



NEW VALLEY HIGH SCHOOL
PROBATIONARY PROGRESS REPORT

1875 Lawrence Road
Santa Clara, California, 95051

Santa Clara Unified School District

April, 2017

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

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.

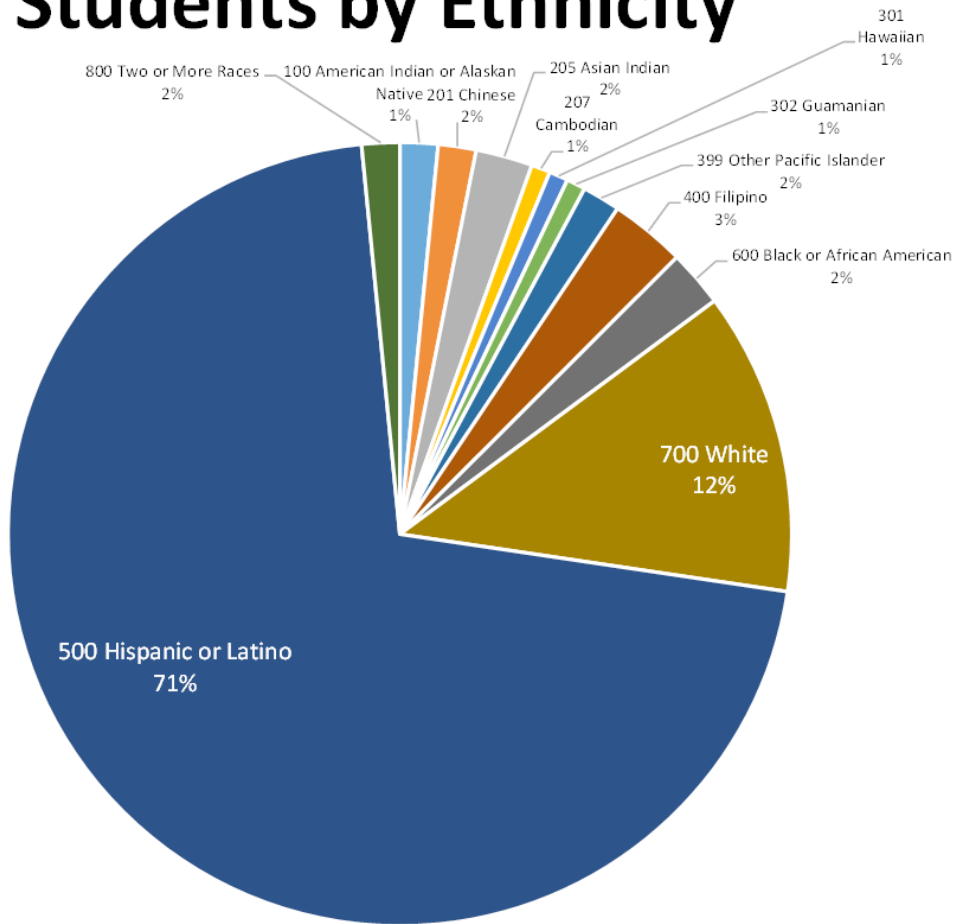
New Valley students are all credit deficient, but the reasons may vary greatly. Given the variable conditions with which students come to our school, the advising aspect to our program helps students maintain a strong connection to their goals. Students meet with an advisor on an ongoing basis to evaluate their progress, paying particular attention to their daily attendance and productivity in the classroom, as well as review transcripts, important test scores 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. Through an embedded system of continuous support, New Valley students are encouraged to take an active role in their educational development.

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 providing a quality education and enriching their lives by promoting self-esteem, responsibility, and productivity. New Valley High School is dedicated to preparing students for their future, helping them to acquire the necessary skills to be productive members of society.

STUDENT DEMOGRAPHICS

New Valley High School serves a diverse community. The following graphs provide a demographic snap shot of our population and community. Demographics:

Students by Ethnicity



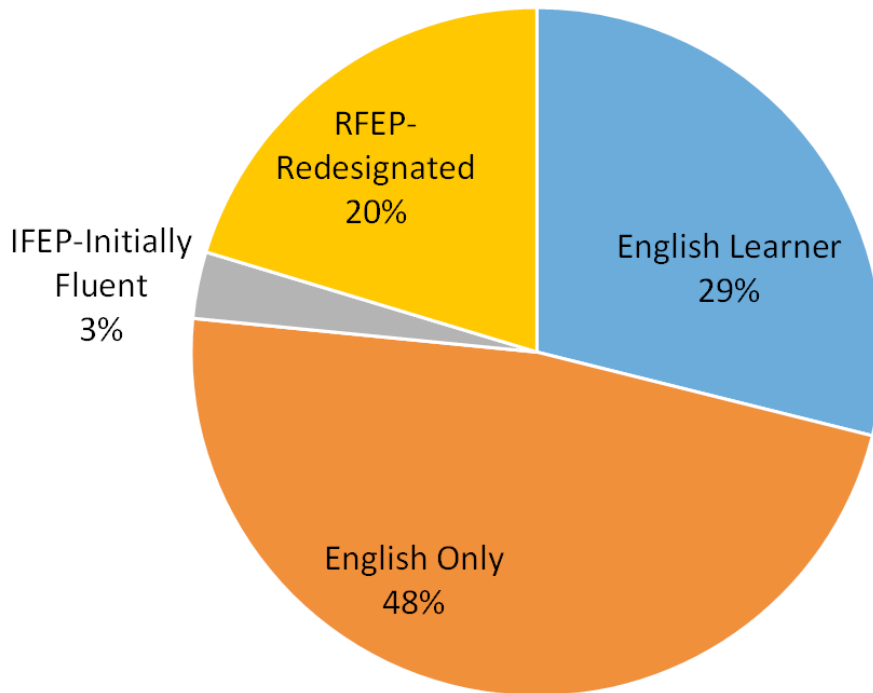
New Valley High School Student Enrollment by Grade (2016-2017) October 5, 2016

Grade Level	Enrollment
Grade 10	3
Grade 11	35
Grade 12	90
Total	128

New Valley Continuation High School, (2016-2017) Students with Free or Reduced Meals

	Number of Students	Percent of Total
Reduced Meal Plan	11	8.6%
Free Meal Plan	84	65.6%
Does not qualify for Free or Reduced Meals	33	25.8%
Total	128	

Students by Language Fluency



English Learner Languages (2016-2017)

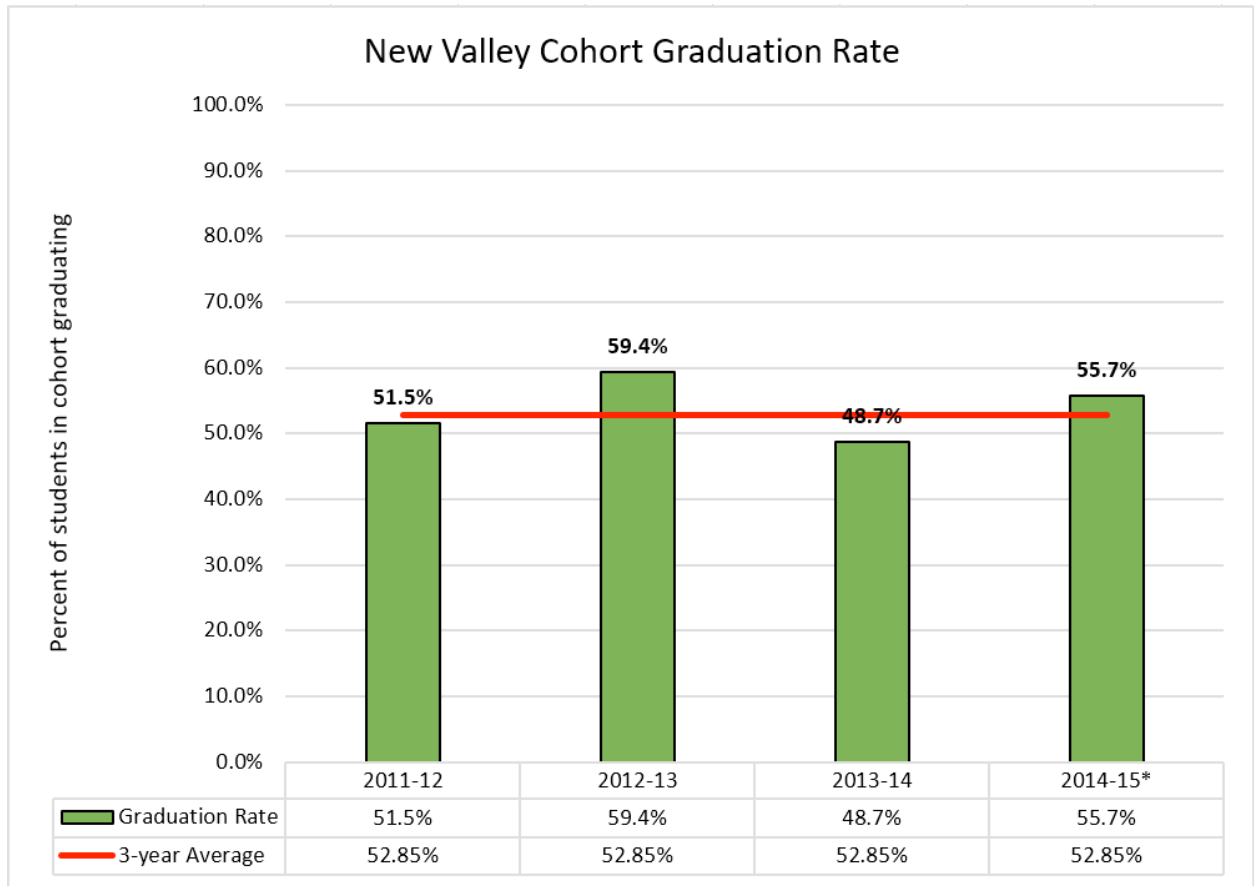
Languages of English Learners	Number of Students	Percent of Total
Spanish	29	78.4%
Filipino (Tagalog)	3	8.1%
Punjabi	3	8.1%
Tongan	1	2.7%
Cantonese	1	2.7%
Total	37	

Staff Profile

Figure 6. New Valley Teacher Ethnicity (2016-2017) Source: Aeries SIS on 11/21/2016

	Number of Teachers	Percent of Total
White	8	57.1%
Hispanic or Latino	3	21.4%
Black or African American	2	14.3%
Blank on Purpose	1	7.1%
Total	14	

Graduation Rate



Year	Cohort Size	Cohort Graduates	Cohort Graduation Rate
2014-15*	70	39	55.7%
2013-14	76	37	48.7%
2012-13	69	41	59.4%
2011-12	101	52	51.5%

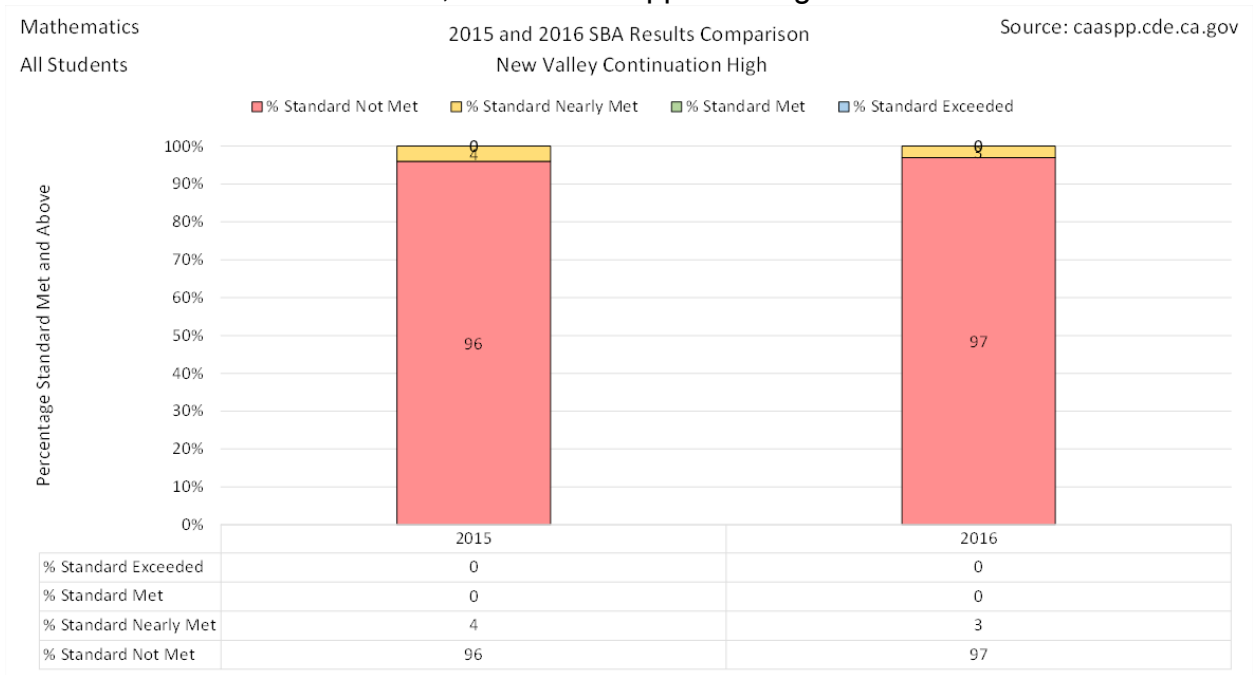
*Cohort graduation rate for 2014-15 is estimated based on data from DataQuest. All other graduation rates derived from CDE 2016 Accountability Transition Report.
 Note about 3-year Average: 3-year weight average for 2016 is based on the following graduation cohorts, Class of 2014, Class of 2013 and Class of 2012.

CAASPP Results

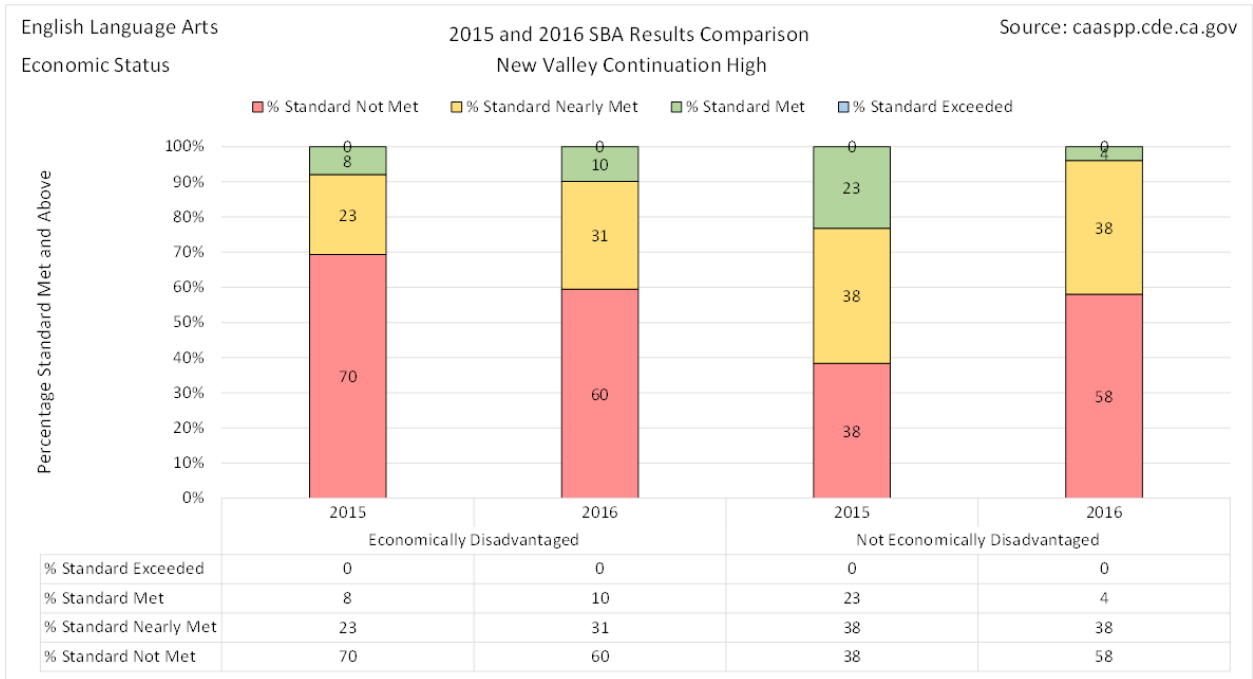
CAASPP English Language Arts Results, Source: caaspp.cde.ca.gov



CAASPP Mathematics Results, Source: caaspp.cde.ca.gov



CAASPP English Language Arts Results by Economic Status, Source: caaspp.cde.ca.gov

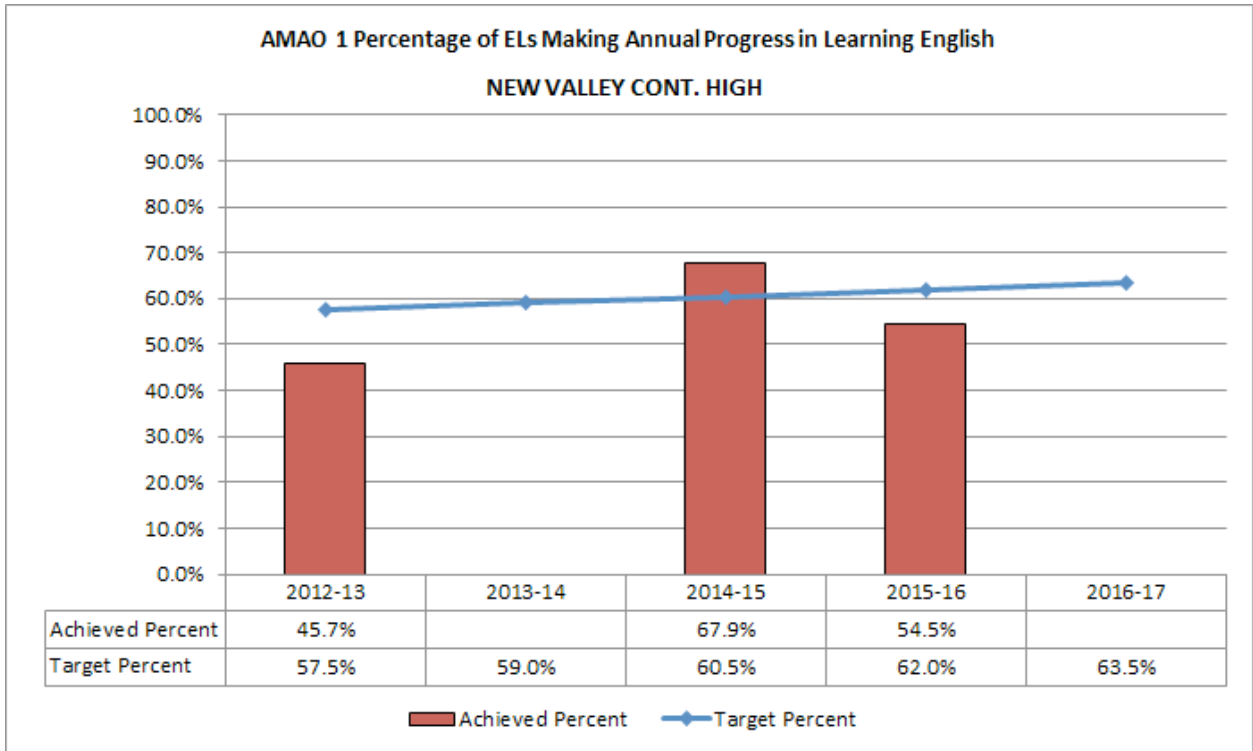


CAASPP Mathematics Results by Economic Status, Source: caaspp.cde.ca.gov

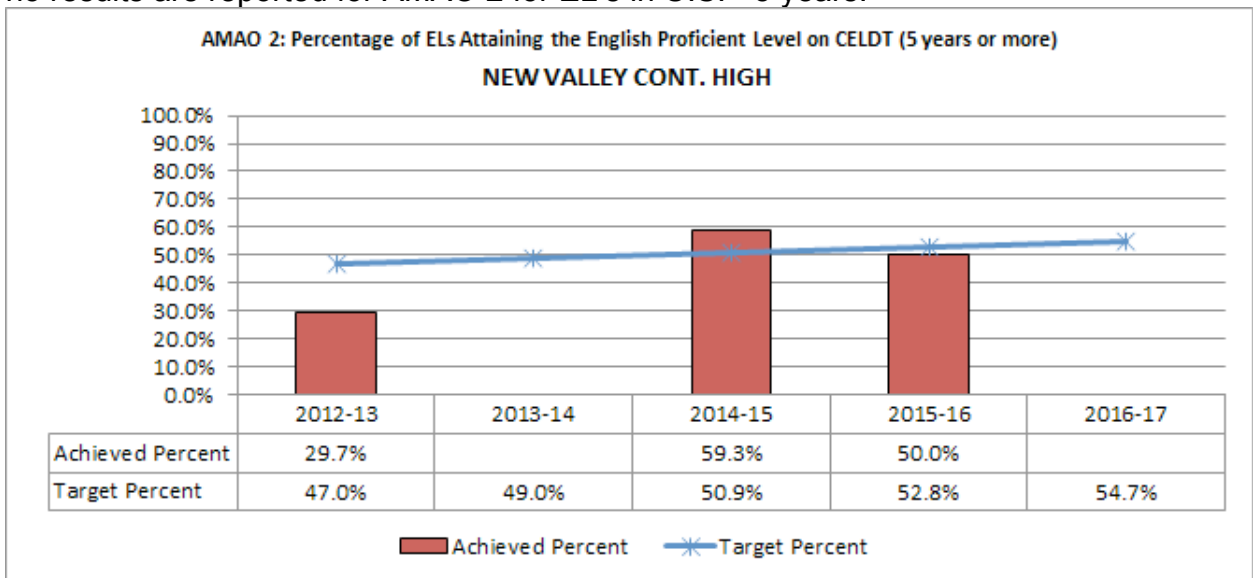


California English Language Development Test (CELDT) Results/Trends:

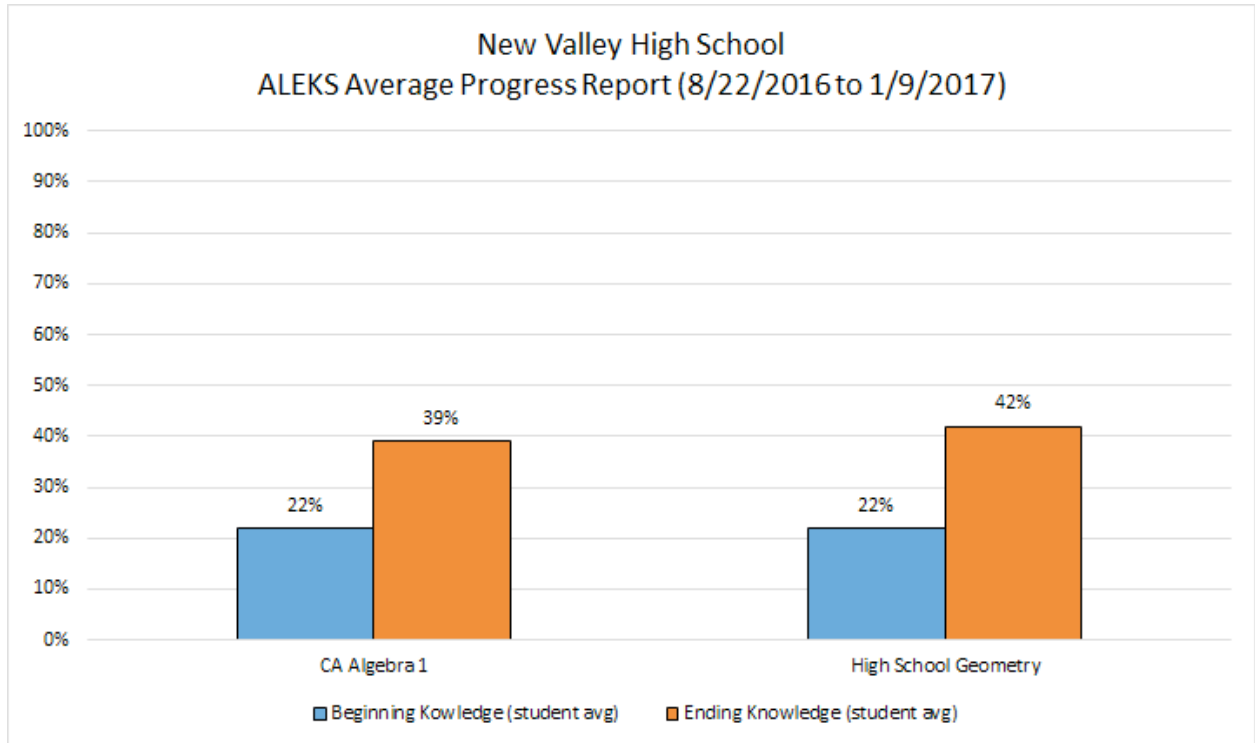
*Results are not reported when there are fewer than 10 English Learners tested.



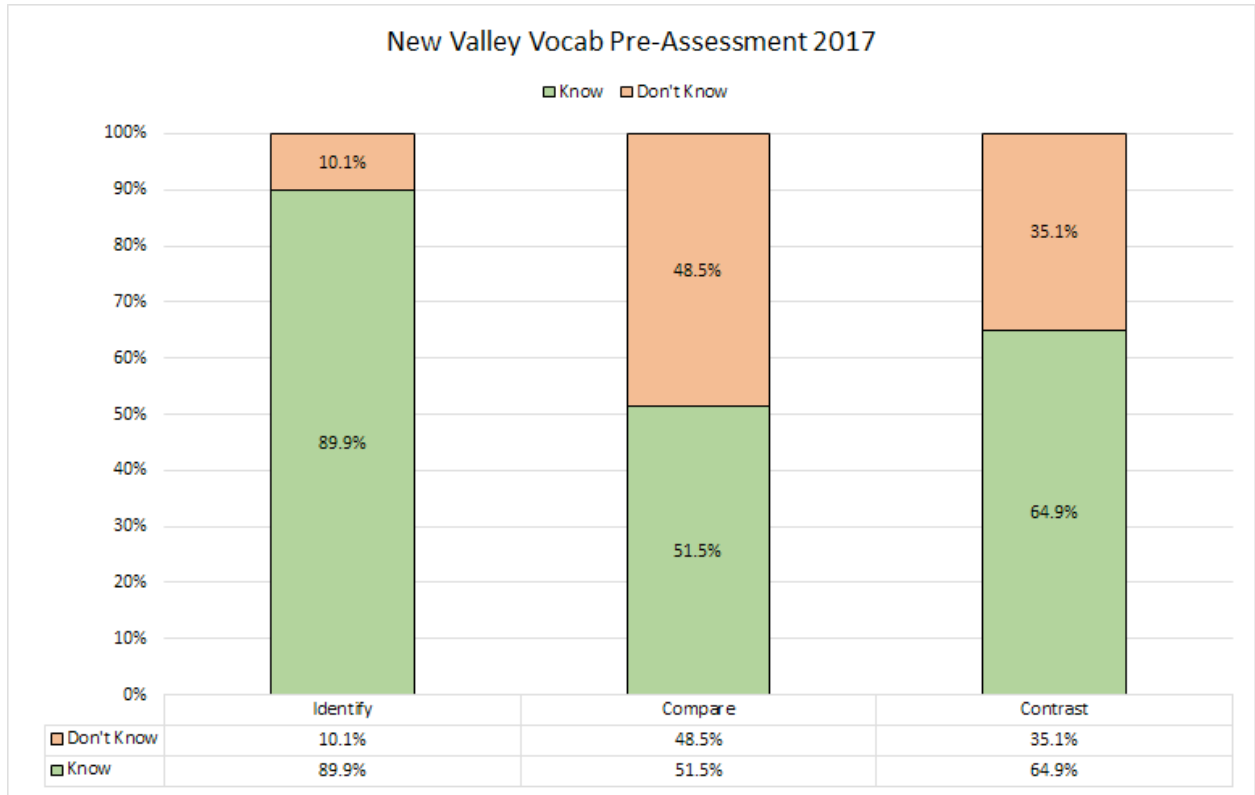
*New Valley has not had more than 10 English Learners in the U.S. <5 years, therefore no results are reported for AMAO 2 for EL's in U.S. <5 years.



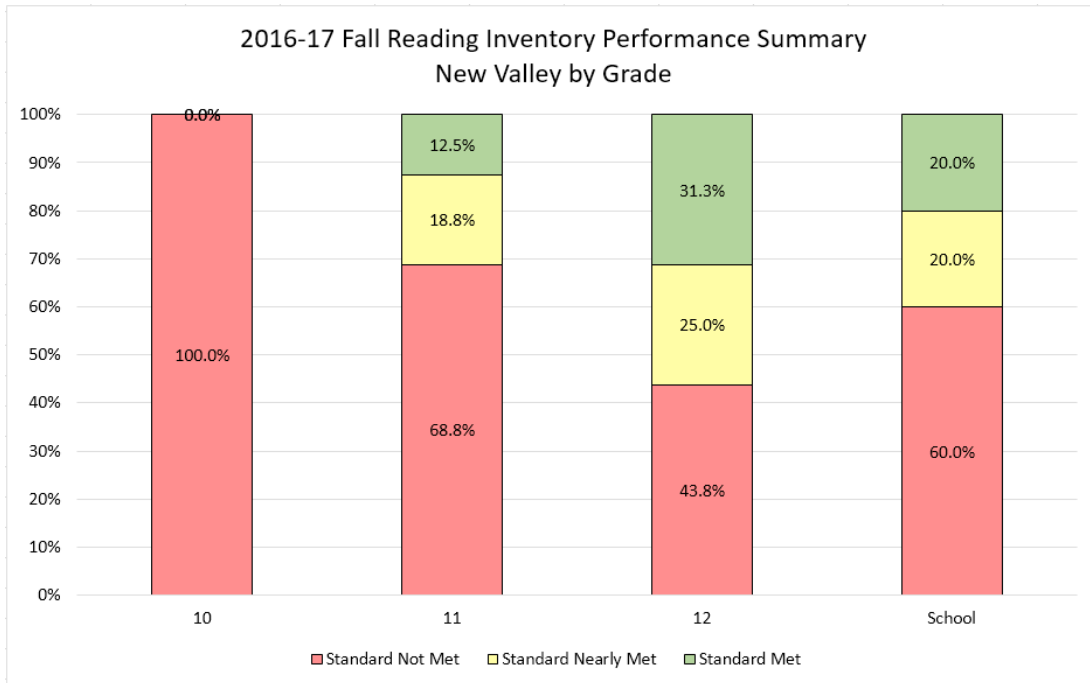
Local Assessment Data



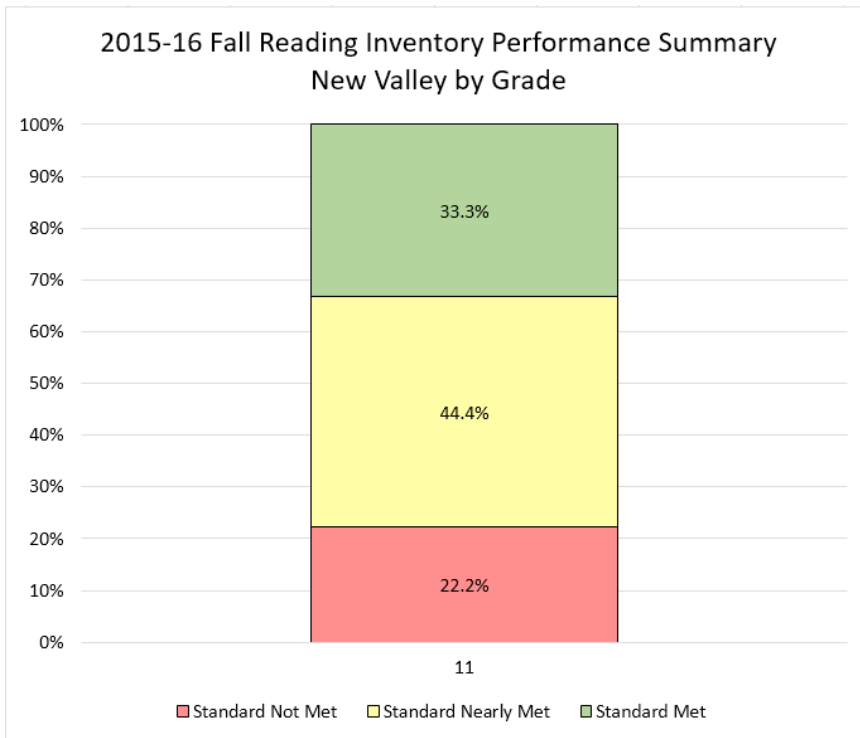
ALEKS Course	Number of Students	Average hours spent in ALEKS	Beginning Knowledge (student avg)	Ending Knowledge (student avg)	Percentage Points Gained
CA Algebra 1	130	18.5	22%	39%	17
High School Geometry	84	14.1	22%	42%	20



	Know #	Know %	Don't Know #	Don't Know %	Total Responses
Identify	89	89.9%	10	10.1%	99
Compare	51	51.5%	48	48.5%	99
Contrast	63	64.9%	34	35.1%	97

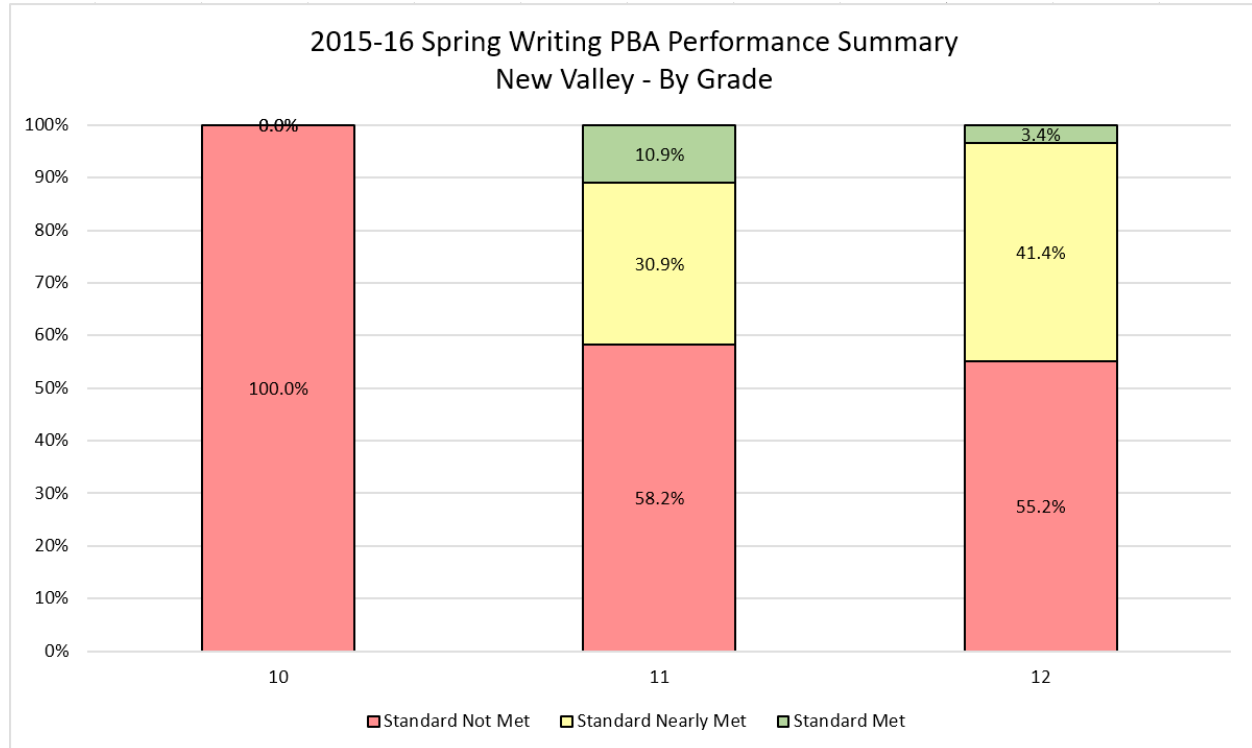


	Standard Not Met	%	Standard Nearly Met	%	Standard Met	%	Total Tested
10	3	100.0%	0	0.0%	0	0.0%	3
11	11	68.8%	3	18.8%	2	12.5%	16
12	7	43.8%	4	25.0%	5	31.3%	16
School	21	60.0%	7	20.0%	7	20.0%	35



	Standard Not Met	%	Standard Nearly Met	%	Standard Met	%	Total Tested
11	4	22.2%	8	44.4%	6	33.3%	18

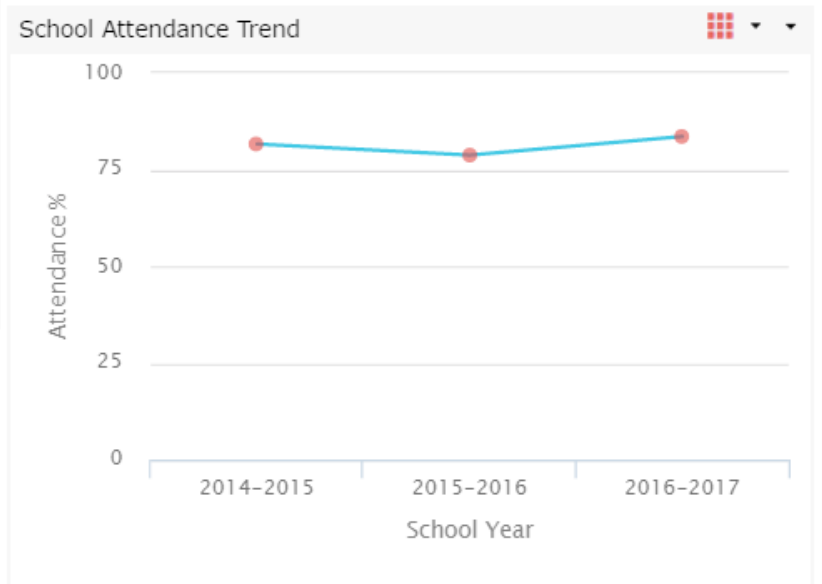
Note about Reading Inventory Performance Summary Charts: The Reading Inventory Performance Levels are set to end-year or Spring expectations. There are no cut-points based on Lexile levels for where students should be at during the Fall testing period. Only grade 11 was tested during the 2015-16 School Year.



	Standard Not Met	%	Standard Nearly Met	%	Standard Met	%	Total Tested
10	4	100.0%	0	0.0%	0	0.0%	4
11	32	58.2%	17	30.9%	6	10.9%	55
12	16	55.2%	12	41.4%	1	3.4%	29
School	52	59.1%	29	33.0%	7	8.0%	88

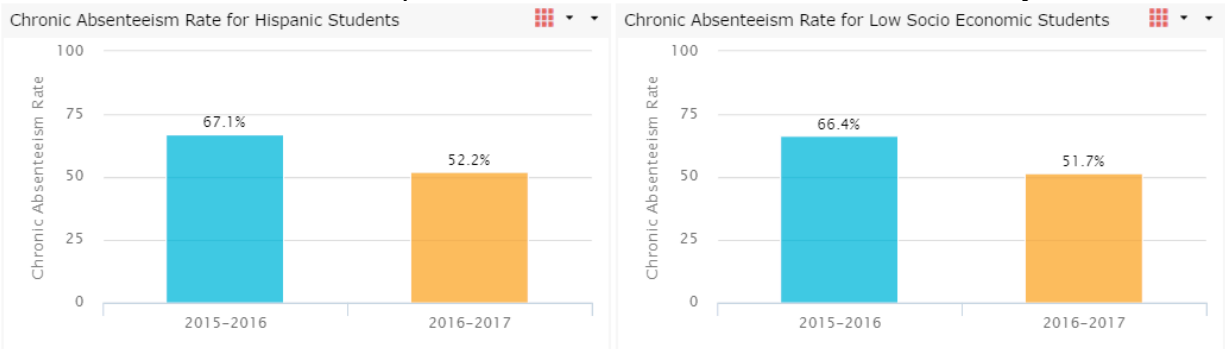
No New Valley students participated in the 2014-15 Spring Writing PBA.

School Climate: Attendance, Chronic Absenteeism, and Truancy



2014-15 Average Daily Attendance	2015-16 Average Daily Attendance	2016-17 ADA (Year-to-date)
81.59%	78.72%	83.54%

Chronic absenteeism for Hispanic and Low Socioeconomic Students only:



Truancy Statistics, Source: DataQuest

Year	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
2010-11	161		243	
2011-12	169	264	240	90.9%
2012-13	157	250	198	79.2%
2013-14	150	213	163	76.5%
2014-15	138	219	175	79.9%

Suspension and Expulsion by Total Number of Offenses, Source: DataQuest

Year	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions
2011-12	0	223
2012-13	0	153
2013-14	4	163
2014-15	9	136

This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for all incidents¹ during the academic year, not just the most severe offense each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion²) associated with the incidents in which these offenses occurred.

1 An incident is defined as one or more students committing one or more offenses on the same date at the same time.

2 Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

Suspension and Expulsion Rate, Source: DataQuest

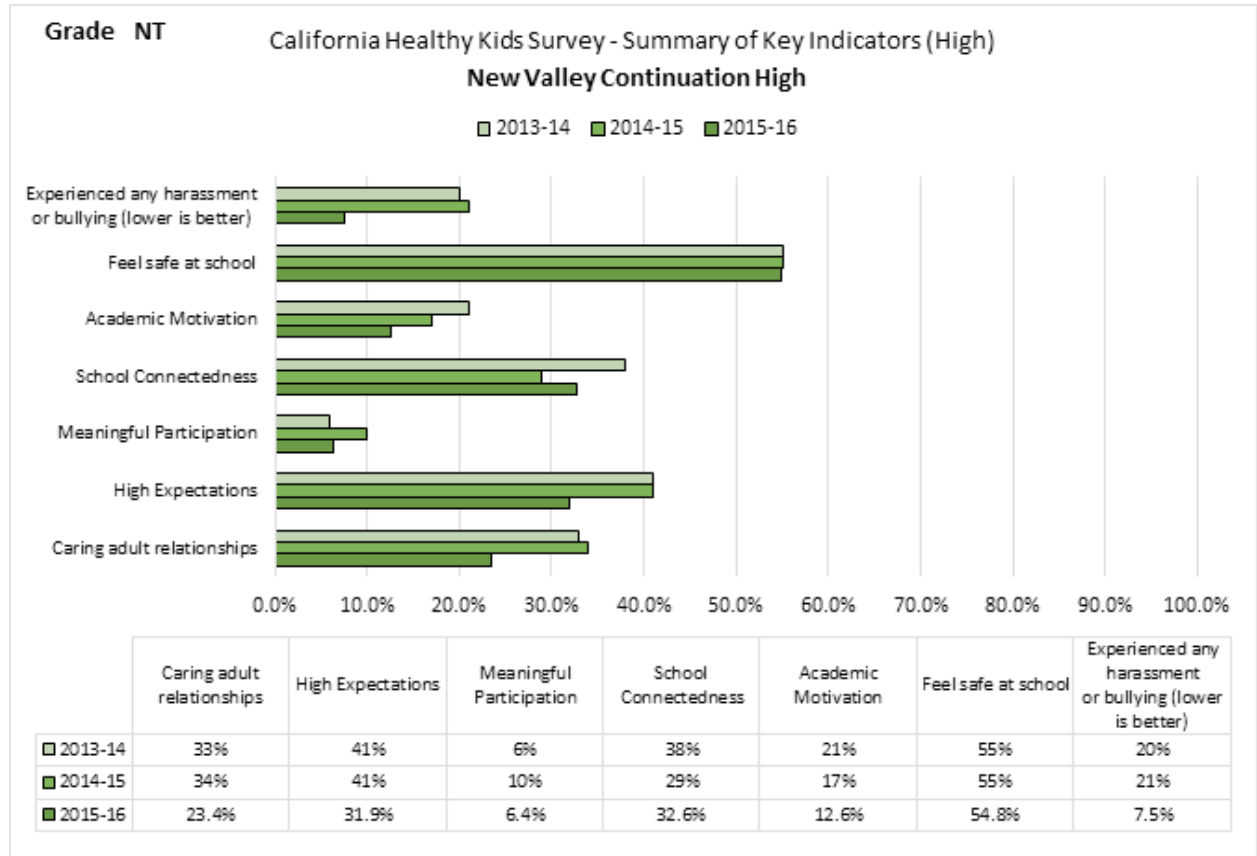
Year	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
2011-12	169	264	82	31.1	0	0
2012-13	157	250	66	26.4	0	0
2013-14	150	213	62	29.1	2	0.9
2014-15	138	219	68	31.1	5	2.3

This report provides an **unduplicated** count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled² from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories.

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

California Healthy Kids Key Indicators*



***Key indicators were identified by stakeholders for LCAP/LCFF.**

UPDATED SUMMARY OF DATA WITH IMPLICATIONS, IDENTIFIED CRITICAL LEARNER NEEDS, AND IMPORTANT QUESTIONS FOR STAFF DISCUSSION

The data above were updated from the self-study, which was submitted in Spring 2015. What follows is a summary of the changes that have occurred in the data reported, as well as a brief discussion on changes in the sources of data.

Student demographics have shifted from what they were previously, though the same general trends are evident. Hispanic students comprise 71% of the student population, which is an increase of 26% from the percentage reported in Spring 2015. The next major group is White students, which make up 12% of the student body. Previously they comprised 28% of the population. Seventy four percent of New Valley students are on either the free or reduced lunch program, which is a 4.1% increase from 2013, the last reported year. Seventy percent of New Valley students are in their senior year as of this writing. That percentage increased from 43% in 2015.

English Learner demographics have also shifted. The overall percentage of English Learners has increased, from 24% to 29%. The majority language remains Spanish, though that percentage decreased from 83% to 78%.

Implication: New Valley has experienced a dramatic increase in Hispanic, and decrease in White, students. Similarly, the percentage of students in the 12th grade has increased dramatically from the percentage they comprised previously. Low socioeconomic status has increased, and students of this status comprise three fourths of the student body. The percentage of English Learners has increased.

Questions for discussion: In what ways does the district's practice of referring students to alternative education contribute to changes in student demographics? How can our instructional program address the shift in enrollment among 11th and 12th graders? In what ways does SES impact students' educational experience? What is our response? In what ways do we support our English Learners?

School climate was measured and reported according to truancy, suspension and expulsion data, as well as responses from the California Healthy Kids Survey.

Similar to changes in demographics, truancy, attendance, suspension, and expulsion rates experienced some shifts. Truancy, defined as accumulating three or more days of unexcused absences, decreased from 90.2% in 2011-2012, to 79.9% in 2014-2015. Chronic absenteeism, however, is defined as missing 10% or more of school regardless of the absences being excused or not. That figure was reported for Hispanic and students of low socioeconomic status, the two major demographic groups at New Valley. 2015-2016, the chronic absenteeism rate among Hispanic students was reported to be 67.1%. In 2016-2017, with data reported for half the year, the rate decreased to 52.2%. Similarly, among students of low socioeconomic status, the chronic absenteeism rate decreased from 66.4% to 51.7%. Of similar note, the average daily attendance rate increased from 2015-2016 to the first semester of 2016-2017, from 78.72% to 83.54%, respectively.

Other factors related to attendance involve suspensions and expulsions. In 2011-2012, the total number of offenses involved in suspensions was reported at 223. That number decreased to 136 as reported in 2014-2015. The suspension rate for 2011-2012 was 31.1%, and though it decreased during the subsequent two years, it returned to 3.1% in 2014-2015. The expulsion rate in 2011-2012 was 0%. In 2014-2015 it increased to 2.3%.

Student climate was measured by the California Healthy Kids Survey. The key indicators were identified as part of the (Local Control Accountability Program) process for stakeholder input. Students of all grades in "non traditional" schools were surveyed, and their responses were reported over a three year period.

From 2013-2014 to 2015-2016, students reported feeling safe at school, and that statistic remained constant at 55%. Additionally, New Valley students reported lower incidents of bullying, going from 20% to 7.5%. Otherwise, positive, climate-related indicators were not reported over 42% in any other category, and they decreased during the three years of reporting. The categories included academic motiva-

tion, meaningful participation, and high expectations. The largest decline was in the area of caring adult relationships. In 2014-2015, 34% of New Valley students reported that they had caring adult relationships. That statistic decreased to 23.4% in 2015-2016.

Implications: Student climate as reflected in attendance, truancy, chronic absences and suspensions, show slow improvement, but the figures are excessively high. As to data specifically addressing climate issues, students reported the highest statistic in feeling safe (55%), and the lowest statistic in reported bullying (7%). Otherwise, positive indicators are lower than 42% overall.

Questions for discussion: What are the factors that contribute to students not coming to school? What is our response? In what ways can we structure our discipline program so that it emphasizes learning and growth instead of punishment? In what ways can we address climate issues such as academic motivation, meaningful participation, high expectations, and caring adult relationships such that they promote improved climate and academic performance?

Academic performance represents the largest departure in metrics available between the reporting done in the 2015 self study and what is available currently. Specifically, the district discontinued its use of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in 2015. In addition, California's State Testing and Reporting (STAR) program and California High School Exit Examination (CAHSEE) were discontinued. As a result, the data for this update is limited to New Valley's graduation rate, CAASPP, CELDT, and local assessments.

New Valley's graduation rate increased overall between 2011-2012 (51.5%) and 2014-2015 (55.7%) by 4.2%. During this same timeframe, New Valley's graduation rate exceeded the three year average (52.85%) in 2013 and 2015.

The CAASPP was administered in Spring 2015 and Spring 2016. Overall, 11% of students were at standard in English Language Arts in 2015. In 2016 the percentage decreased to 7%. In math, 0% of students were at standard in both years.

When disaggregated between socioeconomically disadvantaged and non-disadvantaged students, in English Language Arts, disadvantaged students at New Valley, in 2015 and 2016 scored 8% and 10% at-standard, respectively. Non-disadvantaged students scored 23% and 4% at-standard, respectively. In mathematics, students scored 0% at standard regardless of socioeconomic status.

The California English Language Development Test (CELDT) is administered annually to measure English acquisition among English Learners. The state has different goals, and has established percentage targets to which school should aspire in helping English Learners attain proficiency in English.

The first target is referred to as AMAO 1 (Annual Measurable Achievement Objective). It measures the percentage of students who make one level of growth per year. In the 2014-2015 school year, New Valley surpassed the state's target of 60.5% by achieving 67.9%. In 2015-2016, the state's target for AMAO 1 was 62%. New Valley did not meet the target, with a 54% of EL students having grown one level from the previous year.

The second target is referred to as AMAO 2. It measures the percentage of EL

students who have been in California schools for more than 5 years and who have reached Full English Proficiency. The state established targets for each year, similar to AMAO 1. For 2014-2015, the state's target was 50.9%. New Valley surpassed the target, with 59.3%. In 2015-2016, the state's target was 52.8%. New Valley reached 50% compliance.

Localized assessments have given additional information on student academic performance.

The SRI is a localized assessment used to determine placement in the Read 180 program. In 2016, grade level reading among 11th graders decreased, yet due to a change in focus for use of this assessment, the sample size increased substantially, and this resulted in a larger placement of students into the Read 180 program.

The Performance Based Assessment (PBA) is a localized writing assessment that is in its second year of implementation in Santa Clara Unified School District. It is a formative, rubric-based written assessment administered district-wide. In Spring 2016, 10.9% of 11th graders, and 3.4% of 12th graders met grade level expectations. We will be administering the PBA in Spring 2017.

ALEKS is a localized source of data used to determine progress in math. Two hundred fourteen students were placed in either Algebra or Geometry. The data reveal growth in learning as a percentage of mastery of standards overall. In 2016-2017 students grew 17% on average in their mastery of standards, though the growth was from 22% to 39% In Geometry, students demonstrated 20% growth in mastery of standards, from 22% to 42%.

One final source of assessment data is in the school's assessment of academic vocabulary. The assessment ascertained students' knowledge of three academic terms: identify, compare and contrast. These are terms that teachers agreed campus-wide that students needed to master across content. Preliminary data indicate that students correctly responded to "identify" by 89.9%, to "compare" by 51.5%, and "contrast" by 64.9%. At the time of this writing, plans are being made to plan instruction and re-assessment.

Implications: New Valley's graduation rate increased slowly, though not consistently. With a current graduation rate of 55.7%, there is much work to accomplish in order to help more students graduate in 4 years.

The state testing program, CAASPP, reflected low achievement in English Language Arts and Math. The instructional program needs to respond to this, and grow in a manner that yields steady and consistent improvement in achievement. Finally, CELDT achievement is progressing, though improvement is needed. The PBA results are under study district wide in order to ascertain whether the PBA is a quality source for informing writing instruction. Overall, however, localized assessments are more helpful in understanding current levels of performance, and this justifies their increased use.

Questions for discussion: What can we do to systematically improve student performance in ELA, math and writing? How can we use Professional Learning Community (PLC) to find solutions to achievement issues and issues related to climate, truancy, behavior on campus? How can we best use localized

assessments?

II: Significant Changes and Developments

Since the last WASC Visit

As of the conclusion of the last WASC visit, in Spring, 2015, Santa Clara Unified School District was in its second year of stabilizing the district after several major personnel changes.

After the 2012-2013 school year, the superintendent, two assistant superintendents, 15 principals and over 30 teachers left the district. The District's Superintendent retired and Santa Clara's School Board hired a new Superintendent, Dr. Stanley Rose III. Several other District personnel moved on, including the Assistant Superintendents for Business Services and Educational Services, now Mark Allgire, CPA and, until 2015, Tanya Fisher Ed. D., respectively. Tanya Fisher left the district and was replaced by Kathie Kanavel. Information Technology among others were all recently hired as well. Significantly, these new hires for the School District took place at the start of the 2013-2014 year. Included were the new Assistant Superintendent of Human Resources Andrew Lucia (who has since moved to Assistant Superintendent of School Support and Community Development and was replaced in 2016 by Kevin Keegan), Elizabeth Gordon-Stoll as the new Director of Assessment, the Coordinator of Career Technical Education is now Julie Beadell, and Jennifer Dericco, Public Information Officer, as well as numerous other positions throughout the District.

New people in these positions brought about stability to a great extent, district-wide. They also ushered in practices intended to share decision making in all matters related to teaching, learning and professional development. While Santa Clara Unified School District is in the beginning stages of institutionalizing shared decision-making practices, our district's involvement in the Consortium for Educational Change has given us positive direction on growing the district's culture in order to grow shared leadership within the district.

New Valley also experienced a variety of changes during the last several years. The principal and vice principal had held their positions at New Valley beginning in Fall 2013, which was when the self-study began. They implemented a number of changes, which impacted the school's professional climate, and they are listed below.

New Valley's holistic approach to helping students get back on track for graduation was now structured by the sole goal of credit accumulation. Students who had grown accustomed to New Valley's close knit, small, supportive environment were moved back to their comprehensive home high school upon accumulating enough credits to reach their grade level required number. Students were no longer given the choice to graduate from New Valley. This began in the fourth quarter of the 2013-2014 school year.

The change in practice was met with resistance and anger. As a result, an adversarial relationship developed between some teachers and the administration. The effect was very real when in professional development and staff meetings, particularly when the discussion returned to student needs and support. There was a feeling among staff that the decision to shift the focus of New Valley to strictly a credit recov-

ery intervention was made unilaterally. Some staff also felt that the supportive environment that characterized New Valley's culture was being destroyed to the detriment of students.

Another change took place across teaching assignments. Several teachers had been reassigned to new courses, according to their subject credential. For example, the US History was switched to teaching Economics and World History, and the World History teacher was re-assigned to teaching US History. Several other reassignments began this year starting in the Fall of 2014, including the hiring of two new teachers. In 2015 another two teachers were hired.

The changes described above resulted in harmed relationships between some teachers and the administration, though the hiring of new teachers was viewed as helping New Valley grow in a positive way. Despite the feelings caused by the shift in New Valley's focus, however, during the time between Spring 2015 and the present, New Valley has continued to work in response to the WASC recommendations while maintaining the integrity and growth of the school's instructional program.

In Fall 2015, New Valley participated in Santa Clara Unified's first cohort of the Consortium for Educational Change (CEC). The goal of the district's participation in this national movement was to create school site and district structures that enabled shared leadership and decision making to occur between labor representatives and management. New Valley's task was to establish a School Leadership Team (SLT) comprised of administrators, and union representatives from certificated and classified staff. The union representatives were to be elected by their peers.

Representatives from CEC visited New Valley in November 2015 and conducted a learning visit. They gathered different stakeholders and held focus group interviews in order to assess campus climate, ascertain the types of supports needed to create shared decision-making structures on campus, and assess the level and quality of Professional Learning Community (PLC) work on campus. The visiting team submitted a letter offering recommendations that in many ways echoed the WASC recommendations given several months earlier.

One area that was viewed as a priority was in establishing a vision statement for the school. The process was inclusive of the whole staff, and took several months during the 2015-2016 school year. The district's Director of Secondary Education, Laurie Stapleton, met with the entire New Valley staff twice monthly in order to engage them in broad conversations about the New Valley's purpose and school philosophy. The effort was to reduce dissonance between the administration and teachers, and to establish a common focus. The work resulted in the text below:

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 support students in developing personal goals and realizing their individual potential.

New Valley acted in other ways in response to the WASC recommendations given in 2015. They included establishing a support class for English Learners, giving increased attention the Read 180 program and its implementation, investing in online credit recovery programs, investing more in an online math curriculum, and investing heavily in technology at New Valley. These investments also supported the goals of the Single Plan for Student Achievement (SPSA).

The ALEKS program is incorporated for instruction and remediation in mathematics courses. Assessment and Learning in Knowledge Spaces [ALEKS] is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS courses are aligned to state mathematics standards; each standard is broken into a series of topics. Another strategy to support proficiency in math is our course offerings. Out-of-sequence courses [e.g., Spring Semester course offered in the Fall] provide additional opportunities for completing Math requirement for students who have failed previously and need to complete a course for graduation.

Supporting literacy, the English department divided what was once a one lump general English class into two sections. English 9/10 focuses on the English 9 and 10 standards, while English 11/12 uses the 11 and 12 standards to guide its curriculum.

Another course supporting literacy is READ 180, a reading intervention program. The program is delivered over a two period block that is divided into 4 sections: whole group, small group, reading and individualized computer work. By allowing students the opportunity to work in small groups the students learn to use the new vocabulary being taught and how to use sentence starters that can be applied in other classes. Additionally, students work at their individual level during reading and while on the computers. By working at their level, students are able to quickly see growth within a quarter.

Previously, students were placed in Read 180 based upon an advisor's recommendation. In 2016-2017, the whole school took the SRI test (test specifically for purpose of determining placement in Read 180). This resulted in identifying students whose score indicated they needed placement in Read 180. Through the use of data driven placement, we were able to make better use of this important resource.

New for 2015-2016 was the addition of an English Learner support class. The intent of this course was to provide instruction that enabled students to improve their performance on CELDT and eventually become reclassified as Full English Proficient. The practice had also been that students were placed according to advisors' recommendation. In Fall 2016, English Learner students were identified and placed administratively into the course. In the months leading up to the annual CELDT test, students were given intensive instruction in order to prepare them to reach their annual goal of one level. We are awaiting the results of the CELDT.

To improve the use of technology, a number of courses incorporate lessons and assignments students must complete using computer software and programs. Portfolio classes both for Juniors and for Seniors incorporate website research on post-

secondary training and education, along with assignments for reporting findings using a number of different formatting strategies on Word documents as well as resume preparation and online financial aid and scholarship applications. A Technology Literacy course is offered and required for graduation. Most classes incorporate online research and type written assignments and all classes incorporate video presentations and interactive document projections.

The AVENTA program was selected to offer a more individualized opportunity to students who are ambitious and want to supplement their credit recovery, or to struggling students who need to remediate even more subject matter courses. Two sections were made available with twenty available spots each for the school year. This allowed the school to afford providing another credit recovery option for our students.

Other areas we continue to address are: student support (on a spectrum of needs and concern), the accomplishment of the ESLR's, and the academic rigor of our program. For example, New Valley teachers have continued to provide the principal with yearly curriculum maps delineating the alignment to California State Standards. There are numerous ways in which New Valley works to support students, primarily academically, but also medically, psychologically, and socially. Finally, the Exit Portfolio and an Exit Interview has become an expected part of graduation for all seniors from our program, and a way for students to reflect on their growth using the ESLR's as a measure.

New Valley's ability to assess the impact of its instructional program is growing amid the constant adjustments being made statewide and locally. Assessment practices that had been in place in the State of California have changed in recent years, leaving New Valley unable to report growth in areas that were assessed previously. For example, the state's discontinued use of the State Testing and Reporting (STAR) testing program as well as the California High School Proficiency Exam (CAHSEE), has left us unable to report changes in performance that may have occurred over the past three years. With the emergence of Common Core and CAASP testing, we are at the beginning stages of implementation and utilization of this assessment information.

Also, changes in district leadership, referenced earlier, led to a restructuring of the processes by which data are to be gathered and utilized for formative and summative purposes district wide. There were practical and philosophical reasons for this. Previously, Santa Clara Unified School District had utilized the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This was a system that was brought in from an outside agency and, while providing data on student proficiency in different areas of academic performance, MAP did not yield results that were helpful to teachers and schools in making instructional decisions. There was a widespread lack of confidence in this approach to monitoring student learning. As a result, NWEA was discontinued in the 2014-2015 school year.

As part of the philosophical shift in assessing student learning and collecting data, Santa Clara Unified School District has developed and implemented internally derived performance-based assessments in writing and math. The district has been involved in a continuous process of utilizing teacher expertise to develop assessments, administer them, and analyze the performance results as well as the assessments

themselves. New Valley has been a participant in this process, and, like the district, we are at the beginning stages of creating smooth processes for administration of the assessments as well as time for scoring, analyzing, and utilizing these data to make instructional decisions. Meanwhile, our school's internal processes for gathering data based upon the courses we offer and our own inquiry-based practices remain in effect.

Changes in 2016-2017

New Valley's staffing changed again in 2016-2017. A new teacher joined New Valley to teach US History and Read 180. New Valley's support services also increased. This year New Valley's academic counselor was transition from a 60% to 100% position, which has enabled him to broaden his work as well as provide in depth counseling for students. In addition, personal counseling services were expanded at New Valley. This year there are three wellness counselors who provide counseling services to students. Between the three they are available during all school hours.

An interim principal, Antonio Vela was placed at New Valley, and Sheila Williams was hired as the Vice Principal. Both administrators were new to alternative education.

In the Spring of 2016, New Valley staff held an introductory meeting with Mr. Vela. During this meeting it was brought to his attention that nothing had been done with the school's vision statement after it had been completed.

The school's new vision statement became the focal point of the staff's work, beginning on August 11, 2016. On that day, staff identified their leadership styles, and articulated their views on what the work "looked like" when faculty, staff, and administration work in the service of the school's mission statement. From the information gathered at this inaugural meeting, the principal structured his leadership priorities.

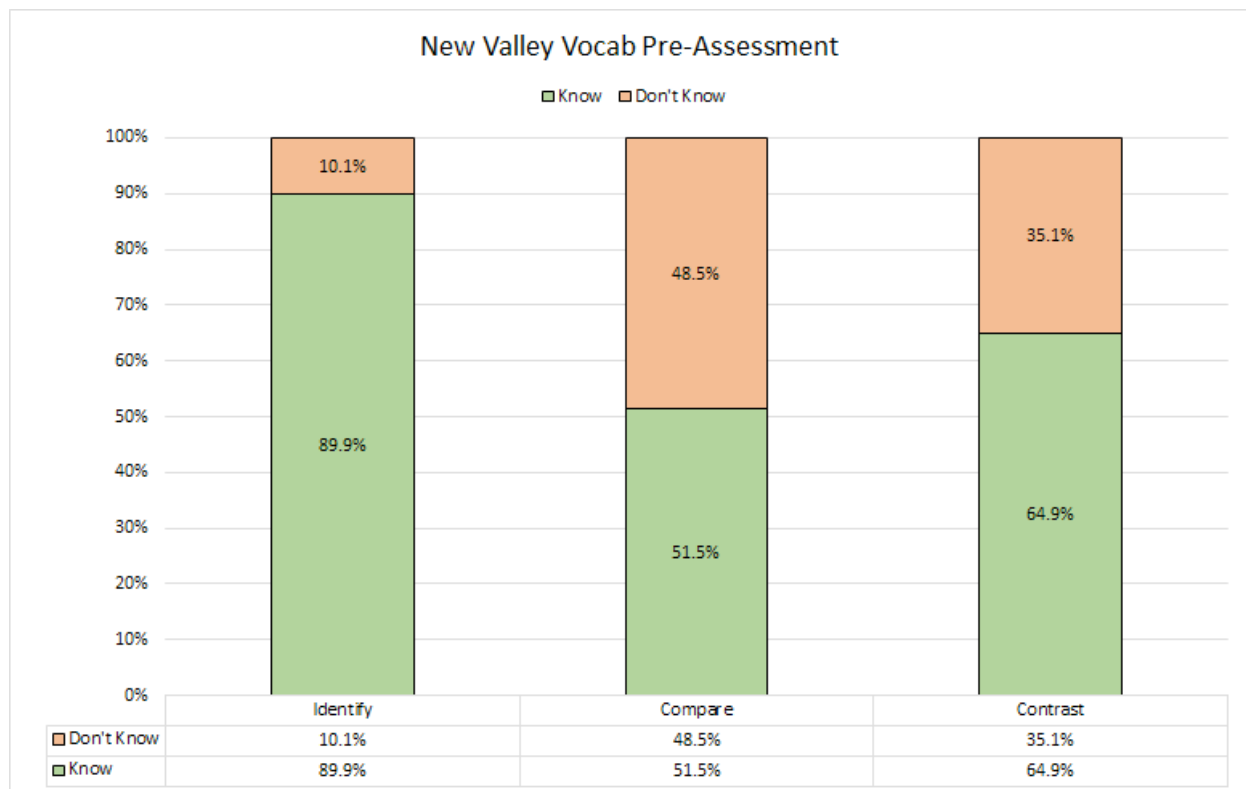
The new administration endeavored to learn as much as possible as quickly as possible about New Valley's practices and procedures in order to ensure continuity of practice for the sake of students and staff. Meanwhile, they invited suggestions on how to improve the school. What follows is a summary of practices put into place intended to address the morale needs of staff as well as satisfy the requirements of WASC, CEC, Single Plan for Student Achievement (SPSA), and the district's Local Control Accountability Program (LCAP).

In an effort to honor the vision statement and re-establish the focus of New Valley as a supportive learning environment to students, the administration discontinued the practice of returning students to the comprehensive high school as an automatic outcome of recovering grade-level credit requirements. In addition, New Valley reinstated its participation in the local sports league. In order to build staff morale and promote community, the principal established a weekly bulletin titled, "Friday Knight News," which celebrated successes and provided positive encouragement for the school's continued growth.

The principal implemented two major structures in order to embed data-driven instruction into the school's practice and create structures for shared decision making.

The first action was to introduce PLC work to faculty, and to engage teachers in a brainstorming session on the barriers to learning at New Valley. Teachers worked in five groups initially, and generated lists. From five lists the school came together to consolidate a smaller list that represented ideas from all groups. This process took place at a staff meeting and was transparent to all participants. In surfacing shared ideas about common instructional barriers, the principal was able to engage the School Learning Team (formerly School Leadership Team-SLT) in a discussion on next steps.

The second action was to activate the School Learning Team in order to build a shared decision making structure for New Valley. The SLT was integral to the New Valley’s orchestration of the PLC process. The SLT consolidated five teams to four, identified academic vocabulary as the major emphasis for PLC work, decided that the school would be best served by school-wide PLC work, and approved an initial assessment device that helped gather preliminary data on students’ mastery over certain academic terms. Referenced earlier in Section 1 and reproduced below are the results of New Valley’s initial assessment.



In subsequent meetings, New Valley staff planned the use of their time in order to accomplish the tasks for completing the PLC cycle. In addition, there was one team, comprised of Special Education teachers, a counselor, custodian, and a regular education teacher that decided to unite their efforts in order to study student climate. As of this writing, the initial assessment has been administered, and on December 15, each team shared their discoveries about the PLC process thus far.

The PLC process is intended to empower staff with a set of practices that will enable them to derive data and make appropriate educational decisions based upon analyses of student work or feedback. Further, the collaboration that takes place enables staff to co-construct knowledge, and, essentially, learn how to learn with one another. PLC offers promise of advancing New Valley's instructional program amidst changes in staffing and assessment programs implemented by the state and district. With PLC embedded in a school's culture, New Valley will be able to continuously improve its service to students as a matter of "what we do."

In related work, the School Learning Team has planned second semester's use of available meeting time in order to balance the school's need for professional development work and school wide communication. In addition, the SLT has attended two conferences in order to improve their leadership capacity. Finally, the SLT visited an alternative school in order to learn about their practice and see how it might inform the practices at New Valley. The SLT found that visit valuable, and approved of a second group, comprised of the vice principal, counselor and a regular education teacher, visiting the school for the same purpose. Both teams gained insights on counseling services, math instruction, and credit recovery for all students.

The first semester concluded with the principal asking staff to respond to a ten-item survey. The survey was comprised of ten of eleven statements that staff had made on August 11 (referenced earlier) regarding the work of an administrator who works in the service of New Valley's vision statement. The principal asked staff to rate his work on a scale of 1 to 5, with 1 being the equivalent of an "F" grade, and 5 being the equivalent of an "A" grade. Below are the ten statements with the staff's average rating. There were twenty-one respondents.

1. **The principal holds people accountable; checks on staff and students. Avg. rating: 3.67**
2. **The principal is consistent in administering policies and regulations. Avg. rating: 3.55**
3. **The principal communicates and keeps everyone on the same page. Avg. rating: 3.90**
4. **The principal maintains cohesiveness of staff, and brings everyone back to focus. Avg. rating: 3.90**
5. **The principal is flexible. Avg. rating: 4.1**
6. **The principal gives positive guidance forward. Avg. rating: 4.35**
7. **The principal understands alternative education and is familiar with alt ed codes. Avg. rating: 3.60**
8. **The principal takes risks to empower students. Avg. rating: 4.19**
9. **The principal is positive and comfortable in gray areas. Avg. rating: 4.05**
10. **The principal leads and nurtures teachers/staff. Avg. rating: 3.95**

The above data seem to indicate that, among those that responded, the principal is earning trust.

III: Ongoing School Improvement

Preparation of the progress report took place in many steps. As 2016-2017 is the principal's first year at New Valley, it was necessary to meet with district officials and to review the documentation that was left behind by the previous administrator. It was evident that the information for WASC required a lot of synthesizing.

In addition to defining the WASC work in preparation for the Spring 2017 visit, the principal engaged staff in reviewing directives given by the Single Plan for Student Achievement (SPSA), Local Control Accountability Program (LCAP), and the Consortium on Educational Change (CEC). This conversation led to engaging the PLC process in order to learn how to learn about areas of concern regarding New Valley's overall functioning, as well as how to make systematic improvements. The staff spent the remainder of the semester collaborating on the identified learning and structuring a cycle of inquiry.

Meanwhile, the principal worked with the district's data department in order to update the data for this report. It was discovered that numerous metrics were no longer in use, such as the state testing program CST, the California High School Exit (CAHSEE), as well as an assessment system the district had adopted called Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This brought to light the value and importance of using local assessment data, which were new for this progress report.

On January 12, 2016, the principal met with staff to review data and their implications for the instructional program. The data reviewed included metrics related to changing demographics, student climate, staff climate, graduation rate, and academic achievement.

In the discussion on implications of the data, the staff generated a series of points to consider as well as questions. The principal indicated that the feedback would be used to structure a conversation the following week on an action plan.

On January 18, the staff convened to review a preliminary action plan, which incorporated feedback given the week before. On that same evening, the principal presented the action plan to the School Site Council and asked for their feedback.

The staff provided feedback that resulted in greater clarity in terms of the school's priorities moving forward. In identifying these priorities it was evident that the PLC process provided a valuable path in solving problems. It was also evident during this conversation that New Valley has to do more to broaden the conversation district-wide about the referral process that leads to students arriving to our school so credit deficient that graduation within four years is impossible. Simultaneously, New Valley will need to explore additional ways to assist students in recovering credits.

The School Site Council paid particular attention to the data used for establishing the implications and action steps. It was noted that the data from state reporting sources, such as CAASPP, is not an accurate measure since most of the students tested had not been students at New Valley long enough to benefit from instruction. The School Site Council approved of the local data sources and urged New Valley to focus more on these means of establishing the school's performance. In addition, the School Site Council directed the school administration to track the number of 5th year graduating students as well as the number of students who transitioned back to the comprehensive high schools and graduated there. They argued that including these figures in New Valley's graduation rate provides a clearer picture of the graduation rate. They also contributed to the action plan and

made recommendations on parent involvement and addressing issues created by students of low socioeconomic backgrounds.

The engagement process for review of the action plan did not include students, though this step is considered important, and the principal will convene a student advisory council in order to involve students in school decisions on an ongoing basis.

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

In response to the self-study and WASC findings, an action plan was created in order to align improvements with data in order to establish progress in addressing the critical areas. The WASC committee identified critical areas for follow up, which are listed below. The school's response is listed below each critical area, including metrics for determining success, and next steps.

GOAL: TO CREATE A COMPREHENSIVE INSTRUCTIONAL PROGRAM THAT HAS STRUCTURES IN PLACE TO HELP STUDENTS LEARN TO READ AND ACHIEVE GRADE LEVEL STANDARDS IN ELA AND MATH

Critical Area #1: Our target population lack critical ELA and math skills needed to perform.

Response:

- New intervention courses were introduced in 2015-2016, including EL support class, Math support class, AVENTA online credit recovery.
- Assessments in Reading (SRI) and Math (ALEKS) utilized to determine placement and progress over time.
- Substantial investment in technology, totaling seven chromebook carts and a computer lab, yielding almost a 1:1 ratio of chromebooks to students.
- Visit to neighboring alternative education sites with specific interest in learning about ELA and math instruction
 - Metrics: (EL support) CELDT data, reclassification data, (Math support class) Math achievement data, ALEKS report data, (Reading placement) SRI testing, (AVENTA) course completion rate.
- Introduced in 2016-2017, Professional Learning Community (PLC) in order to embed inquiry-based instruction in ELA and math.
 - Metric: locally created pre and post assessment data.

The items above were initiated between the 2015-2016 school year and the present. Annual summative assessments only provide data after the first year of implementation, and the impact of the steps taken is not yet clear. This year, however, as of the implementation of PLC, the staff have taken a close look at options available with localized data, and how they can inform next steps. For example, the annual CAASPP data in math reveal 0% proficiency over two year of assessments. Localized data from the ALEKS program, however, reveal growth over time among the students taking our Algebra 1 and Geometry courses. Within the math department there have been various conversations about how to use the ALEKS data to make placement decision and how to configure the courses, such that students have optimal opportunities to learn the content. As data from the first semester have only just been completed, the discussion of math implementation for 2017-2018 has just begun, though adjustments to the master calendar have been made for Spring 2017 to address the instructional needs of our students. Other localized assessments offer promise in addressing needs that are more connected to the students they serve.

SRI data, used to place students in Read 180, also yielded positive results in terms of identifying students who needed the course, placing students in the course, and exiting students once SRI scores reach the appropriate levels. The use of this method can expand to the entire student body, and there have been discussions on how to accomplish this in order to place students for 2017-2018.

AVENTA data provide information on students' work on online courses. Currently there are 40 spots available over two sections. This intervention has enabled students to learn content and earn credits as part of a highly individualized instructional program overall. As credit recovery needs typically denote academic deficits, and this is a situation common among most students at New Valley. ALEKS data have shown that students are responding well to the flexibility of the pacing and availability of certificated help, such that, currently, New Valley considering making ALEKS available to all students.

Finally, the PLC process has been informative of student knowledge, and, more importantly, has helped teachers learn the process by which data can be gathered pertaining to an area of concern, then analyzed, and acted upon. There has been much dialogue about how this process can inform questions regarding student learning and achievement and other areas related to school functioning.

GOAL: ENHANCE COMMUNICATION WITH PARENTS AND INCREASE PARENT INVOLVEMENT IN SCHOOL FUNCTIONING

Critical Area #2: Use of school website for parent and community communication is very limited. Parents, students and other community members have requested greater access through Schoolloop.

Critical Area #3: Need for training and support of parents in regards to school programs and communication through Schoolloop or communicating with advisors.

Critical Area #4: Administration needs to determine a way to maximize parent involvement at the school.

Response:

- Create web master stipend position that enables teachers to receive constant support in updating their websites as well as maintain inventory of school technology (planned for Spring 2017)
- Professional development in establishing individual web site portals for teachers (accomplished in Fall 2016)
 - Metric: Agenda, sign in sheets
- Survey parents for concerns/needs (planned for Spring 2017)
 - Metric: Parent survey results
- Create Parent Night (planned for Spring 2017)
 - Metric: parent sign-in sheets/evaluation documents
- Create Student Advisory in order to work with students in formulating strategies for improved marketing and use of Schoolloop among families and increased parent participation in family nights (planned for Spring 2017)
 - Metric: Agenda, sign in sheets

Teachers attended a professional development session in Fall 2016 that enabled them to update their School Loop pages, and be more responsive to parents who communicate through this method. Analytics on its use among parents, however, reveal that much work is still needed in order to make better use of this tool. In addition, the number of contacts listed on New Valley's auto dialer system reveals far fewer homes are being reached by this device than our enrollment. These indicators are indicative of the work that needs to be done, overall, to contact and include parents in school functioning.

It is not clear that much work was done to involve parents in school events in 2015-2016, so the effort in this area was taken anew for 2016-2017. Plans to address parent involvement concerns include bolstering our efforts to recruit English Learner Advisory Committee (ELAC) families, families for School Site Council (SSC), as well as work with a student advisory committee that can strategize ways to plan and promote large gatherings of New Valley parents in May 2017. We expect our results to show improved participation among parents.

GOAL: IMPROVE COMMUNICATION AND ENHANCE STAFF MORALE

Critical Area #5 General communication regarding campus status with the staff can be improved

Critical Area #6 Staff would like more feedback in regards to issues brought forth through the leadership team.

Critical Area #7 Due to the tension between staff and site administration, more opportunities for team building, to build school pride, should be implemented as an incentive to increase school pride

Response:

- Weekly Newsletter (Friday Knight News/Monday Knight Briefing) sent to staff in order to inform, celebrate and encourage (in place as of Fall 2016).
- Send agendas to staff before meetings and invite contributions (in place as of Fall 2016)
- Regular visits to the classroom by administration to be followed up with feedback and encouragement (in place as of Fall 2016, to be improved Spring 2017).
- Create structure by which School Learning Team (previously School Leadership Team) reports to staff at staff meetings and serves as a conduit of communication between staff and administration (planned for Spring 2017).
- Create student advisory to the principal in order to create strategies for honoring teacher and student successes (planned for Spring 2017).
- In 2015-2016, two meetings a month set aside for entire staff to work on visioning, with Director of Secondary Education (completed in Spring 2016).
- Continue developing shared decision making processes with School Learning Team (ongoing)
 - Metric: Staff survey on principal's work in support of the school's vision statement , to be administered twice a year (beginning in Fall 2016).

One indicator of staff morale was measured by the Principal Survey, which was initiated on December 15, 2016. While it did not specifically address morale questions, it focused on asking for feedback on the principal's work, paying particular attention to the items staff listed on the staff's orientation day, August 11, 2016. On that day, staff generated a list of items, from a prompt which stated: An administrator who works in support of the school's vision statement...

The rate of response was 51%, totaling 14 respondents. Staff were asked to rate the principal's work on a scale of 1-5, and in responding to ten survey items, the principal's work averaged 4.21. Among the items surveyed were the principal's work on communication, being flexible, giving positive guidance, maintaining staff cohesion, and empowering students. The overall positive response is viewed as a positive first step toward increasing staff morale.

Additionally, with the current administration, the school is in its first year of participation with the CEC, and the work on creating systems for shared decision making is in its first stages. As the School Learning Team meets progresses, it will act with intentionality upon the need to share decision making in all areas of school functioning.

V: Schoolwide Action Plan Refinements

It is evident that in order to accomplish three goals, which cover all seven critical areas identified by the WASC committee, a tremendous amount of work must be done to engage students in strategizing around solutions. What students can do to improve performance in academic areas might be informed by what they have to say as work is done to illuminate their perspectives on school climate. Students add valuable perspectives to advancing academic goals as well as improving morale on campus. The content listed in previous sections, regarding academics, morale, and community involvement will continue to be essential topics covered with a student advisory group in Spring 2017.

Meanwhile, in consideration of current and future needs, a new action plan was created in response to the data and their implications. New Valley Staff and School Site Council members contributed to this document. It is attached.

