School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Valley High School	24-65789 2430098	September 20, 2018	October 10, 2018

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

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

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.

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

Status of meeting requirements for highly qualified staff (ESEA)

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

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.

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.

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 monthly professional development for all staff.

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

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.

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.

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

The master schedule has been taylored to accomodate 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.

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 available.

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.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Teacher have received training in AVID WICOR and Depth of Knowledge training. 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 induction providers, an instructional coach, and through administrative feedback.

Parental Engagement

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 4 times per year. Additionally, through the ASSETs Grant, Golden Valley houses English as a Second Language. Golden Valley also employs two community liaisons who provide translation and outreach to the Spanish and Hmong speaking populations.

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 beheld on campus again this year in February. 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

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

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

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 Compensary Education, Limited English Proficient funds, and funds from the District's After School Education (ASSETs) grant.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

2017-2018 School Site Council Meetings on 9/20/17, 10/18/17, 11/15/18, 1/24/18, 2/28/18, 3/21/18, 4/25/18

2017-2018 Parent LCAP Meetings on 09/12/2018 and 11/14/2018

2018 Back to School Night on 8/28/18

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.1%	0.11%	5	2	2
African American	3.7%	4.3%	4.35%	63	74	78
Asian	12.6%	11.8%	11.16%	216	204	200
Filipino	0.6%	0.5%	0.61%	10	9	11
Hispanic/Latino	64.3%	65.5%	66.07%	1,104	1,133	1184
Pacific Islander	0.1%	0.1%	0.22%	1	2	4
White	14.5%	13.0%	12.83%	248	225	230
Multiple/No Response	3.9%	0.4%	0.50%	67	7	9
			Total Enrollment	1,716	1,729	1792

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	454	488	500
Grade 10	443	439	469
Grade 11	421	427	425
Grade 12	398	375	398
Total Enrollment	1,716	1,729	1,792

Conclusions based on this data:

1. Enrollment has increased the past three years
2. The Freshman class has had the largest increase from 2015-16 to 2017-18

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	151	117	124	9%	7%	7%
Fluent English Proficient (FEP)	52	44	40	3%	2%	2%
Reclassified Fluent English Proficient (RFEP)	647	695	730	38%	40%	41%

Conclusions based on this data:

1. Percentages rounded to nearest value.
2. From 2015-16 to 2017-18, the amount of students in the RFEP classification has increased
3. The percentage of English Learner has decreased from 2015-16 to 2017-18

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	375	414	398	365	405	388	359	405	387	97.3	97.8	97.5
All Grades	375	414	398	365	405	388	359	405	387	97.3	97.8	97.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2587.	2593.	2563.	15	19.51	11.63	39	36.05	34.37	27	28.40	29.46	18	16.05	24.55
All Grades	N/A	N/A	N/A	15	19.51	11.63	39	36.05	34.37	27	28.40	29.46	18	16.05	24.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	19	24.44	18.39	59	57.28	55.96	22	18.27	25.65
All Grades	19	24.44	18.39	59	57.28	55.96	22	18.27	25.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	30.37	19.95	57	48.40	47.41	19	21.23	32.64
All Grades	24	30.37	19.95	57	48.40	47.41	19	21.23	32.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	16.30	14.51	70	66.42	66.58	14	17.28	18.91
All Grades	16	16.30	14.51	70	66.42	66.58	14	17.28	18.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	31.11	23.06	61	51.85	51.81	13	17.04	25.13
All Grades	26	31.11	23.06	61	51.85	51.81	13	17.04	25.13

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.
3. The percent of students Below Standard has significantly increased. Golden Valley has not used interim assessments to allow students to practice the CAASPP prior to the administration students Junior year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	375	413	398	367	405	390	363	405	390	97.9	98.1	98
All Grades	375	413	398	367	405	390	363	405	390	97.9	98.1	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2549.[illegible]	2532.[illegible]	2543.[illegible]	7	3.95	2.05	21	14.32	17.18	25	27.16	31.28	48	54.57	49.49
All Grades	N/A	N/A	N/A	7	3.95	2.05	21	14.32	17.18	25	27.16	31.28	48	54.57	49.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	9.65	8.21	32	27.72	32.82	52	62.62	58.97
All Grades	15	9.65	8.21	32	27.72	32.82	52	62.62	58.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	7.43	5.64	50	44.06	51.54	39	48.51	42.82
All Grades	11	7.43	5.64	50	44.06	51.54	39	48.51	42.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	10	6.68	6.92	57	53.96	57.44	34	39.36	35.64
All Grades	10	6.68	6.92	57	53.96	57.44	34	39.36	35.64

Conclusions based on this data:

1. Students have made progress on scores in comparison to previous year.
2. Students had most difficulty in the Apply Mathematical Concepts & Procedures section.
3. The percent of students Below Standard has significantly increased. Golden Valley has not used interim assessments to allow students to practice the CAASPP prior to the administration students Junior year.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade 9	1551.8	1555.2	1548.1	37
Grade 10	1550.0	1542.6	1557.0	27
Grade 11	1481.8	1454.1	1509.0	11
Grade 12	*	*	*	*
All Grades				83

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 9	11	29.73	13	35.14	11	29.73	*	*	37
Grade 10	*	*	*	*	*	*	*	*	27
Grade 11	*	*	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	22	26.51	29	34.94	17	20.48	15	18.07	83

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 9	21	56.76	*	*	*	*	*	*	37
Grade 10	11	40.74	*	*	*	*	*	*	27
Grade 11	*	*	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*			*
All Grades	38	45.78	20	24.10	12	14.46	13	15.66	83

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade 9	*	*	*	*	16	43.24	11	29.73	37
Grade 10	*	*	*	*	*	*	*	*	27
Grade 11			*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	20	24.10	26	31.33	29	34.94	83

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	15	40.54	16	43.24	*	*	37
Grade 10	11	40.74	11	40.74	*	*	27
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	29	34.94	35	42.17	19	22.89	83

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	28	75.68	*	*	*	*	37
Grade 10	16	59.26	*	*	*	*	27
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*			*
All Grades	54	65.06	17	20.48	12	14.46	83

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	15	40.54	17	45.95	37
Grade 10	*	*	*	*	12	44.44	27
Grade 11			*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	11	13.25	30	36.14	42	50.60	83

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	27	72.97	*	*	37
Grade 10	*	*	20	74.07	*	*	27
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	16	19.28	54	65.06	13	15.66	83

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,792	83.6%	6.9%	0.6%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	6.9%
Foster Youth	10	0.6%
Homeless	159	8.9%
Socioeconomically Disadvantaged	1,498	83.6%
Students with Disabilities	127	7.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	78	4.4%
American Indian	2	0.1%
Asian	200	11.2%
Filipino	11	0.6%
Hispanic	1,184	66.1%
Two or More Races	74	4.1%
Pacific Islander	4	0.2%
White	230	12.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		
College/Career Blue		

Conclusions based on this data:

1. Overall Golden Valley is doing well on the Equity Report per the CA Dashboard Indicators.
2. Golden Valley should continue to explore options for EL students to progress.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
20.1 points below standard	117.7 points below standard	0 Students
Declined -31.9 points	Declined -65.8 points	
381 students	56 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	No Performance Color
34.3 points below standard	36.2 points below standard	156.4 points below standard
Declined -15.4 points	Declined -36.9 points	Declined -63.8 points
52 students	307 students	28 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
66.1 points below standard	0 Students	0.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.4 points		Declined -39.7 points	1 students
11 students		51 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
33.3 points below standard	43.4 points above standard	0 Students	6.3 points above standard
Declined -33.4 points	Increased 3.9 points		Declined -50 points
246 students	19 students		53 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	100.6 points below standard	13.3 points below standard
8 students	Declined -58.1 points	Declined -27.1 points
	48 students	193 students

Conclusions based on this data:

1. Golden Valley High School does not currently have a standard ELA assessment outside of the CAASPP.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
83.2 points below standard	162.9 points below standard	0 Students
Increased 11 points	Declined -12.1 points	
383 students	57 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	No Performance Color
101.6 points below standard	98.4 points below standard	197.6 points below standard
Increased	Increased 9.7 points	Increased 5.2 points
41.4 points 52 students	309 students	28 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
134.3 points below standard	0 Students	56.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased		Increased 12.7 points	1 students
42.5 points 11 students		52 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
95.4 points below standard	48.3 points below standard	0 Students	55.2 points below standard
Increased 14.2 points	Declined -11.2 points		Declined -14.6 points
247 students	19 students		53 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	150.1 points below standard	78 points below standard
8 students	Declined -10.8 points	Increased 13 points
	49 students	193 students

Conclusions based on this data:

1. Golden Valley High School does not currently have a standard math assessment outside of the CAASPP.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
83	26.5%	34.9%	20.5%	18.1%

Conclusions based on this data:

1. Golden Valley is continuing to make progress for EL Students

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	4

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
60.2% prepared	33.8% prepared	Less than 11 Students - Data Not Displayed for Privacy
Increased 21.9%	Increased 20.9%	6 students
407 students	65 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Blue	Green
43.9% prepared	57.5% prepared	38.3% prepared
Increased 10.1%	Increased 20.8%	Increased 32.9%
57 students	348 students	47 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
31.3% prepared	0 Students	71.7% prepared	Less than 11 Students - Data Not Displayed for Privacy
16 students		Increased 20.8%	4 students
		46 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
57.6% prepared	88.2% prepared	Less than 11 Students - Data Not Displayed for Privacy	60.8% prepared
Increased 24.9%	Increased 31.1%	1 students	Increased 14.6%
271 students	17 students		51 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
35.2% **Prepared**	38.3 **Prepared**	60.2 **Prepared**
37.7% **Approaching Prepared**	31.1 **Approaching Prepared**	14.5 **Approaching Prepared**
27.2% **Not Prepared**	30.6 **Not Prepared**	25.3 **Not Prepared**

Conclusions based on this data:

1. Our Students with Disabilities and English Learners are among our students least prepared for College and Career.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not all data is available for each subgroup
2. The highest rate of absenteeism is among out Students with Disabilities

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
93.6% graduated	86.2% graduated	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.9%	Increased +2.3%	6 students
407 students	65 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Green	Orange
89.5% graduated	93.1% graduated	76.6% graduated
Declined -3.5%	Maintained -0.8%	Maintained +0.9%
57 students	348 students	47 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
81.3% graduated	0 Students	97.8% graduated	Less than 11 Students - Data Not Displayed for Privacy
16 students		Increased +5.4%	4 students
		46 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
94.1% graduated	100% graduated	Less than 11 Students - Data Not Displayed for Privacy	90.2% graduated
Maintained -0.7%	Maintained 0%	1 students	Declined -6%
271 students	17 students		51 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
94.6% graduated	93.6% graduated

Conclusions based on this data:

1. Golden Valley's graduation rate is above the state average of 83.2% (CA class of 2016)

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
4% suspended at least once	4.7% suspended at least once	10.7% suspended at least once
Increased 1.9% 1914 students	Maintained 0.1% 149 students	Increased 7.4% 28 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
10.3% suspended at least once	4.6% suspended at least once	10.2% suspended at least once
Increased 6.7% 185 students	Increased 2.4% 1611 students	Increased 3.6% 197 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	No Performance Color
15.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 2 students	1% suspended at least once	0% suspended at least once
Increased 8.7% 95 students		Increased 1% 205 students	11 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
3.5% suspended at least once	3.5% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 3 students	5.2% suspended at least once
Increased 1.4% 1263 students	Increased 1.3% 85 students		Increased 2.4% 250 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
6.5% suspended at least once	2.2% suspended at least once	4% suspended at least once

Conclusions based on this data:

1. Suspensions have decline significantly overall at Golden Valley High School
2. Our highest rate of suspension is for African American students and Students with Disabilities

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.

Goal 1

All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	13.37% Fall of 2017	Increase to 18% Fall of 2018
F Rate	13.93% Fall 2017, 14.35% Spring 2018	Below 10% for
AP Pass Rate	23% for 2017-18	28% for 2018-2019
Articulation Examination	58 students articulated in 2017-2018	65 students in 2018-2019
CTE Course Participation	56% Spring 2018	70% as of Spring 2019

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue participation in AVID through Summer Institute, AVID Coordinator position, and necessary instructional materials to enhance AVID

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2000.00	Title I 4000-4999: Books And Supplies AVID Supplies
10000.00	Title I 5000-5999: Services And Other Operating Expenditures AVID College Field Trips
4000.00	Title I 1000-1999: Certificated Personnel Salaries Extra duty stipend for AVID Counselor
5000.00	Title I 4000-4999: Books And Supplies Testing costs
5000.00	Title I 4000-4999: Books And Supplies Tables and chairs for testing

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk/Underserved Students

Strategy/Activity

Incentives for at-risk students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I 0000: Unrestricted Incentives for at-risk/underserved students to achieve academically and social-emotionally

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Tables and Chairs for Testing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 2

Increase the amount of students participating in extracurricular activities

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 Star Data of student participation	No reported baseline as consistent measure was not previously developed	90% of students participating in some form of 5 Star tracked activity
Participation in Extracurricular Activities	76.86% students as of Fall 2017, 69.94% students as of Spring of 2018; 73.4% for 2017-18	80% of students participating in extracurricular activities for 2018-19.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Introduce 5 Star incentive program to motivate students to participate in school activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I 0000: Unrestricted

	Student incentives for 5 star program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Band students

Strategy/Activity

***Addendum 10/24/2018: Renew instruments for the Band

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11452	Title I 0000: Unrestricted Band Instruments

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 2: For all students in the MUHSD to 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 extracurricular activities.

Goal 3

To create a positive atmosphere for parents and students on campus to reduce school suspensions, expulsions, and chronic absenteeism.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Character Counts Awards	420 Students Recognized	500 Students Recognized
Admin Students of the week	First year of implementation	300 students recognized
Suspension Data	2.42% for 2017-18	Below 2% for 2018-2019
Chronic Absenteeism Data	8.8% 2017-18	5% for 2018-2019
Expulsion Data	Total of 7 students expelled in 2017-18	Fewer than 5 students expelled

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Cougar PRIDE Program (Formally Character Counts) to recognize students for positive behaviors

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 0000: Unrestricted

	Incentives of Cougar Bucks for use at Student Store
2500.00	Title I 1000-1999: Certificated Personnel Salaries Stipend for Cougar PRIDE Program
1500.00	Title I 4000-4999: Books And Supplies Cougar PRIDE supplies
7484.90	Title I 4000-4999: Books And Supplies Covering to be used throughout campus for school related activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attend School Culture Summit

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I 5800: Professional/Consulting Services And Operating Expenditures Attend School Culture Summit to improve school climate and culture.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Parent Engagement Opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

12000	Title I 0000: Unrestricted Supplies, refreshments, furniture, speakers for theater

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide equitable access to academic, social-emotional and extracurricular services to ensure equally high outcomes for all participants through the creation of multicultural, multi-ethnic, multiracial practices and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factors.

Goal 4

Increase ELPAC advancement and reclassification of English Language Learners

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	39.53% as of 2016-17	43% for 2018-2019
College and Career Indicator	35% prepared per CA State Dashboard	40% prepared for 2018-19

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Purchase materials increase EL student achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Supplies and/or software to increase English Proficiency for EL Students

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Attend professional development to increase student achievement for English Learners

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures California Association for Bilingual Education (CABE) conference expenses for teacher(s) and paraprofessional to learn strategies to better help English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 5

To retain highly qualified staff and help them grow professionally

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fully Credentialed Teachers	92.68% 2017-2018	95% 2018-2019
Appropriately Assigned Teachers	100% 2017-2018	100% 2018-2019

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will have access to professional development opportunities layered with the support of on-site instructional team leaders, technology literacy coaching and instructional coaches. GVHS is committed to exposing our instructional leaders and teachers to the most current research-validated teaching strategies and effective technology tools available in the world of education. GVHS will send staff to education and technology conferences to ensure that they are provided contemporary professional learning opportunities that will enhance their ability to improve student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

81501	Title I 5000-5999: Services And Other Operating Expenditures Professional Development for tentative funding amount of $81,501

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$513,484
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$164,437.90

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$164,437.90

Subtotal of additional federal funds included for this school: $164,437.90

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $164,437.90

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

5 Classroom Teachers

4 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kevin Swartwood	Principal
Abraham Olivares	Other School Staff
Alynne Frewin	Classroom Teacher
Jennifer Runner	Classroom Teacher
Corey Mesa	Classroom Teacher
Brianna Pivirotto	Classroom Teacher
Haley Forsberg	Classroom Teacher
Dazzey Valdez	Other School Staff
Maria Aguilar	Other School Staff
Jack Lor	Other School Staff
Sahil Malhi	Secondary Student
Alyssa Humphreys	Secondary Student
Maria Mendoza	Parent or Community Member
Juan Diaz	Parent or Community Member
Concepcion Hidalgo	Parent or Community Member
Maria Mendoza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/20/2018.

Attested:

	Principal, Kevin Swartwood on 09/20/2018
	SSC Chairperson, Abraham Olivares on 09/20/2018

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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