

# The Single Plan for Student Achievement

**School:** Golden Valley High School  
**CDS Code:** 24-65789 2430098  
**District:** Merced Union High School District  
**Principal:** Kevin Swartwood  
**Revision Date:** November 1, 2016

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 December 14, 2016.**

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## School Vision and Mission

### Golden Valley High School's Vision and Mission Statements

The vision for Golden Valley High School is to FOCUS on the data, BELIEVE all students can learn, COMMIT to making it happen and ACHIEVE academic success.

The mission is to ensure that every member of the school community reaches a high level of achievement as determined by state and national standards and acquires the skills to succeed at the next level of education.

Golden Valley Cougar P.R.I.D.E. Posture

P Positivity:

Be positive. Assume the best about people and yourself.

R Respect:

Practice good manners. Be kind and accepting of difference.

I Integrity:

Be fair. Be trustworthy. Do the right thing even when no one else is looking.

D Determination:

Do not give up. Instead pick yourself up and try again.

E Excellence:

Be responsible. Do not settle for anything but your best.

PRIDE Posture was a collaborative effort that included input from staff, students, and the community.

## School Profile

Golden Valley High School is located in the Central Valley in Merced, California. Golden Valley High school is the home of the "Cougars" and cougar pride abounds. Merced is a small urban community with a population of about 81,103 within the city. Merced is approximately a one hour drive from the nearest large, urban population in Fresno, California (pop. 500,000). Merced College is a community college located in the city of Merced. In 2005, the University of California, Merced, opened its doors as the 10th campus in the UC system.

Golden Valley High School is one of six comprehensive high schools in the Merced Union High School District. The school was established in 1994 as a comprehensive high school, the second in the city of Merced. In addition to the comprehensive sites, the high school district has one alternative-education campus devoted to four different programs: Adult Education, Community Day School, Independent Studies and Alternative Education. In the fall of 2016, the student population was 1738. There are four feeder school districts; one private, three public. The largest feeder district is Merced City Schools, followed by Weaver Elementary School District, El Nido Elementary School District and Our Lady of Mercy Catholic School.

The Merced Union High School District serves students from the communities of Atwater, Livingston and Merced. It is located in Merced County, California, the heart of the San Joaquin Valley, the world's most productive agricultural area and a region of unusual economic and cultural diversity. Merced County is the seventh most ethnically diverse community in the United States. US Census Bureau data provides the following demographic figures: Non-Hispanic white 52.2%, Hispanic, 49.6% black, 6.3%, Asian/Pacific Islander and 11.8%, other races 5.5% The Hispanic population in the county has shown a continued increase in numbers, thereby decreasing the percentage of all other groups.

According to the US Census Bureau data, 72.1% of the population of Merced indicated that they had earned a high school diploma while 15.3% earned a Bachelors degree. The same data also indicates that 61.2% of the over 25 year old population reported having no education after high school, and 35.4% indicating that they did not have at least a high school diploma or the equivalent.

Merced County's per capita income for 2012, \$17,260. Ranking the county 55th out of 58 in the state of California. Merced County is subject to persistently high rates of unemployment and seasonal shifts in unemployment. In July of 2011, California registered an unemployment rate of 12.0%. During the same time period, Merced registered an unemployment rate of 19.8%. Nearly one-third of our students live below the federal poverty level, and an average of 80% are eligible for "free or reduced breakfast and lunch."

Golden Valley High School is rich in diversity. The school culture is one of acceptance and tolerance, backgrounds and cultural heritages represented in the student population is a source of strength and learning at the school. As can be inferred from the data, a significant number of the students come from home environments which do not necessarily have the educational background to provide support for their educational needs. However, Golden Valley continues to thrive and improve academic achievement.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

The Healthy Kids Survey is used district wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment.

Twice a year, teachers are surveyed in regards to the Golden Valley Response to Intervention (RTI) model. The results of this survey guide the continual refinement of the GV RTI system.

Once a year, a needs assessment is sent out to staff, which determines the educational focus of the following school year and the areas needing improvement.

### **Classroom Observations**

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

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three classroom observations per year. Permanent members are evaluated on an every other year basis. In addition to these formal classroom observations, each site administrator conducts a minimum of 50 classroom walks per month, providing feedback aligned to the MUHSD Instructional Norms. Teachers also have access to an Instructional coach who works with teachers on lesson design and delivery on a voluntary basis. GVHS has also instituted a collaborative effort to read the quarterly benchmarks and improve as instructional

As a result of these observations, it is evident that Golden Valley High School teachers continue to develop professionally and are implementing research-based instructional strategies.

Golden Valley High School recognizes the importance of further preparing staff for the full implementation of the Common Core State Standards. The site acknowledges the need for staff collaboration in the area of lesson design and instructional strategies.

### **Analysis of Current Instructional Program**

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

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

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

As of the year 2012, Golden Valley High School entered Program Improvement Status. Golden Valley High School is a Year 4 Program Improvement School. All parents received notification letters of this Program Improvement status at the beginning of the 2015-2016 school year, per regulation. Program Improvement year 4 requires the school to do two things:

Use at least 10% of Title 1 school funds for staff professional development Implement & monitor the school plan properly

This law requires districts to adopt grade-level standards, use the most effective instructional strategies for teaching all students, and annually assess each student's progress toward meeting those standards. A school's progress is determined based on how well students do on statewide standardized tests. Title I Schools that did not make Adequate Yearly Progress for two consecutive years, based on the State accountability system, are identified as Program Improvement Schools by the California Department of Education. Golden Valley High School was identified as PI Year 4 due to not meeting the required percentage (77.8%) of students scoring at proficient or advanced in the area of English/Language Arts. The sub-groups that did not meet the proficiency requirement are: African American, Asian, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners. The required proficiency target in math (77.4%) was not met. The sub-groups that did not meet the proficiency requirement are English Learners.

To address the problem of low achievement, the school and district are analyzing all assessment data in order to make informed teaching decisions. Golden Valley High School provides students with extended day learning opportunities and has implemented an RTI (Response to Intervention) model that provides support four days a week within the school day. Our school also offers our English Language learners opportunities to receive sheltered instruction within the course of the school day. This specialized instruction builds vocabulary and language development to aid in the language acquisition process. In addition to these student centered programs, parents can become involved in the Program Improvement process at Golden Valley High School by participating in the School Site Council and/or the English Language Advisory Committee.

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

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics as measured through grade-span Academic Program Survey (APS). The EPCs are designed to meet the needs of all students, including English learners and students with disabilities through State Board of Education (SBE)-adopted standards-based and/or standards-aligned (grades nine through twelve) instructional materials including interventions and English Language Development materials, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers, ongoing instructional support in the use of data obtained from a student achievement monitoring system, teacher collaboration, and fiscal support.

## Staffing and Professional Development

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

Golden Valley continues to have nearly 100% of all subject matter teachers highly qualified.

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

All core subject areas are using California State Board of Education and MUHSD Board of Trustee approved instructional materials. MUHSD has provided teacher professional development for all Math and English Language Arts adopted instructional materials.

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

MUHSD continues to provide professional development for all core curricular teachers in the Common Core State Standards and Next Generation Science Standards, identifying the necessary instructional shifts and transition to performance tasks and assessments.

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

Golden Valley has one instructional coach, a teacher librarian, and an Instructional Leadership Team (ILT) of early adopter and project-based learning trained teachers. Each of the ILT members have an open classroom policy, enabling any teacher to visit their classroom at any time. They also have office hours for teachers to have one on one tutelage in common core implementation, technology in the classroom and instructional strategies. The ILT members have also begun providing weekly professional development for all staff. This year the team is developing a second team of teachers and are involving students in the learning/teaching process.

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

Teachers collaborate every Wednesday. Teachers collaborate by departments, by vertical or horizontal teams, or by interdisciplinary teams at least monthly.

## Teaching and Learning

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

Teachers are implementing the Common Core State Standards in the classroom and using the district designed lessons and curriculum on the web. These teachers continue to prepare students for the existing accountability system and utilize district adopted progress monitoring assessments and performance tasks to indicate student growth and achievement. There is a group of teachers that are part of the first cohort of MUHSD Common Core State Standards "early adopters" who have full implementation delivering instruction aligned to the Common Core State Standards in English Language Arts or Math and also includes social science teachers who have implemented the CCSS ELA Literacy standards within their curriculum.

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

All students are provided a full period of instruction for English Language Arts and Math. English Language Learners, students below grade level receive additional support in English Language Arts.

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

The master schedule has been tailored to accommodate intervention with the creation of the RTI model. Students who need additional support have a 5th period four days a week to address areas of need.

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

As evidenced by Golden Valley High School compliance with the textbook requirements of the Williams Act, every GVHS student has access to standards-based instructional materials. The district has provided textbooks on line, in the library and a class set in the rooms.

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

The school/district provides the current\* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses.

\* Pending State Board of Education (SBE) action and as a result of ABX4 2, the K-8 SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.

Opportunity and Equal Educational Access

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

Golden Valley teachers utilize research-based practices including checking for understanding to assist in identifying students who may require Tier I classroom interventions such as small group or individual instruction. GVHS has also implemented an intervention schedule consisting of a 30 minute period occurring four days per week where students receive Tier II academic interventions and support. Students are also able to retake exams and study for upcoming assessments.

14. Research-based educational practices to raise student achievement

Teachers have been trained in the use of Explicit Direct Instruction research-based instructional strategies and lesson design components. These include but are not limited to checking for understanding, calling on random participants, and pair/share strategies for engagement and accountability. Implementation of these components is supported by the BTSA providers, an instructional coach, and through administrative feedback.

Parental Involvement

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

GVHS offers several opportunities for parent and community involvement through a School Site Council (SSC), English Learner Advisory Committee (ELAC). Golden Valley also offers Parent Workshops once a month. Additionally, through the ASSETs Grant, Golden Valley houses Computer Science, English as a Second Language, and GED classes. Golden Valley also employs two community liaisons who provide translation and outreach to the Spanish and Hmong speaking populations.

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

Involving stakeholders in programs is the focus at GVHS. The Parent Institute will be held on campus again this year and parenting classes are held two evenings a week with childcare provided. Parents are also greeted by our parent liaisons. Our liaisons also provide translation and make parent phone calls. The Golden Valley School Site Council acts as an oversight committee for the ways in which categorical funds are used.

Funding

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

Teacher professional development, AVID, technology, Career Technical Education.

## 18. Fiscal support (EPC)

Golden Valley High School receives federal support with Title I and Title III funds. In addition, GVHS is a recipient of State Compensatory Education, Limited English Proficient funds, and funds from the District's After School Education (ASSETs) grant.

### **Description of Barriers and Related School Goals**

The school site currently has four school goals to increase achievement. The school site works closely with the district to implement the common core standards and Next Generation Science Standards and provide the staff necessary trainings to ensure rigorous classroom instruction. Additionally, Golden Valley teachers are working with teachers from other sites and the District Office to adopt curriculum in English, Math, Social Science, Science, and World Language.

Golden Valley High School's administrative team are instructional leaders and demonstrate common core standard knowledge through weekly walk through visits and feedback provided to the staff.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	405	377	392	359	383	359	96.8	95.2
All Grades	405	377	392	359	383	359	96.8	95.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2575.6	2587.2	13	15	34	39	34	27	17	18
All Grades	N/A	N/A	13	15	34	39	34	27	17	18

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	19	55	59	25	22
All Grades	19	19	55	59	25	22

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	20	24	58	57	22	19
All Grades	20	24	58	57	22	19

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	12	16	62	70	26	14
All Grades	12	16	62	70	26	14

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	26	57	61	13	13
All Grades	29	26	57	61	13	13

**Conclusions based on this data:**

1. Overall, 48% of those GV students tested in the 2015 CAASPP administration met or exceeded standards in ELA, while 52% did not meet or nearly met those standards. The 2014-15 school year was the third year of the MUHSD adoption plan for the CCSS. Therefore, the students in this first year of testing had between one to three years of exposure to the CCSS. This variance in the exposure to the standards may help to explain why 52% of GV students were not able to meet, or nearly met, those standards.
2. Of the four claims, GV students struggled the most with the Listening. Reading and writing also proved difficult. Students had the greatest success with the Research/Inquiry claim. Therefore, greater emphasis needs to be placed on reading, writing, and listening in all content areas.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	405	377	390	367	364	363	96.3	97.3
All Grades	405	377	390	367	364	363	96.3	97.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2552.8	2549.0	5	7	16	21	31	25	41	48
All Grades	N/A	N/A	5	7	16	21	31	25	41	48

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	11	15	39	32	50	52
All Grades	11	15	39	32	50	52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	8	11	59	50	33	39
All Grades	8	11	59	50	33	39

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	10	61	57	32	34
All Grades	7	10	61	57	32	34

#### Conclusions based on this data:

1. Overall, 24% of those GV students tested in the 2015 CAASPP administration met or exceeded the standards, while 77% did not meet or nearly met those standards.

2. Students had the most difficulty "Demonstrating ability to support mathematical conclusions," but the greatest success in "Applying mathematical concepts and procedures." These numbers suggest that while students may understand the concepts and procedures, they are unable to communicate that understanding in writing. This highlights the need to increase writing instruction in Math.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	7	16	5	38	43	38	43	21	38	7	11	10	5	9	10
<b>10</b>		10	13	29	44	53	37	29	10	14	10	13	20	8	10
<b>11</b>	6		17	47	46	44	25	42	17	13	8	15	9	4	7
<b>12</b>	24	5	13	35	45	40	27	36	27	11	14		3		20
<b>Total</b>	9	10	12	37	44	44	35	29	23	10	10	11	9	6	10

#### Conclusions based on this data:

1. GVHS has a high percentage of EL students in each grade level, achieving in the Early Advanced and above levels.
2. Golden Valley has a high percentage of English Learners who continue to achieve at a very high level. They are offered three periods of EL classes to acquire the language rapidly and function at a high level in other academic areas.
3. Golden Valley has signed an MOU with CAL-Soap and Mini Corp for additional tutors to help EL students.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	8	16		36	39		41	23		8	11		8	11	
10		10		27	41		35	29		16	10		22	10	
11	6	4		44	48		28	37		11	7		11	4	
12	24	4		34	44		26	32		11	12		5	8	
<b>Total</b>	9	10		35	42		34	28		11	10		11	9	

#### Conclusions based on this data:

1. Data shows that our highest gains are in the areas of early advanced and intermediate levels. The teaching staff in the EL department focuses on student achievement and implementation of the common core state standards.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	164	154	128
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	164	154	128
Number Met	94	101	78
Percent Met	57.3%	65.6%	60.9%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	27	146	24	139	18	119
Number Met	--	68	5	69	1	62
Percent Met	--	46.6%	20.8%	49.6%	5.6%	52.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	--	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	--	

#### Conclusions based on this data:

1. The ELD department continues to improve and achieve as they implement the ELD common core state standards and focus on student engagement.
2. The EL students continue to improve in the area of mathematics and meet the AMAO targets for growth.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	822	865	759
Percent with Prior Year Data	100.0		99.7
Number in Cohort	822	865	757
Number Met	505	520	423
Percent Met	61.4	60.1	55.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	162	715	156	753	167	666
Number Met	30	372	28	363	19	322
Percent Met	18.5	52.0	17.9	48.2	11.4	48.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	Yes	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. As the district implements the common core state standards and places emphasis on depth of knowledge, students will thrive and achieve academic success.
2. The district and site level will use site exams and AP exams to determine future growth.



## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: College and Career Readiness</b>
<b>LEA GOAL:</b>
GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
<b>SCHOOL GOAL #1:</b>
All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
<b>Data Used to Form this Goal:</b>
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: pass rate on AP exams , CAASPP, a-g, CTE enrollment, CELDT, Reclassification rate, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate
<b>Findings from the Analysis of this Data:</b>
Not all students in MUHSD learn or achieve at grade level in the core academic subjects. This indicates that a learning gap exists between certain subgroups of students and their grade level peers. The LCAP will detail actions and services that will be put into place to provide additional layers of support for academically challenged students. Success of these actions, services and additional layers of support will be measured by multiple means to include, but not limited to:
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRICS to be used: Pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, CAHSEE, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate

Actions to be Taken to Reach This Goal				
Timeline	Person(s) Responsible	Proposed Expenditure(s)		
		Description	Type	Funding Source
1. Continue participation in AVID through Summer Institute, AVID Coordinator position, and necessary instructional materials to enhance AVID (MUHSD LCAP Goal 1, Action 3, Pg 14).				

**Actions to be Taken to Reach This Goal**

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2016-June 2017	Kevin Swartwood, Principal	AVID Supplies	4000-4999: Books And Supplies	Title I	2000.00
	Jen Euker, Associate Principal	AVID College Field Trips	5000-5999: Services And Other Operating Expenditures	Title I	9000.00
	Matt Thomas, Associate Principal	Extra duty stipend for AVID Counselor	1000-1999: Certificated Personnel Salaries	Title I	4000.00
		Testing costs	4000-4999: Books And Supplies	Title I	8000.00
<b>2. Provide academic and social and emotional counseling services for all students to ensure all of their needs are met so they are successful in school (MUHSD LCAP Goal 1, Action 2, Pg 14).</b>					
August 2016-June 2017	Jen Euker, Associate Principal	Extra duty stipends for RTI Committee members. This committee is tasked with continually evaluating and refining the GVHS RTI program to ensure students are successful in school	1000-1999: Certificated Personnel Salaries	Title I	22000.00

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
GOAL 2: All students in the MUHSD must have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship, and engaged in curricular and extra curricular activities.
<b>SCHOOL GOAL #2:</b>
Reduce out of school suspensions.
<b>Data Used to Form this Goal:</b>
Suspension data
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Each site will have quarterly parent information sessions and/or provide conferences for parents to attend about academic and extra-curricular programs (MUHSD LCAP Goal 2, Action 2, Pg 22).					
August 2016-June 2017	Kevin Swartwood, Principal Jen Euker, Associate Principal Matt Thomas, Associate Principal	Training costs for additional staff members in the Parenting Partners program.	5800: Professional/Consulting Services And Operating Expenditures	Title I	6265.00
		Supplies for the Cougar Parent Academy (Parenting Partners 8-week workshops).	4000-4999: Books And Supplies	Title I	2000.00
		Extra duty stipends for those staff members who facilitate one of the workshops for the Cougar Parent Academy.	1000-1999: Certificated Personnel Salaries	Title I	1000.00

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
2. Provide character education to all students (GVHS Site Initiative).					
August 2016-June 2017	Matt Thomas, Associate Principal	Extra duty stipend for Character Counts Coordinator.	1000-1999: Certificated Personnel Salaries	Title I	2500.00

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Equitable Access</b>
<b>LEA GOAL:</b>
GOAL 3: Ensure equally high outcomes for all participants through the creation of multicultural, multiethnic, multiracial practices and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factor.
<b>SCHOOL GOAL #3:</b>
Provide academic support to English Learners to achieve higher CELDT scores and achieve reclassification.
<b>Data Used to Form this Goal:</b>
ELAC survey, CELDT scores, reclassification rate
<b>Findings from the Analysis of this Data:</b>
Golden Valley has a significant group of students who reach ELD 3, 4, or 5 and have difficulties moving past these levels.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor CELDT scores, class placement, and redesignation numbers.

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Provide materials and resources to support English Language Learners with successfully passing their CELDT exam and advancing at least by one level each year (MUHSD LCAP Goal 3, Action 4, Pg 29).					
August 2016-June 2017	Matt Thomas, Associate Principal	Supplemental materials for ELD classes.	4000-4999: Books And Supplies	Title I	3900.00

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Recruit and Retain Staff</b>
<b>LEA GOAL:</b>
GOAL 4: Staff who are highly qualified, credentialed, and well trained contribute to the overall success and academic outcomes and social emotional needs of students.
<b>SCHOOL GOAL #4:</b>
Support District in recruiting and retaining highly qualified staff.
<b>Data Used to Form this Goal:</b>
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: District Williams, Rate of teacher misassignments, NCLB compliant credentials
<b>Findings from the Analysis of this Data:</b>
Staff who are highly qualified, credentialed and well trained contribute to the overall success and academic outcomes of students.
<b>How the School will Evaluate the Progress of this Goal:</b>
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: District Williams, Rate of teacher misassignments, NCLB compliant credentials

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Actively recruit highly qualified staff which is representative of our demographics (MUHSD LCAP Goal 4, Action 2, Pg 36).					
August 2016-June 2017	Kevin Swartwood, Principal  Jen Euker, Associate Principal	Title 1 Funded Salaries	1000-1999: Certificated Personnel Salaries	Title I	317300.00

**Actions to be Taken to Reach This Goal**

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
<b>2. Maintain ongoing professional development for all staff in academic, co-curricular, and extra-curricular activities (MUHSD LCAP Goal 4, Action 1, Pg 35).</b>					
August 2016-June 2017	Matt Thomas, Associate Principal	Instructional Leadership Team (ILT) extra duty stipends for 8 members to provide peer support to teachers in their on-going professional development.	1000-1999: Certificated Personnel Salaries	Title I	16000.00
		Depth of Knowledge (DoK) training for all teachers to increase the rigor of instruction.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2900.00
		AVID training throughout the school year and during AVID Summer Institute for teachers, administrators, and counselors.	5000-5999: Services And Other Operating Expenditures	Title I	18000.00
		ThinkingMaps training to provide staff with strategies for differentiation, language development, and rigor.	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
		CABE conference expenses for teachers and administrators to learn strategies to better help English Learners.	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
		CADA conference expenses for teachers and administrators to learn strategies to improve the GVHS RTI program.	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
		Special Education conference for administrators and teachers to learn strategies, changes in laws, etc.	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	362,800.00
4000-4999: Books And Supplies	Title I	15,900.00
5000-5999: Services And Other Operating	Title I	27,000.00
5800: Professional/Consulting Services And	Title I	33,165.00
	<b>Total:</b>	<b>438,865</b>



## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	438,865.00
<b>Total:</b>	<b>438,865</b>

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	362,800.00
4000-4999: Books And Supplies	15,900.00
5000-5999: Services And Other Operating Expenditures	27,000.00
5800: Professional/Consulting Services And Operating	33,165.00
<b>Total:</b>	<b>438,865</b>

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	45,000.00
<b>Goal 2</b>	11,765.00
<b>Goal 3</b>	3,900.00
<b>Goal 4</b>	378,200.00
<b>Total</b>	<b>438,865</b>

## 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:

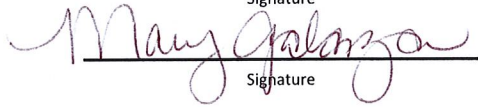
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Swartwood, Kevin	X				
Eckman, Daniel		X			
Woodall, Tara		X			
Davis, Karen		X			
Fox, Sue		X			
Powers, Andrew		X			
Castillo, Alma			X		
De La Rosa, Lizette			X		
Berra, Maria				X	
Hanley, Tamara				X	
Montes, Gabriela				X	
Rodriguez, Elizabeth				X	
Dudley, Wyatt					X
Moua, Jedda					X
Thao, Yeng					X
Yang, Pa Houa					X
Thomas, Matthew					
<b>Numbers of members of each category:</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>

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**

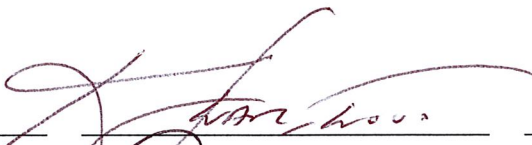
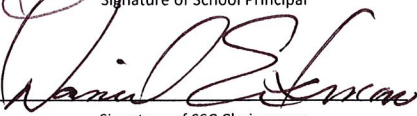
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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)**:

	State Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/>  Signature
X	English Learner Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/>  Signature
	Special Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Gifted and Talented Education Program Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	District/School Liaison Team for schools in Program Improvement	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Compensatory Education Advisory Committee	<hr style="border: 0; border-top: 1px solid black;"/> Signature
	Departmental Advisory Committee (secondary)	<hr style="border: 0; border-top: 1px solid black;"/> Signature
X	Other committees established by the school or district (list): Safety & Discipline Committee Instructional Leadership Team	 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 October 28, 2015.

Attested:

Kevin Swartwood		11/16/16
Typed Name of School Principal	Signature of School Principal	Date
Daniel Eckman		11/16/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date