

The Single Plan for Student Achievement

School: Sacramento New Technology High School
CDS Code: 34-67439-0101881
District: Sacramento New Technology High School
Principal: Leise Martinez
Revision Date:

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:

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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Are you looking for something different from your high school?

Sacramento New Technology High School (SNTHS), a “dependent” charter, is a small, safe, college preparatory, innovative high school based upon a very successful national model of project based learning associated with the over 200 NewTech Network schools across the country. New Tech uses Project Based Learning as its primary method of curriculum delivery and technology as a primary tool. Project Based Learning or “PBL” is where learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts. This is a challenging and exciting approach to learning that will better prepare students for college and careers in the 21st Century. All New Tech graduates will be proficient in the Sacramento New Technology Five Learning Outcomes: Knowledge and Thinking, Agency, Collaboration, Written Communication and Oral Communication. New Tech’s Mission is to use advanced learning methods, technology, relationships, and a professional environment to allow students to produce high quality work and to enable students to become self-motivated, competent, life-long learners who have a positive impact upon the workplace and society. New Technology students complete additional graduation requirements: 260 credits, 12 college units, Profession Digital Portfolio, job shadows, community service, and an Internship.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	732	717	716
African American	715		
American Indian			
Filipino			
Hispanic	710		
Pacific Islander			
White	773		
Socioecon Disadvantaged	720		
English Learners	685		
Students w/ Disabilities	630		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: 2

Percent Proficient	ELA	Math	PI
Schoolwide	39.5	55.6	
African American	--	--	
PIAmerican Indian	--	--	
Asian	--	--	
Filipino	--	--	
Hispanic	33.3	50	
Pacific Islander	--	--	
White	61.5	64.3	
Socioecon Disadvantaged	37.3	54.2	
English Learners	17.4	56.5	
Students w/ Disabilities	15.4	28.6	

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
9	1	7	6	40	6	40	2	13				15
10	3	23	5	38	4	31			1	8		13
11	1	25	2	50	1	25						4
12	2	33	3	50	1	17						6
Total	7	18	16	42	12	32	2	5	1	3		38

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	56	56	56	56	56
% w/ Prior-Year Data	94.6%			94.6%	94.6%
# in Cohort	53	3	54		
# Met AMAO	37	--	36	60	54
% Met AMAO	69.8%	--	66.7%	41.0	29.0

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	42	42	42	42	42
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	42	6	37		
# Met AMAO	24	--	19	57	56
% Met AMAO	57.1%	--	51.4%	47.0	55.0

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	33	33	33	33	33
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	33	5	29		
# Met AMAO	19	--	--	75	79
% Met AMAO	57.6%	--	--	40.0	56.0

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	732		685		720			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%	91.10%							
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year	68.30%							
		% increase in exemptions: ELA (3%, 2%)	18%		*		8%			
		% increase in exemptions: Math (2%, 3%)	0%		*		0%			
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		14.10%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.68%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0.70%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	0							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			37.0%					
	API	Maintain: ALL, EL, SES until API is revised	732		685		720			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	36,898	0.00
LCFF F/R	129,198.40	0.00
LCFF LEP	32,299.60	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #1:
Priority One Humanities Expand the capacity to assess individual student academic growth by implementing activities where students will with greater independence, read, analyze and draw meaning from multiple forms of text, develop and articulate more comprehensive written and spoken responses to text, utilize literature to substantiate thoughts and respond to essential and provocative questions within course projects, and develop writing skills that demonstrate growth in mastery of language. These activities will include measurable benchmarks and/or formative assessments, and follow-up testing to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.
Data Used to Form this Goal:
WASC Visiting Committee Report, API/AYP data
Findings from the Analysis of this Data:
Individual Assessments of Thinking and Knowledge need to be in place, including benchmark assessments and data that describes progress for subgroups: EL students, students with a 504 or an IEP, students who struggle.
How the School will Evaluate the Progress of this Goal:
Professional Development will focus on teaching/learning and assessing the results of student learning in order to take appropriate measures toward ensuring student success.
Parent Engagement Activities Related to this Goal:
Parent outreach and workshops, ongoing communication with parents, and building a strong parent organizations on campus.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
New Technology High School is in Year 2 of PI; New Tech did not meet AMO in ELA

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Instructional Shift During professional development opportunities such as Common Planning Time sessions and appropriate content/cross disciplinary meetings, segment meetings, including critical friends, staff will examine projects to ensure that projects and subsequent daily instruction address content standards and feature measurable learning outcomes. In the curriculum maps, per the Shared Agreement, teachers will specify differentiated instruction and targeted intervention. Project assessment will address the School Wide Learner Outcomes. Using the College Readiness Assessment appropriate to the content area, written work will demonstrate the students' ability to create meaning and shows their command of the conventions and techniques centric to intent and discipline.instructional shifts will support common learning and achievement targets.Update to Site Advisory Board.</p> <p>Professional Development; differentiated instruction, support for EL students, support for struggling student, coaching</p> <p>Time to conduct critical friend discussions, to develop curriculum maps, agendas, project briefcases, peer coaching,</p> <p>Hardware and software to facilitate differentiated teaching/learning, data driven decision making</p>	All staff	Staffing	LCFF F/R	126,410.40	All	College Readiness Assessments, Literacy Tasks, Benchmarks
		Professional Development	Title I Part A: Allocation	400	All	
		Hardware/ Software	LCFF F/R	817	Low Income	
		Supplemental Resources	Title I Part A: Allocation	1017	Low Income	
		Post-secondary success	LCFF F/R	655	All	
		Parent Outreach	Title I Part A: Allocation	120	EL	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Supplemental books and materials</p> <p>Staffing for supplemental instruction for EL, and/or struggling students</p> <p>Hospitality/ postage/materials for parent involvement</p>					
<p>English Language Development Teachers will use daily workshop sessions with measurable English Language Development learning objectives to incorporate best practices of vocabulary development that address the School Wide Learner Outcomes in alignment with SCUSD Common Core State Standards implementation. Sessions will include interventions for EL, IEP, and struggling students.</p> <p>Coaching and collaboration with New Technology network and with SCUSD on project based learning and work based learning connections release time, substitutes</p> <p>Hardware/software for benchmark testing, for blended instruction, and for differentiated instruction struggling students. Include SBAC prep, SAT, ACT, CAHSEE preparation.</p>	All Staff	<p>Professional Development: coaching, collaboration</p> <p>Hardware/software</p>			<p>Curriculum Maps, Project Briefcase, Daily Agenda Admin Walkthrough notes Checks for understanding</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Data Based Decision Making Data based protocol will be utilized within Common Planning Time sessions to evaluate student outcomes. Examples are literature tasks with rubrics to measure learning targets, Individual Assessments of Knowledge and Thinking (IAKTs that include College Readiness Assessments and Literacy Tasks), checks for understanding on daily work and during projects, and benchmark assessments. Another source of data are the reasons why students leave. Data based protocol involves teamwork and collaboration among staff. Following a comprehensive review of data, instructional shifts will support common learning and achievement targets, supported with professional growth and development.</p> <p>Release time or planning time by department or integrated content team to establish protocol and to examine and interpret data</p> <p>Appropriate support staff</p>	All Staff	<p>Staffing</p> <p>Professional Development: release time, curriculum development</p>			Documentation of Professional Development and Common Planning Time
<p>Defense of Learning A cross curricular task force will strengthen the implementation of Defense of Learning via Senior and Sophomore Defense of Learning presentations. Staff and students will utilize the students' Digital Portfolio (PLP), and incorporate Senior Projects and Internships in order to reach a more specific and thorough review of academic progress and career readiness.</p>	All Staff	<p>Professional Development: Implement Defense of Learning</p>			Dates and times of Defense of Learning, materials for EAP, Field Trip documentation, Credit recovery (summer school) records and Per Diem Advisory

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Fund the implementation of Defense of Learning</p> <p>Fund materials and resources to support EAP college admissions, integrate into advisory.</p> <p>Fund college visits and field trips, integrate work based learning opportunities</p> <p>Strengthen credit recovery options in graduation required content areas</p> <p>Celebrate success</p>		<p>Supplemental Resources: credit Recovery</p> <p>Post-secondary Success/Parent Outreach: Materials and resources for EAP College Visits, Field Trips</p>			
<p>ELA Intervention</p> <p>Implement a research based ELA expanded learning intervention program for students who have scored Far Below or Below Basic on the 2013 CST and who are at risk of not meeting graduation requirements as indicated by site specific formative assessments.</p> <p>Fund Reading Level Inventory</p> <p>Purchase computer and software to provide access to students who require extra support for success in CCSS, including benchmarks and achievement levels of subgroups.</p> <p>Purchase books and other supplemental instructional materials</p> <p>Support articulation with City College for readiness success</p>	All Staff	<p>Staffing</p> <p>Staff Development</p> <p>Hardware/Software</p> <p>Supplemental Materials: books, reading level inventory, CAHSEE preparation</p> <p>Post-secondary Success/Parent Outreach: articulation with Sacramento City College</p>			<p>Student progress on ongoing interventions</p> <p>CAHSEE Practice Dates</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Support staff development for addressing interventions/differentiation/scaffolding and establishing protocol, include advisory. Support CAHSEE preparation Staffing/FTE for interventions					

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #2:
Priority Two Mathematics Improve student understanding and performance in mathematics by designing learning opportunities where content is organized into coherent, rigorous and relevant units of study or "critical areas". Project Based Learning fosters an independent and team capacity to apply learned concepts, develop 'agency' and persevere. Measurable benchmarks and/or formative assessments, and follow-up testing will be utilized to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.
Data Used to Form this Goal:
WASC Visiting Committee Report, AYP/API data, Grades
Findings from the Analysis of this Data:
Students need a more focused and direct access to mathematical concepts as they apply math into project based learning
How the School will Evaluate the Progress of this Goal:
Benchmarks, progress on assessments, literacy tasks, End of course exams
Parent Engagement Activities Related to this Goal:
Parent outreach and workshops, ongoing communication with parents, and building a strong parent organizations on campus.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Professional Development/Support Strategically utilize resources to support staff in the following: 1) Integrating the Common Core State Content Standards, Standards for Mathematical Practice, and 21st Century Skills into redesigned Project Based Learning and Service Learning outcomes. 2) Developing curriculum and assessments to address the standards outlined within Integrated Math I and II.</p> <p>Purchase computer and software to provide access for students who require extra support with CCSS and that provide data necessary for decision making, including subgroup achievement levels.</p> <p>Purchase books and other supplemental instructional materials as needed.</p> <p>Per Shared Agreements, provide time and resources for staff to plan and implement curriculum maps that define specific content and specify benchmarks. Supply resources to evaluate student progress. Includes participation in New Technology Echo network.</p> <p>Continue to provide support for participation with SCUSD initiatives regarding CCSS.</p> <p>Articulate a four year progression in math that includes support, intervention, and credit recovery opportunities - support for four year profession in Advisory</p>	Math Teachers	Staffing Hardware/software	Title I Part A: Allocation	32,300	Low Income	Ongoing student progress assessments and literacy tasks as evidenced with student work samples and reviewed in teacher planning/curriculum development time
		Professional Development: time and resources for curriculum development	LCFF F/R	500	All	
		Hardware/software	Title I Part A: Allocation	1796	Low Income	
		Supplemental Resources: Support for Common Core State Standards	LCFF F/R	616	EL	
		Post-secondary Success/Parent Outreach: four year progression in math	Title I Part A: Allocation	845	Low Income	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Common Planning Time Within Common Planning Time sessions and segment meetings, staff will examine projects to ensure that projects and daily instruction include: opportunities for differentiated learning and targeted intervention, learning outcomes that meet the cognition levels required within the CCSS, comprehensive content literacy development, opportunities to build proficiency in utilizing the Standards for Mathematical Practice, and supports for defensive learning. Include time to share Best Practices.</p> <p>Compensated time for staff to meet as critical friends, develop IAKTs and evaluate IAKT results including planning next steps</p> <p>Compensated time for staff to plan and develop curriculum maps that specify scaffolding techniques and intervention strategies for students who are EL/IEP/504/ and or struggling.</p> <p>Establish a review team that monitors curriculum maps.</p> <p>Resources to examine why students leave and to plan and fund strategies that support SWLOs, PLP-Defense of Learning, College Career Readiness, and that provide for interventions so that New Tech offers a robust and effective program.</p>	Math Teachers	Professional Development			Student learning results IAKTs and targeted interventions Enrollment data
<p>Content Literacy To increase content literacy, comprehension, and students' capacity to</p>	Math Teachers	Professional Development			Student success on ELD objectives and intervention

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>demonstrate their learning, English Language Development objectives will be strategically planned and instructed within small groups during Workshop sessions.</p> <p>Compensated time for staff to plan and develop curriculum maps that specify scaffolding techniques and intervention strategies so that students develop content based literacy.</p> <p>Establish a review team that monitors curriculum maps.</p> <p>Continue to offer PD regarding differentiation of instruction in the area of concept development and language acquisition. Heighten student interest through career based learning and the Defense of Learning PLP.</p> <p>Content Literacy</p>					measures Checks for Understanding
<p>Driving Questions Inherent within all projects in science/math courses, driving questions and data analysis will deepen student written works, demonstrating students' ability to create meaning. Student will show command of appropriate conventions centric to mathematics scientific investigation, including graphical representations.</p> <p>Provide opportunities to explore Next Gen Science Standards and to embed the standards into projects, documented in curriculum maps</p>	Math Teachers	Professional Development Supplemental materials and Supplies			Student results on IAKTs and understanding checks within lessons Admin Walkthrough

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Continue to implement Individual Knowledge and Thinking Assessments (IAKTs), specifically targeting subgroup performance.</p> <p>Develop a menu of methods of checking for understanding.</p>					
<p>Data Based Decision Making The data based protocol will be utilized within Common Planning Time sessions and segment meetings to evaluate student outcomes on daily work, projects, and benchmark assessments. Following a comprehensive review of data, instructional shifts will support common learning and achievement targets, supported with professional growth and development.</p> <p>Release time or planning time by department or integrated content team to establish protocol and to examine and interpret data</p> <p>Appropriate support staff</p>	Math Teachers	Professional Development Staffing			Meeting agendas, notes, and follow up
<p>Math Intervention Implement a research based Mathematics expanded learning intervention program for students who have scored Far Below or Below Basic on the 2013 CST and who are at risk of not meeting graduation requirements as indicated by site specific formative assessments.</p> <p>Fund Formative assessment in math</p>	Math Teachers	Software/hardware Books, Supplemental materials Professional Development			<p>Student progress on intervention assignments and progress the four year math sequence - credit recovery (summer school)</p> <p>CAHSEE Prep</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Purchase computer and software to provide access to students who require extra support for success in CCSS, including benchmarks and achievement levels of subgroups.</p> <p>Assign Blended Learning coordinator</p> <p>Purchase books and other supplemental instructional materials</p> <p>Support staff development for addressing interventions/differentiation and establishing protocol, include advisory.</p> <p>Support CAHSEE preparation</p> <p>Staffing/FTE for interventions</p> <p>Articulate a four year progression in math that includes support, intervention, and credit recovery opportunities.</p> <p>Continue to develop connections with City College and Work Based Learning opportunities to heighten student interest.</p> <p>Ensure that evidence of mathematical and scientific thinking appear in the Defense of Learning/PLP.</p> <p>CAHSEE preparation</p>					classes

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
SCHOOL GOAL #3:
Priority Three English Language Learners Examine how the school supports its English Language Learners and increase the percentage of students meeting the requirements of reclassification. Establish a school-wide identification of the EL learners and increase collaboration and consistency of system practices of all adult stakeholders at New Technology High School, by calibrating norms and implementing school-wide and New Technology theories of practice, especially in regard to EL students.
Data Used to Form this Goal:
WASC Visiting Committee Report, AYP/API data, Grades, CELDT, Reclassification data.
Findings from the Analysis of this Data:
Most New Tech English Learners are the early intermediate through advanced levels of English Proficiency and yet most lack in depth academic vocabulary.
How the School will Evaluate the Progress of this Goal:
Staff has been using Academic Conversations to increase content literacy and critical thinking at the same time increasing oral proficiency which is the basis of written proficiency. The Individual Assessment of Knowledge and Thinking and the Defense of Learning require students to demonstrate written and oral proficiency, critical thinking, and content mastery.
Parent Engagement Activities Related to this Goal:
Parent outreach and workshops, ongoing communication with parents, and building a strong parent organizations on campus. Translations of documents and other forms of communication, workshops that assist and support families in accessing programs and opportunities.
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
English Language Development, particularly academic language is critical to student success

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Defense of Learning</p> <p>Starting with school wide system for identification and school support of EL, SNTHS will increase number of reclassified students. instructors will provide students with the necessary scaffolding (Specially Designed Academic Instruction in English) for them to demonstrate proficiency on a content specific task as measure by the CRAs and demonstrated in the Defense of Learning. Individual Assessments of Knowledge and Thinking (IAKTs) will demonstrate individual student ability to defend content learning with proficiency in ELD both written and oral in line with the SWLOs and the Shared Agreements.</p> <p>Fund Professional Development to prepare teachers to use daily workshop sessions with measurable English Language Development learning objectives.</p> <p>Continue to fund the use of Echo in order to maintain ongoing records of EL student progress toward college/career readiness.</p> <p>Fund Hardware/software for benchmark testing, for blended instruction, and for differentiated \.</p> <p>Continue outreach to EL families, offering a robust college career pathway. Involve Advisory Board in community outreach.</p> <p>Staffing</p>	All Staff	Staffing	LCFF LEP	32,299.60	EL	IAKTs and College Readiness Assessments
		Professional Development	Title I Part A: Allocation	100	EL	
		Hardware/Software	Title I Part A: Allocation	200	EL	
		Supplemental Resources	LCFF F/R	200	EL	
		Parent Outreach Post-secondary Success	Title I Part A: Allocation	120	EL	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Project Development</p> <p>Standardize protocols for project development and implementation according the the Shared Agreements.</p> <p>1) As articulated in the project briefcase, staff will build a robust portfolio of pre-project rollout materials; including connections to Defense of Learning/PLP, and targeted ELD goals within the CRA/IAKTs. Specify assessment benchmarks, within projects, supported by differentiated instruction for at least two workshops.</p> <p>2) Midterm project check-in; staff will meet within subject area department around student work, using samples of scaffolding of targeted skills with goals of determining appropriate interventions for student success. Share at CPT.</p> <p>Connect projects to real life work based learning that is advertised to the EL community and that offers attractive and attainable education, preparation opportunities to families. Work with Advisory Board to increase community involvement.</p> <p>Fund time to connect with SCUSD resources with the MOC and the multilingual department.</p>		<p>Staffing</p> <p>Professional Development</p>			IAKTs, CRAs, Projects, Defense of Learning

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	129,198.40
LCFF LEP	32,299.60
Title I Part A: Allocation	36,898.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,419.40
Goal 2	36,057.00
Goal 3	32,919.60

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
Leise Martinez	X				
Shane Miller		X			
Jennifer Kennedy		X			
Joe Bazan					X
Candi Amezquita					X
Charmaine Brown			X		
Wandra Pitts				X	
Cristina Sanane				X	

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 sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
X	Other committees established by the school or district (list):	_____
	School Advisory Board	_____
		Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on May 21,2014.

Attested:

Leise Martinez

Typed Name of School Principal

Signature of School Principal

Date

Christina Sanane

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications: