

# The Single Plan for Student Achievement

**School:** Golden Valley High School  
**CDS Code:** 19-65136-0102459  
**District:** William S. Hart Union High School District  
**Principal:** Sal Frias  
**Revision Date:** April 20, 2018

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 May 2, 2018.**

## 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 School Site Council created a series of three open-ended Google surveys whereby all stakeholders could voice their concerns, suggestions, ideas and thoughts in an anonymous forum. We chose an open-ended format because we wanted the surveys to truly assess what our community thought we needed. The School Site Council felt that a multiple choice type survey would limit stakeholders' options and may create a situation where good ideas were unable to be shared with the team. There were three separate surveys created and implemented; one for students, one for parents, and one for staff of Golden Valley High School. The links for the student and parent surveys were posted on the front page of our website. Parents were directed to the survey locations via email and our Principal referenced the surveys in his weekly phone calls to all our families. Students were also told in class about the surveys. The staff was emailed a direct link to the staff survey through their school email system.

Once the surveys were completed, the School Site Council met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly, our community felt that our students need more access and opportunity for academic and personal

intervention, reduced class size, increased opportunities for college and career exploration, access to state-of-the-art technology, drop-in tutoring, and increased opportunities for school involvement.

### **Description of Comprehensive Needs Assessment Process**

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

Besides the three surveys listed above, student data was also analyzed by staff to better understand the needs of the school. We were also fortunate to have current analysis data from a recent WASC visit that took place last spring. Once all data was reviewed, the School Site Council met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly our community felt that our students needed more access and opportunity for academic and personal intervention, reduced class size, increased opportunities for college and career exploration, access to state-of-the-art technology, drop-in tutoring, and increased opportunities for school involvement.

### **Information on Academic Achievement**

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

Math is a critical needs area. During the 2016 CAASPP administration, only 37% of students scored proficient or higher in the mathematical section. That number fell to 31% during the 2017 CAASPP testing. Our math department has created a plan to increase student achievement through hands-on STEM based activities and differentiated instruction. The math department would also like to increase access to AP level math programs for all our students and assist students in being successful academically by expanding their intervention and tutoring offerings.

Language Arts also experienced a drop in proficiency levels last year from 74% to 69% of students scoring proficient or higher. The district recently adopted new Common Core-aligned textbooks in English which will hopefully have a positive impact on student achievement over time.. The English department has chosen to expand its intervention offerings through the addition of Saturday academies and an afterschool Writing Center. The Writing Center is invaluable to our student population because nearly 40% of our students speak a language other than English in the home, and they often cannot ask parents for help on written assignments.

Our students also have a critical need to access technology and develop digital skills and fluency here at school. With over 50% of our students living in lower socioeconomic households they are not able to attain the 21st century skills at home that they will need for success in their futures. Most of our lower socioeconomic students can only access the internet on their phones or at a public library. This makes creating multimedia presentations and submitting assignments through the internet difficult or impossible for them. It is vital that they have access to cutting edge technology equipment and acquire digital literacy skills at school. They need to have these skills to apply to college and successfully compete in an increasingly electronic workplace.

### **Impact of Instructional Program**

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

Students living in poverty come to school every day at a disadvantage from their peers from more affluent families. They do not have the same access to food, healthcare, shelter, technology, and other basic necessities. Consequently, their academic success is hindered in many cases by circumstances beyond their control. At Golden Valley High School, we see this difference in our students in the form of access to technology and the development of digital literacy skills, participation in athletic and performing arts groups, and a gap in CAASPP performance scores in both math and English Language Arts.

Our goal at Golden Valley is to minimize these gaps through the use of our Title 1 funds. Our plan seeks to increase access to up-to-date technology in classrooms to support our textbooks' focus on inquiry-based learning and collaborative learning. We also will facilitate small group learning through additional instructional assistants in the math and English classrooms of our most fragile learners. Part of our plan will also increase parent involvement by increasing counseling services, such as home visits and college awareness programs. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

### **Annual Evaluation of Prior Year Plan**

This section provides a description of the results of the annual evaluation of the prior year's plan.

Evaluation of the 2017-18 Single Plan for Student Achievement will be evaluated once 2018 test scores are available and final grade for quarter 4 are submitted.

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	491	524	450	480	515	437	479	514	437	97.8	98.1	97.1
All Grades	491	524	450	480	515	437	479	514	437	97.8	98.1	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2624.4	2629.2	2625.2	31	31	31.81	39	41	36.61	17	17	20.82	13	10	10.76
All Grades	N/A	N/A	N/A	31	31	31.81	39	41	36.61	17	17	20.82	13	10	10.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	40	34	38.67	45	55	46.68	15	11	14.65
All Grades	40	34	38.67	45	55	46.68	15	11	14.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	44	45	42.33	40	44	44.39	15	11	13.27
All Grades	44	45	42.33	40	44	44.39	15	11	13.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	22	27.69	62	68	62.47	14	9	9.84
All Grades	24	22	27.69	62	68	62.47	14	9	9.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	44	42	40.05	47	50	48.05	9	8	11.90
All Grades	44	42	40.05	47	50	48.05	9	8	11.90

**Conclusions based on this data:**

1. The overall achievement scores of students at the "standard exceeded" performance band stayed relatively the same over the course of the three years reported, with about 31% of students measuring "standard exceeded".
2. The percentages of students at the "standard met" performance band decreased, while the percentage of students at the "standard nearly met" and "standard not met" levels increased.
3. The highest percentage of students in the "below standard" category fall within the reading component (at 14.65%). The highest percentage of students scoring "above standard" fall within the writing component of the CAASPP (at 42.33%)

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	491	524	450	482	511	437	478	507	437	98.2	97.5	97.1
All Grades	491	524	450	482	511	437	478	507	437	98.2	97.5	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2582.7	2586.6	2570.9	12	12	9.84	25	23	21.28	25	33	29.75	37	33	39.13
All Grades	N/A	N/A	N/A	12	12	9.84	25	23	21.28	25	33	29.75	37	33	39.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	21	21	18.81	36	41	32.80	42	38	48.39
All Grades	21	21	18.81	36	41	32.80	42	38	48.39

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	16	12.39	51	56	51.15	26	28	36.47
All Grades	22	16	12.39	51	56	51.15	26	28	36.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	19	13.53	56	63	60.78	23	18	25.69
All Grades	20	19	13.53	56	63	60.78	23	18	25.69

#### Conclusions based on this data:

1. The majority of the students test results from 2016-17 fall within the "standard nearly met" and "standard not met" band, at a 68.88% combined percentage.
2. Student scores fell overall during the 2016-17 year as compared to previous years.

3. The math concept with the highest percentage of students falling in the "below standard" performance band was in Concepts and Procedures, with 48.39% of students "below standard".

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	21	15	13	34	37	51	26	28	22	12	9	7	7	11	8
<b>10</b>	20	12	10	40	43	38	19	27	31	10	12	13	11	6	8
<b>11</b>	23	20	31	32	33	32	19	28	21	18	13	11	9	8	5
<b>12</b>	44	25	18	32	26	32	9	22	20	11	14	20	5	13	10
<b>Total</b>	26	18	18	35	35	39	19	26	23	13	12	12	8	9	8

#### Conclusions based on this data:

1. Students in the Advanced or Early Advanced proficiency level was at 57% in the 2016-17 school year, which is a 4% increase from the 2015-16 school year.
2. Fewer percentage of students are at the Early Intermediate or Beginning level in the 2016-17 school year, in comparison to the 2015-16 school year.
3. Overall, the smallest percentage of students fall within the Beginning proficiency level over the past three years.



## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	22	14	13	33	33	45	24	24	19	12	12	8	10	17	16
<b>10</b>	21	11	11	38	43	36	18	25	29	8	14	12	15	7	12
<b>11</b>	24	20	29	30	31	32	20	29	22	17	11	11	9	9	6
<b>12</b>	43	25	18	31	26	31	10	22	21	10	15	20	4	12	10
<b>Total</b>	26	17	17	33	34	37	19	25	23	12	13	12	10	11	11

#### Conclusions based on this data:

1. The percentage of students in the Early Intermediate and Beginning proficiency levels has stayed relatively consistent over the three years of reporting.
2. The percentage of students in the Early Advanced proficiency level has increased by 4% over two years.
3. The highest percentage of students fall within the Early Advanced proficiency level over the three years reported.

## School and Student Performance Data

### Student Enrollment by Group




Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.3%	0.2%	0.1%	7	4	2
African American	8.0%	8.1%	8.8%	166	173	191
Asian	5.1%	4.4%	3.7%	107	93	81
Filipino	6.8%	6.5%	6.3%	142	139	136
Hispanic/Latino	53.9%	54.3%	55.3%	1,124	1,157	1,203
Pacific Islander	0.1%	0.1%	0.1%	3	3	1
White	21.8%	21.8%	21.5%	454	465	468
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
Total Enrollment:				2,086	2,129	2,177

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	489	568	604
Grade 10	560	504	550
Grade 11	524	555	485
Grade 12	513	502	538
Total Enrollment:	2086	2,129	2,177


## School and Student Performance Data

### Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		10	1
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		8	2
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

### Conclusions based on this data:


1. A yellow performance level in Suspension Rate indicates an area of concern requiring a closer look at more disaggregated data.

## School and Student Performance Data












### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		2,360	Medium 1.7%	Maintained +0.1%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		2,360	Medium 1.7%	Maintained +0.1%
English Learners		355	Low 1.1%	Declined -1%
Foster Youth		26	Medium 3.9%	Declined Significantly -5.2%
Homeless		109	Medium 1.8%	Declined -0.9%
Socioeconomically Disadvantaged		1,221	Medium 2.3%	Maintained +0.2%
Students with Disabilities		354	Medium 4.5%	Increased +1.5%
African American		216	Medium 4.2%	Declined -0.5%
American Indian		3	*	*
Asian		83	Very Low 0%	Maintained 0%
Filipino		141	Low 1.4%	Increased +1.4%
Hispanic		1,314	Medium 1.6%	Maintained +0.2%
Pacific Islander		1	*	*
Two or More Races		108	Very Low 0%	Declined Significantly -2%
White		488	Low 1.4%	Maintained 0%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**


1. Certain subgroups of students show a small increase in the percentage number of suspensions from the previous reporting period.

## School and Student Performance Data




### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		329	Very High 88.4%	Increased +8.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1.1%	Declined -1%
English Learner Progress (1-12)		Very High 88.4%	Increased +8.6%
Graduation Rate (9-12)		Medium 87.2%%	Declined -2%
College/Career (9-12)	N/A	Low 14.6%	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:


1. English Learner progress is very high, having increased by 8.6% from the previous year.
2. The Graduation Rate has an orange performance level due to a slight decrease in number from the last reported year.

## School and Student Performance Data










### Status and Change Report

#### Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		467	Very High 96.1%%	Maintained +0.7%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		467	Very High 96.1%%	Maintained +0.7%
English Learners		86	Medium 87.2%%	Declined -2%
Foster Youth		0	*	*
Homeless		43	High 90.7%%	Declined -4.4%
Socioeconomically Disadvantaged		291	Very High 95.2%%	Maintained +0.5%
Students with Disabilities		60	Low 76.7%%	Declined Significantly -9.5%
African American		31	Very High 96.8%%	Increased +3.1%
American Indian		3	*	*
Asian		23	Very High 100%%	Increased +1%
Filipino		37	Very High 100%%	Maintained +0.9%
Hispanic		235	Very High 95.3%%	Maintained 0%
Pacific Islander		2	*	*
Two or More Races		23	Very High 95.7%%	Declined -4.3%
White		113	Very High 95.6%%	Increased +1.4%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. Subgroups whose graduation rate declined slightly over the most recent reporting period include English Learners and Homeless youth.
2. The graduation rate for students with disabilities declined significantly, indicating a need to look closely at more data, trends, possible reasons, rationale, and suggested improvement for this result.



## School and Student Performance Data

### Status and Change Report

#### College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
College/Career	N/A	460	Medium 54.1%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students	N/A	460	Medium 54.1%	N/A
English Learners	N/A	82	Low 14.6%	N/A
Homeless	N/A	43	Low 27.9%	N/A
Socioeconomically Disadvantaged	N/A	286	Medium 45.1%	N/A
Students with Disabilities	N/A	53	Very Low 5.7%	N/A
African American	N/A	31	Medium 45.2%	N/A
American Indian	N/A	3	*	N/A
Asian	N/A	23	Very High 87%	N/A
Filipino	N/A	37	Very High 75.7%	N/A
Hispanic	N/A	232	Medium 44.8%	N/A
Pacific Islander	N/A	2	*	N/A
Two or More Races	N/A	22	High 68.2%	N/A
White	N/A	110	High 60%	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

### Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	425	43.5 points above level 3	-4.9 points

Assessment	Number of Students	Status	Change
Mathematics (Grade 11)	422	54.8 points below level 3	-15.4 points

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

- 1. The data on College / Career Readiness reflects baseline data upon which to measure improvement over the next few years.
- 2. All students overall in Grade 11 decreased slightly in English performance dropping 4.9 points from the previous year's results.
- 3. All students overall in Grade 11 decreased significantly in Mathematics performance dropping 15.4 points from the previous year's results.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	79.8%	88.4%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared
Class of 2016	54.1%	19.6%	26.3%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

#### English Language Arts

#### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

**English Language Arts** 48.5 points above level 3 43.5 points above level 3

**Mathematics** 39.4 points below level 3 54.8 points below level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1. The percent of English Learners who made progress towards English proficiency increased significantly from 2016 to 2017 by 8.6%.
2. Students in Grade 11 overall decreased slightly in English performance by 5 points.
3. Students in Grade 11 overall decreased significantly in Mathematics performance by 15.4 points.

## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.6% (36)	1.7% (40)

#### Conclusions based on this data:

1. The suspension rate of all students stayed relative the same over two years.

## School and Student Performance Data

### Detailed Report

#### Academic Engagement

Graduation			
Indicator	2015	2016	2017
Graduation	96.3%	95.5%	96.1%%






















#### Conclusions based on this data:

1. The graduation rate of all students remained at a very high rate over a three year comparison.




School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**

1. Certain sub-groups of students have colored performance levels of significant concern when compared with their peers in different ethnic and ability groups in suspension and graduation rates.
2. The most significant results are indicated by the orange and red performance markers for Students with Disabilities. Golden Valley is working with the District on making progress for these students in these areas for next year.

**Planned Improvements in Student Performance**

**School Goal #1**

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

<b>LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.</b>
<b>SCHOOL GOAL #1:</b>
Decrease student misbehavior by 3% and increase academic achievement by 3%.
<b>Data Used to Form this Goal:</b>
Parent Surveys, Teacher Survey, Student Surveys, Suspension Data, CAASPP scores
<b>Findings from the Analysis of this Data:</b>
Our Comprehensive Needs Assessment revealed that both parents and teaching staff felt that students need more access to a wide variety of counseling services. These



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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 One highly qualified school counselor will be hired to increase opportunities for monitoring of student progress by increasing counseling services to all students.</p> <p>It is our belief that by reducing the overall caseloads of all our counselors, we can increase services, decrease misbehavior, and increase student achievement. Counselors will have more time to meet individually with their students and monitor their progress towards graduation and meeting A-G requirements.</p> <p>According to the research in "Are School Counselors an Effective Educational Input?" by Carrell, S. E., &amp; Hoekstra, M. (2014), "We exploit within school variation in counselors and find that one additional counselor reduces student misbehavior and increases academic achievement". These effects compare favorably with those of increased teacher quality and smaller class sizes. Therefore, by adding one additional counselor, student misbehavior should decrease and overall academic achievement should increase.</p> <p>Research Source: "Are School Counselors an Effective Educational Input?" by Carrell, S. E., &amp; Hoekstra, M. (2014). Economic Letters, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020</p>	August 2018	Principal	<p>Certificated Wages Paid \$99240 (OBJ 1130)</p> <p>Certificated Benefits Paid @ 20.58%</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>99240</p> <p>20423</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 student involvement in the school culture removing financial obstacles to participation in co-curricular programs.	August 2018	ASB Director Athletic Director Fine Arts Dept Chair	\$60 x 1200 students	4000-4999: Books And Supplies	Title I, Part A - Allocation	72000
A study by the U. S. Department of Education revealed that students who participate in co-curricular activities are "three times more likely to have a grade point average of 3.0 or better" than students who do not participate in co-curricular activities (Stephens & Schaben, 2002, para. 4). Additionally, in terms of co-curricular or extracurricular activities, analyses revealed that regardless of students' background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades (Simon, 2001, para. 1). Numerous studies have examined the factors influencing students' academic achievement, and many activities were found to have a significant influence.			Provide Transportation for student athletes and performing Arts students on NSLP (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 The counseling department will provide Transit Access Passes (TAP cards) for students that are on free or reduced lunch but do not meet the district's distance criteria for transportation to and from school.</p> <p>Regular, on time attendance is critical to student success. By providing the TAP cards for the city bus routes to our low socioeconomic students, we will help to ensure that they are at school on time everyday.</p>	August 2018	Principal	TAP cards for the City Transit System to our NSLP students who are in need of them.	4000-4999: Books And Supplies	Title I, Part A - Allocation	10000
<p>1.4 Hire a program specialist to help teachers systematically and routinely use data to guide instructional decisions and meet students' learning needs.</p> <p>Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses.</p>	August 2018	Principal	<p>Classified Wages Paid (1840 hours x \$21.50 per hour)</p> <p>Classified Benefits (28.2%)</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p> <p>Title I, Part A - Allocation</p>	<p>39560</p> <p>11156</p>

Planned Improvements in Student Performance

School Goal #2

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

LCAP Goal : LCAP Goal 1 - Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and
SCHOOL GOAL #2:
Increase student outcomes in math and English Language Arts by 3% by increasing access to educational resources through the use of technology.
Data Used to Form this Goal:
Parent surveys, teacher survey, Bright Bytes technology survey
Findings from the Analysis of this Data:
The surveys revealed that all stakeholders had a desire to increase student access to updated technology, digital tools, and technological skills. The Bright Bytes survey showed

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Increase student access to technology and digital tools at home and in the classroom.</p> <p>A study at Stanford University conducted by Professor Linda Darling-Hammond found that as school districts around the country consider investments in technology in an effort to improve student outcomes, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk. The study identifies three important components to successfully using technology with at-risk students: interactive learning, use of technology to explore and create rather than to “drill and kill,” and the right blend of teachers and technology.</p> <p>The report, "Using Technology to Support At-Risk Students' Learning" also identifies significant disparities in technology access and implementation between affluent and low-income schools. First, low-income teens and students of color are noticeably less likely to own computers and use the internet than their peers. Because of their students' lack of access, teachers in high-poverty schools were more than twice likely (56 percent versus 21</p>	August 2018	SpEd Dept Chair, Computer Tech	2 empty Chromebook carts #20 (2 x \$4500) for housing more computers in smaller amounts out in a larger number of classrooms	4000-4999: Books And Supplies	Title I, Part A - Allocation	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>percent) to say that their students' lack of access to technology was a challenge in their classrooms. More dramatically, only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments, compared to 52 percent of teachers in more affluent schools.</p> <p>Secondly, applications of technology in low-income schools typically involves a "drill and kill" approach in which computers take over for teachers and students are presented with information they are expected to memorize and are then tested on with multiple-choice questions. In more affluent schools, however, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking.</p> <p>"When given access to appropriate technology used in thoughtful ways, all students—regardless of their respective backgrounds—can make substantial gains in learning and technological readiness," said Darling-Hammond, the faculty director of SCOPE. "Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compromised by the same disparities</p>						



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in dollars, teachers, and instructional services that typically plague these schools. These disparities are compounded by the lack of access to technology in these students' homes."						

## Planned Improvements in Student Performance

### School Goal #3

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

<b>LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.</b>
<b>SCHOOL GOAL #3:</b>
Increase the level of parent engagement at GVHS by 10%
<b>Data Used to Form this Goal:</b>
Parent Survey, Teacher Survey, School Site Council input
<b>Findings from the Analysis of this Data:</b>
The Needs Assessment from the Teacher survey in particular indicated a desire to have the Parent Center open more often and with expanded services. Students that come to us from low socioeconomic backgrounds have obstacles to their learning that go beyond academics. Teachers and parents both indicated that they would like parents and student to have access to a comprehensive resource center to address the multitude of social and physical needs that students experience.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Expand the hours of operation in the Parent Awareness Workshops and Support (PAWS) Center to providing additional services to parents.</p> <p>The SEDL report, "A New Wave of Evidence" finds that students with involved parents, no matter their income or background, are more likely to:</p> <ul style="list-style-type: none"> <li>• Earn higher grades and test scores, and enroll in higher-level programs</li> <li>• Be promoted</li> <li>• Pass their classes and earn credits</li> <li>• Attend school regularly</li> <li>• Have better social skills</li> <li>• Show improved behavior</li> <li>• Adapt well to school</li> <li>• Graduate and go on to post-secondary education</li> </ul>	August 2018	Principal, Social Worker	PAWS Support - Our community liaison will coordinate community resources, create partnerships with local businesses and civic organizations, and present parent workshops.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Parent Involvement	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 Provide food for Community Health Fair participants, and increase public attention, awareness, and marketing of the Fair for families in the community.</p> <p>According to the ASCD article "Faces of Poverty", students living in poverty are more likely to suffer from undiagnosed / untreated medical conditions, poor nutrition (which can affect physical development as well as foster attentional difficulties), and systemic and chronic stress. All of these factors combine to create barriers to success in our students. Our participation in the Community Health Fair addresses and helps students overcome these barriers.</p>	January 2019	Principal	<p>Food for Community Health Fair participants</p> <p>Info banners for Community Health Fair</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p>	<p>600</p> <p>518</p>

## Planned Improvements in Student Performance

### School Goal #4

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

<b>LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.</b>
<b>SCHOOL GOAL #4:</b>
Increase and improve student achievement in core subjects (mathematics and English Language Arts) by 3%.
<b>Data Used to Form this Goal:</b>
CAASPP results, Teacher Surveys
<b>Findings from the Analysis of this Data:</b>
The Needs Assessment revealed that all stakeholders desired access to extended day programs in all academic areas. Parents and teachers expressed a desire to have after school access to the library. Students also expressed interest in accessing the library for tutoring in specific academic areas. The Needs Assessment revealed a desire to have smaller class sizes and a more targeted response to intervention. The site council decided that one solution to decrease student to adult ratio and create smaller learning communities within the classroom was to hire additional instructional assistants to work within the math and English classrooms.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 Extend the school day for students performing below grade level or at risk of failing one or more subjects.</p> <p>Studies have shown that students benefit from having access to extended day programs academically as well as socially and emotionally. A 2008 study by the NEA showed that programs that extend the school year can do more than just reduce summer learning loss. They can also increase academic achievement, especially for children in poverty. (<a href="http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf">http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf</a>)</p>	August 2018	Principal	Extending the after school library hours (\$34/hr x 8 hrs per week x 40 weeks)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	10880
			Certificated Benefits (20.58%)	3000-3999: Employee Benefits	Title I, Part A - Allocation	2240
			English Learner Support (After School intervention) \$18/hr x 8 hrs per wk x 40 weeks)	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	5760
			Classified Benefits (28.20%)	3000-3999: Employee Benefits	Title I, Part A - Allocation	1625
<p>4.2 Provide instructional support for students to better access standards aligned curriculum in core subjects.</p> <p>There is much evidence to suggest that differentiated, fluid grouping will increase student achievement as measured by class grades and standardized testing.</p> <p>Carol Ann Tomlinson, a leading expert in the area of small group education and differentiation, states that "flexible grouping engages students on a higher level and allows the teacher and instructional assistants to respond to learning differences and intervention needs in a more authentic and effective way."</p>	August 2018	Principal	Hire 2 classified instructional assistant for the math department - 2 IAs x \$15/hr x 1440 hours	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	43200
			Classified Benefits (28.2%)	3000-3999: Employee Benefits	Title I, Part A - Allocation	12194
			Hire 1 classified instructional assistant for the English department - IAs x \$15/hr x 1440 hours	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	21600
			Classified Benefits (28.2%)	3000-3999: Employee Benefits	Title I, Part A - Allocation	6092

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.3 Send a team of English teachers to the NCTE Annual Conference to build increased capacity, and to implement the cross-curricular focus of literacy.</p> <p>Our students' voices matter. Their voices matter in our schools, our communities, and beyond. As teachers, we want our students to discover their own voices. We want them to know the power of their voices. We want them to know the power of others' voices, and we want them to know the power of their collective voices. Most important, we want to help them discover how their voices might impact our world and to be empowered to use their voices to speak out for equity and justice. It is our hope that by sending a team of teachers to the NCTE Annual Conference we will be able to comprehensively explore this topic and come back to GVHS prepared to share new techniques, philosophies, and a redefined focus on literacy with the entire staff.</p>	November 2018	English Dept. Chair	Substitute costs for 6 teachers x 3 days	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	2250
			Certificated benefits (16.67%)	3000-3999: Employee Benefits	Title I, Part A - Allocation	375
			Conference registration	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	1740
			Hotel, Travel costs, Food	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	7500

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I, Part A - Allocation	398418	6,583.00
Title I, Part A - Parent Involvement	4535	-6,583.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	391,835.00
Title I, Part A - Parent Involvement	11,118.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	112,370.00
2000-2999: Classified Personnel Salaries	110,120.00
3000-3999: Employee Benefits	54,105.00
4000-4999: Books And Supplies	92,118.00
5000-5999: Services And Other Operating Expenditures	9,240.00
5700-5799: Transfers Of Direct Costs	15,000.00
5800: Professional/Consulting Services And Operating	10,000.00

## 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, Part A - Allocation	112,370.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	110,120.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	54,105.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	91,000.00
5000-5999: Services And Other Operating	Title I, Part A - Allocation	9,240.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	15,000.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	1,118.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	10,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	267,379.00
Goal 2	9,000.00
Goal 3	11,118.00
Goal 4	115,456.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sal Frias	X				
Cathy Novean		X			
Roger Brooks		X			
Galen Szeto		X			
Arian Wilson		X			
Ashley Thomas			X		
Juan Palare					X
Andrew Oh					X
Marilyn Chavez					X
Lisa Shea				X	
Adrienne Kinsella				X	
Monica Camacho				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
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 04/18/18.

Attested:

Sal Frias

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Adrienne Kinsella

\_\_\_\_\_  
Typed Name of SSC Chairperson

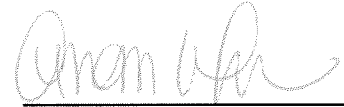
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Signature of SSC Chairperson

\_\_\_\_\_  
Date

## 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):**
  - ☒ English Learner Advisory Committee
  - ☐ Departmental Advisory Committee (secondary)
  - ☐ Other committees established by the school or district (list):
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 11/20/2017.



Signature

Signature

Signature

Attested:

Sal Frias

Typed Name of School Principal



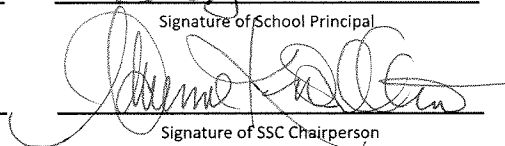
Signature of School Principal

4/20/18

Date

Adrienne Kinsella

Typed Name of SSC Chairperson



Signature of SSC Chairperson

4/20/18

Date