiency. Teachers use differentiated instruction to accelerate student learning. Student progress toward meeting state standards in English language arts, mathematics and science is measured using a system of ongoing progress monitoring.

In Mathematics, the Board approved program is Scott Foresman – Addison Wesley, En Vision Math California (2009). At New Valley, the primary tool for mathematics instruction is the ALEKS computer program. Given the broad diversity of skill levels with which students arrive at New Valley, students take an entrance assessment, and their mathematics trajectory continues from there. The classroom teacher provides individualized support to students in order to help them complete their graduation requirements with a coherent mathematics program.

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time of a continuation high school for all content areas including English Language Arts, mathematics social science, science as well as interventions.

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

The district/school follows the approved pacing guides and monitors the use of the adopted materials. This allows all students to have equal access to the core curriculum. Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses. Our master schedule is build around support for our interventions.

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

All students have equal access to the district's core curriculum. There is full inclusion of special education (including RSP and SDC) English Learners and Migrant ED students. Instruction is modified, differentiated and extended to meet the needs of all student groups. The district has adopted common core lower level reading books for those high school students reading below grade level. Every student has access to standards-based instructional materials as required by the Williams Act.

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

These programs are implemented as designed and are documented in daily use in every classroom, with materials for every student. Secondary master schedules are developed with a priority on intervention/support classes for targeted populations. This allows all students to have equal access to the core curriculum. All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

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

English/Language Arts

Students level are identified through the SRI assessment. Department meetings are held in the fall to review SRI scores. Incoming students take Scholastic Reading Inventory (SRI), and CELDT testing (English Language Learners only). English 9/10 classes address ONLY the English 9 and 10 standards. English 9/10 is for students with under 20 credits. English 11/12 classes address ONLY the English 11 and 12 standards. English 11/12 is for students with over 20 credits. Utilizing portfolios and transcripts, teachers meet with students during advising meetings, AB1802 meetings, and Faculty Advisory Council (FAC) meetings to support their specific needs. In addition to the previously mentioned meetings, student a with a 504 or IEP are also supported by annual modification and goal setting meetings.

Math:

All students enrolled in a math class receive instruction in the district's adopted materials. Manipulative and access to chrome-books are used/available in all math classrooms. In addition to whole group instruction, teachers work with individuals and small groups to meet specific needs. New Valley also offers web-based math curriculum. ALEKS provides students the opportunity to work at their own pace, which provides for remediation and acceleration for students.

Under performing students are offered a range of supports including differentiated instruction, inclusion, intervention specialists, tutoring, homework support, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Involvement

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

Family Resources:

PTA

School Resources:

School-based programs that support at-risk students include wellness counseling, Read 180, math support class, EL support class ALEKS, ELAC.

District Resources:

The Adult Education program offers many academic classes and workshops in parenting skills, language development, and academic skills for parents of under-performing students. Homeless families are supported by the work of the homeless program liaisons. The district provides an annual Latino Parent Conference, support and training for migrant families. Parentfocused district advisory groups include the District Advisory Council, DELAC (for our English Learner population), the Community Advisory Committee (Special Education), and the Migrant Parent Advisory Council.

The district Mental Health Collaborative was started in spring 2011 and will continue to work to provide critical services to students and families.

Resources for Students:

The district supports on-site library services, before-and-after school intervention programs such as School Resource Officers, New Valley/GATEWAY/Wilson High school alternative placement options, Bill Wilson Center counseling, CYO, Middle College opportunities for certain eleventh and twelfth graders, and Employer School Council (ESC) scholarships for students.

Resources for Teachers:

District staff development opportunities for teachers and instructional assistants include various workshops, site grade/department level meetings, one-on-one teacher support through EL facilitator/ English TOSA, Specialists and Behavior Specialists, and a number of formal and informal professional learning communities. Content for adult learning includes appreciating equity and diversity, differentiated instruction, inclusion of special education students in the general education classes, effective classroom assessment, and other content specifically designed to meet site needs. The district provides support for early out/late start collaboration time at the high school level. This team-based approach allows staff to focus more deeply on student needs. The county also provides a Resource Area For Teachers (RAFT).

Community Resources:

Santa Clara Police Department also provides training for Code Red drills and is a daily presence at high school campuses. CYO and Bill Wilson Center counseling services are available to students/families. The Santa Clara County Mobile Medical Unit (Dr. Mitch) is available to students once every two weeks. Additionally, the ESC provides opportunities for students to earn scholarship money.

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

At every site, the staff and SSC annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service of activity. School advisory committees review the school plan, provide advice on the special needs of students, and provide input on way the plan can meet those needs. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

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

The district offers a tremendous range of categorically-funded services for under-performing students.

Special Education:

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

At Risk Populations:

Students have support classes available for Algebra, ELD support, and reading (READ 180). All advisors meet with students on a regular basis and goals are established. The faculty meet every three week through the APP process to discuss underperforming students. The Leadership Team meet twice a month and discuss interventions and target areas for students.

Counseling is available for students; Drug and Alcohol, California Youth Outreach, Bill Wilson, and district.

A homeless liaison is available for academic and other support for students in transitional housing.

The School Site Council (SSC) allocates funds towards activities, materials, PD's and other support services that accelerate learning for under performing students. The English Learner Advisor Committee (ELAC) and Site Leadership Team are to provide recommendations to the SSC on the particular needs of at risk student groups. These groups require further development for optimal implementation of their duties.

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

All of our students at New Valley are target students, at risk of being a non-graduate. We support all students at New Valley but our data focuses on our long term students (those students that are with us longer than 90 days) due to our high mobility rate. As a school we have increased our monitoring of attendance and truancy as a way of identifying students and supporting them in coming to school. In addition to the increased monitoring, we work closely with Pat Eldridge and other agencies such as the Bill Wilson Center, Stand Up for Kids, EMQ and Rebekah Children's Services to support the foster youth and homeless students that attend our school.

Lack of classroom space is an ongoing concern at New Valley. Most classrooms have two teacher sharing the same space. This lack of space becomes a bigger concern as teachers try to meet with their advisees in the same classroom where class is going on. The flexibility of the teaching staff has allowed New Valley to continue to offer advising to students. The district office has begun looking facility needs at New Valley.

With growing educational needs of our students, New Valley is in need of an additional science teacher and math teacher. This lack of ability to provide these needed teachers is directly related to current facility limitation. The district has begun looking at facility needs at New Valley to support the educational program. Creativity in working with the master schedule has currently allowed New Valley to address a ongoing concern with a short term solution.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	72	67		69	57		68	56		95.8	85.1	
All Grades	72	67		69	57		68	56		95.8	85.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2471.3	2479.6		0	1.79		7	14.29		34	26.79		59	57.14	
All Grades	N/A	N/A	N/A	0	1.79		7	14.29		34	26.79		59	57.14	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	8.93		51	35.71		46	55.36	
All Grades	3	8.93		51	35.71		46	55.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	3.64		32	21.82		68	74.55	
All Grades	0	3.64		32	21.82		68	74.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	1.79		53	62.50		44	35.71	
All Grades	3	1.79		53	62.50		44	35.71	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	4	5.36		46	44.64		49	50.00	
All Grades	4	5.36		46	44.64		49	50.00	

Conclusions based on this data:

1. Through New Valleys leadership team and departments, we will need to improve writing in and across the content areas.
2. Through New Valleys leadership team and departments, we will need to address how to support students in reading. To explore how engage students with reading and support those with below grade level reading levels.
3. New Valley will work with the district in exploring alternative reading interventions for our students.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	72	68		69	59		65	58		95.8	86.8	
All Grades	72	68		69	59		65	58		95.8	86.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2434.4	2451.3		0	1.72		0	0.00		3	17.24		97	81.03	
All Grades	N/A	N/A	N/A	0	1.72		0	0.00		3	17.24		97	81.03	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.72		3	3.45		97	94.83	
All Grades	0	1.72		3	3.45		97	94.83	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.72		18	24.14		82	74.14	
All Grades	0	1.72		18	24.14		82	74.14	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	1.72		42	44.83		58	53.45	
All Grades	0	1.72		42	44.83		58	53.45	

Conclusions based on this data:

1. Through New Valleys leadership team and departments, we will need to explore providing math support for students across the content areas..
2. As a school we will need to look at how advisors schedule students into classes and the importance of scheduling students into the math support class.
3. As a math department we need to look at the structure of the math support class and make adjustments as needed.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10										***				***	
11				40	30		60	70							
12	19	6		38	39		19	39		25	17				
Total	14	3		36	34		27	48		23	10			3	

Conclusions based on this data:

1. As a school we will continue to look at the structure of the EL Support class and make adjustments as needed.
2. As a school through our professional development we will revisit the use of SDAIE methodology in all our classes.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10										***				***	
11				40	30		60	70							
12	19	6		38	39		19	39		25	17				
Total	14	3		36	34		27	48		23	10			3	

Conclusions based on this data:

1. As a school we will continue to look at the structure of the EL Support class and make adjustments as needed.
2. As a school through our professional development we will revisit the use of SDAIE methodology in all our classes.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	11	7	63.6
Filipino	1	1	*
Hispanic or Latino	154	112	72.7
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	1	1	*
White	29	19	65.5
Male	154	105	68.2
Female	71	54	76.1
English Learners	57	43	75.4
Students with Disabilities	41	31	75.6
Socioeconomically Disadvantaged	159	116	73.0
Migrant	1	1	*
Foster	1	1	*
Homeless	18	13	72.2
Grades 9-12	225	159	70.7
Total	225	159	70.7

Conclusions based on this data:

1. Chronic absenteeism remains a significant problem at New Valley.
2. New Valley Staff will have to coordinate identification/intervention practices.
3. Interventions will have to include incentives to promote attendance.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics		
LEA/LCAP GOAL:		
<p>LEA Goal: Meets LEA goal 1B. Proficiency in Mathematics</p> <p>LCAP Goal: Meets LCAP goal 2 - All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready.</p>		
SCHOOL GOAL #1:		
<p>Increase Mathematics Proficiency</p> <p>To show improvement of long-term students (more than 90 days enrollment) on SCUSD Math standards using quarter and semester exams. There are currently five subgroups of students who are not achieving at the same rate in Mathematics as the majority of secondary students district-wide: Latinos, African Americans, English Language Learners, Foster Youth and Socioeconomically Disadvantaged Students. There exist a high percentage of these subgroups represented in the New Valley enrollment.</p>		
Data Used to Form this Goal:		
District assessments; quarter and semester results, site math assessment; ALEKS data		
Findings from the Analysis of this Data:		
Students at New Valley need more support with Mathematical skills and Problem Solving. In some cases they are performing drastically below their counterparts. For the beginning of the 2015-2016 school year New Valley has implemented a math support class. The math department will use Wednesday early outs as opportunities to analyze data.		
How the School will Evaluate the Progress of this Goal:		
On going discussions in math department / Leadership team meetings of the data and its relation to students and school structure and curriculum. Staff will use site professional development days and analyze data to support students.		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Action: Curriculum and Materials 1. Provide staff development training.	July 1, 2018 to June 30, 2019	Administration, Lead Teachers, Teachers, TOSAs	Task 1 through 5	Targeted Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2. Provide Staff opportunities to collaborate and plan how to utilizing new curriculum and materials in instruction.</p> <p>3. Train teacher(s) in the use of Aleks (supplementary web-based math program)</p> <p>4. Utilize teachers on Special Assignment (TOSA) secondary curriculum specialists to support teachers and students in the classroom.</p> <p>5. Provide for the purchase of supplementary materials that will be used to support students and teachers.</p>					
<p>2 Action: Alignment of Instruction</p> <p>1. Provide collaboration time for teachers to address District and State math standards</p> <p>2. Provide collaboration time for teachers to address remedial needs to support students.</p> <p>3. Provide training and collaboration time for teachers to address how to support EL's in mathematics.</p> <p>4. Provide collaboration time for teachers to work on PLC work through data analysis and lesson planning.</p>	July 1, 2018 to June 30, 2019	District Curricular Leadership, Administration, Advisors, Teachers	Task 1 through 4	None Specified	
<p>3 Action: Develop Rigorous Curriculum</p> <p>1. Take advantage of the district-sponsored math initiatives and training</p> <p>2. Provide and support staff development and collaboration in effective instructional strategies</p> <p>3. Offer staff development opportunities involving differentiated instruction and inclusion models to reach our diverse student population</p>	July 1, 2018 to June 30, 2019	Administration, Advisors, Teachers, Counselors	Task 1 through 3	None Specified	
4 Action: Data and Assessment	July 1, 2018 to June	Administration,	Task 1 and 2	Targeted Allocation	4,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<ol style="list-style-type: none"> 1. Gather data from Smarter Balance and district performance-based assessments to drive instruction and monitor progress of math program as a whole 2. Provide opportunities for collaboration and data analysis to improve student learning. 	30, 2019	Advisors, Teachers			
<p>5 Action: Communication with all of our Stakeholders</p> <ol style="list-style-type: none"> 1. Conduct surveys to better understand parent and community needs 2. Begin to have staff use web-based technology (School Loop) for better communication with parents and community 3. Increase student, parent, and teacher involvement in School Site Council and English Language Advisory Committee (ELAC) 4. Increase Parent, teacher, and community involvement in Employer School Council 5. Hold regular Faculty Advisory Council Meetings 6. Hold monthly special education status meetings 	July 1, 2018 to June 30, 2019	Administration, Advisors, Teachers, Leadership Team, Teachers	Task 1 through 6	None Specified	
<p>6 Action: Student Support</p> <ol style="list-style-type: none"> 1. Research student connectedness on campus through surveys and interviews 2. Continue "Advising Period" for all teachers to increase student/advisee contact 3. Continue hosting the County Mobile Medical Unit (Dr. Mitch) 4. Continue meetings with parents, students, advisors and district "at risk" counselor 5. Continue using the Faculty Advisory Council as an intervention to support students and parents 6. Provide inspirational speakers/programs for students 7. Continue partnership with the Employer 	July 1, 2017 to June 30, 2018	Counselor, Leadership class, Athletic Director, Administration, Lead Teachers, Advisors, SPED teacher, SSC teachers, teachers	Task 1 through 8	Targeted Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
School Council (ESC) for fundraising of scholarship money (yard sales, bowl-a-thon, See's Candy Sales, and the Spring Luncheon) 8. Hold monthly special education status meetings with the SPED teacher, and Principal					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts					
LEA/LCAP GOAL:					
<p>LEA Goal: Meets LEA goal 1A. Proficiency in English Language Arts</p> <p>LCAP Goal: Meets LCAP goal 2 - All students will make measurable progress in mastering California Standards, and in graduating from high school, college and career ready.</p>					
SCHOOL GOAL #2:					
<p>Improve Literacy Proficiency To show improvement for long term students (more than 90 days enrollment) on SCUSD Literacy Standards using SRI testing, PBA assessments and CELDT results. There are currently five subgroups of students who are not achieving at the same rate in English Language Arts as the majority of secondary students district-wide: Latinos, African Americans, English Language Learners, Foster Youth and Socioeconomically Disadvantaged Students.</p>					
Data Used to Form this Goal:					
SRI scores, PBA results, class grades					
Findings from the Analysis of this Data:					
Students at New Valley need more support with ELA skills. New Valley staff need more built in time and scheduled opportunities to analyze data.					
How the School will Evaluate the Progress of this Goal:					
<p>Staff and administration will use site professional development days to analyze data to support students. Professional development to support the EL's to develop vocabulary and language acquisition in all classes The following data sources will be reviewed: PBA results, SRI results and class grades.</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Action: Curriculum and Materials 1. Provide staff development training	July 1, 2018 to June 30, 2019	Administration, Lead Teachers, Literacy Liasons, Aventa lead	Tasks 1 through 4	Targeted Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2. Provide Staff opportunities to collaborate and plan how to utilizing new curriculum and materials in instruction. 3. Provide for the purchase of supplementary instructional materials to support students and teachers in all subject areas and course programs 4. Utilize teachers on Special Assignment (TOSA-secondary curriculum specialists) to support teachers and students in the classroom		teachers, Teachers, TOSAs, District Instructional Resource Specialist, ELA Departemnt Chair			
2 Action: Alignment of Instruction 1. Provide collaboration time for teachers to address Instructional needs, District and State Language Arts standards 2. Provide time collaborative opportunities for teachers to plan curriculum aligned with district standards in Language Arts 3. Provide Intervention for under-performing students 4. Provide for training and collaboration time for teachers to support English Learners	July 1, 2018 to June 30, 2019	Administration, Advisors, Literacy Liasons, Teachers, Reading Intervention Specialists	Tasks 1 through 4	Targeted Allocation	4,500
3 Action: Develop Rigorous Curriculum 1. Provide collaboration time for teachers to address Common Core and District and State Literacy Standards. 2. Offer staff development opportunities involving differentiated instruction and inclusion models to reach our diverse student population 3. Provide training and collaboration time for teachers to support English Learners.	July 1, 2018 to June 30, 2019	Administration, Advisors, Teachers, ELA Department Chair	Tasks 1 through 3	None Specified	
4 Action: Data and Assessment	July 1, 2018 to June 30, 2019	Administration, Advisors, Teachers,	Tasks 1 through 5	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1. Collect data on programs to monitor student progress 2. Utilize data from EL assessments results to inform actions 3. Provide support to English Language Learner students through monitoring appropriate placement in courses and support our teachers with training in SDAIE teaching strategies 4. Provide for the production of data material 5. Utilize the PLC process to respond instructionally to assessment results.		Leadership Team			
5 Action: Communication with all our Stakeholders 1. Conduct surveys to better understand parent and community needs 2. Provide training for web-based technology (School Loop) for better communication with parents and community 3. Increase student, parent/ community members , and teacher involvement in School Site Council and English Language Advisory Committee (ELAC) 4. Increase parent, teacher, and community involvement in Employer School Council 5. Hold School Attendance Review Team (SART) meetings 6. Hold regular Faculty Advisory Council Meetings 7. Hold/flyers for Back to School Night 8. Hold/flyers for Career Day 9. Hold/ flyers for Open House 10. On going update of school website	July 1, 2018 to June 30, 2019	Administration, Advisors, Teachers, Leadership Team	Tasks 1 through 10		
6 Action: Student Support 1. Research student connectedness on campus through surveys and interviews 2. Continue "Advising Period" for all teachers to increase student/advisee contact 3. Continue hosting the County Mobile Medical	July 1, 2018 to June 30, 2019	Counselor, Leadership class, Athletic Director, Administration, Lead Teachers, Advisors, SPED Teacher, ESC Members, Teachers,	Tasks 1 through 7	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Unit (Dr. Mitch) 4. Continue meetings with parents, students, advisors and district "at risk" counselor 5. Continue using the Faculty Advisory Council as an intervention to support students and parents 6. Continue partnership with the Employer School Council (ESC) for fundraising of scholarship money (yard sales, bowl-a-thon, See's Candy Sales, and the Spring Luncheon) 7. Hold monthly special education status meetings					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA/LCAP GOAL:
LEA Goal: Meets LEA goal 1C. Proficiency for High Priority Students
LCAP Goal: Meets LCAP goal 5 -Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success.
SCHOOL GOAL #3:
Improve The Use of Technology To increase and integrate the use of technology and data to improve student learning and connectedness to the school.
Data Used to Form this Goal:
Technology Survey (staff and student)
Findings from the Analysis of this Data:
Lack of current and consistently working technology is on going concern at New Valley. Both teachers and students showed evidence of wanting to access and improve usage of technology at school. Teachers also indicated they would like to have more access to performance enhancing tools. Our observation walk-throughs indicate that a higher level of engagement is necessary.
How the School will Evaluate the Progress of this Goal:
On going discussions of the data and its relation to students and school structure and curriculum, at staff meetings and professional developments .Staff will use site professional development days and analyze data to support students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Action: Classroom Resources and Support 1. Staff development/ training focused on technology. 2. Update the software and hardware available to	July 1, 2018 to June 30, 2019	Administration, Advisors, Teachers, Students, Tech Liaison, ITG department chairs	Tasks 1 through 6	Targeted Allocation	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
classroom teachers and administrators. 3. Replace chromebooks, carts or printers as needed. 4. For 2018-2019 school year, maintain chromebook inventory 5. Purchase new document cameras, student printers and projectors/bulbs as needed to support student learning. 6. Provide funding for maintenance/replacement for all existing technology on site.					

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement
LEA/LCAP GOAL:
LEA Goal: Meets LEA Goal 5B. Decrease Drop Out Rates
LCAP Goal: Meets Goal 3. All students will participate in engaging learning environments that cultivate the 4 C's- Communication, Collaboration, Creativity, and Critical Thinking and promote their social-emotional well being.
SCHOOL GOAL #4:
Support Students behaviorally and academically in order to improve opportunities
Data Used to Form this Goal:
Student surveys, Advisory Council
Findings from the Analysis of this Data:
Positive acknowledgement reinforces positive choices
How the School will Evaluate the Progress of this Goal:
Grade Point Average studies, graduation rate, parent participation rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Halloween BBQ- \$250 Turkey Trot- \$350 Career Day- \$700 Honor Roll Assemblies-\$500 Awards Night - \$2000 Decorations for Graduation- \$500 Pancake Breakfasts for Honor Roll/Perfect Attendance- \$1,000 Honors Trip (2)- \$4,000	July1, 2017 to June 30, 2018	Administration, Teachers		Targeted Allocation	15,300
				None Specified	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Senior Trip to Santa Cruz-\$2,000 Science Trip- \$4,000 Food for ELAC/School Site Meetings- \$2,000					
2 School Wide Supports for behavior and wellness support 1. Positive Behavior Intervention Support (PBIS) - \$5,000 Positive Behavior/Attendance Incentives- \$4,000 CYO Counselors- \$8,000 Funds for Guest Speakers- \$2,000 Challenge Day- \$11,000 Garden Project- \$500 Mural Project- \$500	July 2, 2017 to June 30, 2018	Administration, Teachers, Staff		Targeted Allocation None Specified	10,000 21,000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation	46,950	-2,350.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
None Specified	22,000.00
Targeted Allocation	49,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Mathematics	9,500.00
Goal 2: Reading/Language Arts	9,500.00
Goal 3: Technology	5,000.00
Goal 4: Student Engagement	47,300.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Antonio Vela	X				
Rick Mauck				X	
Bev Koehler				X	
Hans Koehler				X	
Brandi Filbert		X			
Sheila Williams			X		
Betty Carmody				X	
Nena Morales		X			
Gabriela Rodriguez			X		
Numbers of members of each category:	1	2	2	3	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on Reviewed with President for final approval 6/13.
6. This SPSA was revised on June 12, 2018.

Attested:

Antonio Vela

Typed Name of School Principal



Signature of School Principal

06/11/2018

Date

Rick Mauck

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/12/2018

Date

Budget By Expenditures

New Valley Continuation High

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00	Student Engagement	Halloween BBQ- \$250 Turkey Trot- \$350 Career Day- \$700 Honor Roll Assemblies-\$500 Awards Night - \$2000 Decorations for Graduation- \$500 Pancake Breakfasts for Honor Roll/Perfect Attendance- \$1,000 Honors Trip (2)- \$4,000 Senior Trip to Santa Cruz-\$2,000 Science Trip- \$4,000
		\$21,000.00	Student Engagement	Food for ELAC/School Site Meetings- \$2,000 School Wide Supports for behavior and wellness support 1. Positive Behavior Intervention Support (PBIS) - \$5,000 Positive Behavior/Attendance Incentives- \$4,000 CYO Counselors- \$8,000 Funds for Guest Speakers- \$2,000 Challenge Day- \$11,000 Garden Project- \$500 Mural Project- \$500
None Specified Total Expenditures:		\$22,000.00		
None Specified Allocation Balance:		\$0.00		

Funding Source: Targeted Allocation

\$46,950.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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New Valley Continuation High

	\$10,000.00	Student Engagement	School Wide Supports for behavior and wellness support 1. Positive Behavior Intervention Support (PBIS) - \$5,000 Positive Behavior/Attendance Incentives- \$4,000 CYO Counselors- \$8,000 Funds for Guest Speakers- \$2,000 Challenge Day- \$11,000 Garden Project- \$500 Mural Project- \$500
Task 1 through 5	\$5,000.00	Mathematics	Action: Curriculum and Materials 1. Provide staff development training. 2. Provide Staff opportunities to collaborate and plan how to utilizing new curriculum and materials in instruction. 3. Train teacher(s) in the use of Aleks (supplementary web-based math program) 4. Utilize teachers on Special Assignment (TOSA) secondary curriculum specialists to support teachers and students in the classroom. 5. Provide for the purchase of supplementary materials that will be used to support students and teachers.
Task 1 and 2	\$4,500.00	Mathematics	Action: Data and Assessment 1. Gather data from Smarter Balance and district performance-based assessments to drive instruction and monitor progress of math program as a whole 2. Provide opportunities for collaboration and data analysis to improve student learning.
Tasks 1 through 4	\$5,000.00	Reading/Language Arts	Action: Curriculum and Materials 1. Provide staff development training 2. Provide Staff opportunities to collaborate and plan how to utilizing new curriculum and materials in instruction. 3. Provide for the purchase of supplementary instructional materials to support students and teachers in all subject areas and course programs 4. Utilize teachers on Special Assignment (TOSA- secondary curriculum specialists) to support teachers and students in the classroom

New Valley Continuation High

Tasks 1 through 4	\$4,500.00	Reading/Language Arts	Action: Alignment of Instruction 1. Provide collaboration time for teachers to address Instructional needs, District and State Language Arts standards 2. Provide time collaborative opportunities for teachers to plan curriculum aligned with district standards in Language Arts 3. Provide Intervention for under-performing students 4. Provide for training and collaboration time for teachers to support English Learners
Tasks 1 through 6	\$5,000.00	Technology	Action: Classroom Resources and Support 1. Staff development/ training focused on technology. 2. Update the software and hardware available to classroom teachers and administrators. 3. Replace chromebooks, carts or printers as needed. 4. For 2018-2019 school year, maintain chromebook inventory 5. Purchase new document cameras, student printers and projectors/bulbs as needed to support student learning. 6. Provide funding for maintenance/replacement for all existing technology on site.
	\$15,300.00	Student Engagement	Halloween BBQ- \$250 Turkey Trot- \$350 Career Day- \$700 Honor Roll Assemblies-\$500 Awards Night - \$2000 Decorations for Graduation- \$500 Pancake Breakfasts for Honor Roll/Perfect Attendance- \$1,000 Honors Trip (2)- \$4,000 Senior Trip to Santa Cruz-\$2,000 Science Trip- \$4,000 Food for ELAC/School Site Meetings- \$2,000
Targeted Allocation Total Expenditures:	\$49,300.00		
Targeted Allocation Allocation Balance:	(\$2,350.00)		
New Valley Continuation High Total Expenditures:	\$71,300.00		