

# 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	19-65136-0102459	May 20, 2019	June 12, 2019

## 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  
Additional Targeted Support and Improvement  
The purpose of this Plan is to develop goals and implement actions and services to improve student

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.

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

# 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.

## Classroom Observations

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

Besides the three surveys listed above, student data (2018 CAASPP results and the CA Dashboard) was also analyzed by staff to better understand the needs of the school, as well as data from a mid-cycle WASC visit that took place in Spring of 2017. Regular classroom observations are done daily and weekly by administrators. Department Chairs and the Instructional Coach also conduct classroom observations of their peers, providing support for instructional strategies as needed. Staff agree that students will benefit from an increase in access to state-of-the-art technology, additional tutoring, increased college and career exploration, and increased opportunities for students to be involved in school programs.

## 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)

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. Additionally, they expanded their tutoring and intervention offerings through Title I funds, which led to improved results in the 2018 year. The math department also increased access to AP level math programs for all our students and continue to assist students in being successful academically by expanding their intervention and tutoring offerings. In doing so, we saw an increase in the 2018 CAASPP scores.

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 by staffing the library after school and offering a Writing Center, which 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 need to access resources which will provide them the opportunity to be academically successful here at school. With over 50% of our students living in lower socioeconomic households, they are not able to attain the said support at home that they will need for success in their futures. Most of our lower socioeconomic students can only access the internet and other resources at school or a public library. It is vital that they have access to cutting edge technology equipment and acquire digital literacy skills at school. They need to have access to resources and skills to apply to college and successfully compete in an increasingly competitive society.

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

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 academic and social-emotional 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, provide access to resources that will focus on inquiry-based learning and collaborative learning. We also will facilitate small group learning through an additional instructional assistant in the English classrooms of our most fragile learners. Part of our plan will also increase parent involvement by increasing counseling services, which will allow for more closely monitored student progress and facilitate a fostered interest in post-secondary opportunities. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

## Staffing and Professional Development

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

95% of all teachers at Golden Valley are fully credentialed highly qualified staff. Currently there are 4 out of 88 teachers with preliminary credentials, expected to complete their coursework as required before the end of the 2018-19 school year.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

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

The district provides professional development for teachers in best practices for supporting under-performing students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning. In addition, during the summer and after school, teachers are offered paid opportunities to participate in professional development. At the site, Golden Valley has a Professional Development team, which meets on a monthly basis to organize and facilitate professional development offerings monthly for improving student achievement based on content standards, student performance data and professional needs as outlined by the staff.

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

At the district level, there are four Teachers on Special Assignment (TOSAs) for math, science, English and ELD. These individuals work alongside teachers to implement CCSS, curriculum from texts, common writing performance tasks, and effective teaching of all aspects of literacy in all subjects. Additionally, Curriculum Specialist at the district level create specific language goals and implement best practices for unduplicated students in core content curriculum. At the site level, we sustain an Instructional Coach who focuses on ensuring equity and educational access for all students, in an effort to close the achievement gap. Coaches provide professional development, teach workshops on a wide variety of instructional strategies, increase effective use of technology in both teaching and learning, and develop relationships with teachers in a coaching role to help improve practices and increase collaboration. Additionally, coaches facilitate semester-long classroom "walk-about" so peers have the opportunity to observe their other peers within their content area, department, as well as outside of their teaching area. As noted previously, there is an emphasis and focus on closing the achievement gap, and increasing student achievement for English Learners and struggling students represented by significant subgroups through dashboard analysis.

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

As a site, on a monthly basis, Golden Valley commits time in the schedule for teachers to meet by both grade level content teams and/or by department in order to bring teachers together to examine data (both teacher survey data as well as data which identifies performance) and work on specific goals to develop strategies which are utilized within the classroom that support the increase student achievement.

## Teaching and Learning

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

All district required curriculum is aligned to CCSS, content and performance standards and is approved by the SBE. Said curriculum is utilized throughout all courses at GV. Additionally, our funds will be partially utilized to provide all students with an enriched curriculum and instructional supports to increase 21st century skills such as communication, collaboration, critical thinking and creativity in the classroom. Further, we are providing access to resources that will focus on inquiry-based learning and collaborative learning. We also will facilitate small group learning through an additional instructional assistant in the English classrooms of our most fragile learners.

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

N/A

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

The master schedule provides flexibility each year based on student need. Intervention support classes are built into the master schedule. Some of these courses include: Algebra 1 Prep, Geometry Prep, Achieve EL, Learning Strategies for students with special needs, and co taught offerings. GV's co taught offerings are implemented to increase inclusion for our most capable Special Education students with the goal of reducing the number of Special Education students receiving Certificates of Completion, and increasing the amount of students earning diplomas. GV also offers elective courses for our transitional students who are on track to earn a Certificate of Completion in order to expose them to a more rigorous course of study. Finally, our Achieve program offers support for our new English learners and LTELs. In addition to the course offerings built into the master schedule, there is a Golden Opportunities for Access and Learning (GOALS) preparation period for our coordinator who monitors students matriculating from the junior high school who have demonstrated a history of being academically unsuccessful. This individual works alongside the student, staff, and parents to support student achievement.

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

All district required curriculum is aligned to CCSS, content and performance standards and is approved by the SBE. Said curriculum is utilized throughout all courses at GV. Additionally, our funds will be partially utilized to provide all students with an enriched curriculum and instructional supports to increase 21st century skills such as communication, collaboration, critical thinking and creativity in the classroom. Further, we are providing access to resources that will focus on inquiry-based learning and collaborative learning. We also will facilitate small group learning through an additional instructional assistant in the English, EL, Achieve, and Special Education classrooms of our most fragile learners.

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

All district required curriculum is aligned to CCSS, content and performance standards and is approved by the SBE. Said curriculum is utilized throughout all courses at GV. Additionally, our funds will be partially utilized to provide all students with an enriched curriculum and instructional supports to increase 21st century skills such as communication, collaboration, critical thinking and creativity in the classroom. Further, we are providing access to resources that will focus on inquiry-based learning and collaborative learning. Golden Valley has Chromebook carts in every classroom, so individual students have access to technology for learning. We also will facilitate small group learning through an additional instructional assistant in the English, EL, Achieve, and Special Education classrooms of our most fragile learners. Finally, Title One services were implemented to provide additional tutoring, intervention opportunities, and increased access to technology within math to increase access for all students at the site and increase performance overall.

## Opportunity and Equal Educational Access

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

At the district level, social workers have been hired and trained to provide services to under-performing students all students in need. They work alongside staff, Child Welfare, and Attendance Specialists to provide immediate help, services, and assistance to students from low-income and homeless families, foster youth, and the general population. GV's Parent Awareness Workshops and Support (PAWS) Center, houses our site social worker and a Title One funded consultant who identifies and monitors student's daily needs, provides social, academic, physical and emotional support, and secures clothing, food, hygiene products, school supplies, tutoring, academic intervention, individualized services, and transportation for students in need allowing for said students to access their education and additional supports available. PAWS, Counseling, Administration, teachers, other staff, and families work as a team to identify needs in order to provide the necessary services that will facilitate academic growth.

#### Evidence-based educational practices to raise student achievement

All teachers receive professional development and instructional coaching that facilitates the use of evidence based instructional practices in the classroom in order to raise student achievement. Small group learning through an additional instructional assistant in the English, EL, Achieve, and Special Education classrooms support our most impacted learners. Additionally, the use of Title One funds include the added support to minimize these gaps. Our plan seeks to increase access to up-to-date technology in classrooms, provide access to resources that will focus on inquiry-based learning and collaborative learning, facilitate small group learning through an additional instructional assistant in the English classrooms of our most fragile learners, and increase parent involvement by increasing counseling services, which will allow for more closely monitored student progress and facilitate a fostered interest in post-secondary opportunities.

## Parental Engagement

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

In order to support the needs of our students, Golden Valley employs an additional school counselor to reduce the overall caseloads, increase services, decrease misbehavior, and increase student achievement. Ultimately, counselors have more time to meet individually with their students and monitor their progress towards graduation and meeting A-G requirements. GV also extends the school day for students who are under-performing, hosts intervention opportunities for students to receive individualized instructional support, facilitate small group learning through an additional instructional assistant in the English classrooms of our most fragile learners, provide support to our students and families through the PAWS Center, house a site social worker who provides access to supplies and services in an effort to ensure students can access their education.

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)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

### Funding

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

The district provides categorical funding that allows Golden Valley to create an annual Intervention Plan. Funding provides before and after school tutoring, and/or add extra 1/6th teaching assignments where possible into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, transportation for students with special needs, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

## **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**

Annually, the SSC reviews the current SPSA and the data associated with each goal to determine how to proceed. 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 and the staff 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, extended day, 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.

To complete this process, the survey results, the WASC mid-cycle report, and student data information was analyzed by staff to better understand the needs of the school. Once all the 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 stakeholders 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.

## Resource Inequities

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

After conducting and analyzing our comprehensive needs assessment, it has become apparent that the amount of resources provided to our students through parent donations and family support are significantly less than the amount available at more affluent school sites. Because a significant amount of students in our school come from low income families and/or have more severe barriers to their education than students attending schools in more affluent areas, our students most often lack some or all of the following: advanced technology at home, private tutoring resources, quiet private places to student, real life travel experiences, exposure to available college information, extra time for many co-curricular activities, wealthy successful adult role models, personal long-term goals, and knowledge of and access to community resources.

As such, students living in poverty come to school every day at a disadvantage from their peers from more affluent families. Over 50% of Golden Valley students are identified as living in poverty under the National School Lunch Program (NSLP) guidelines. Therefore, 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 with respect to accessing resources which support academic growth, the development of academic and social-emotional skills, the ability to participate in athletic and performing arts groups, and a gap in both English Language Arts and Math performance as reported on the CAASPP results.

Our goal at Golden Valley is to minimize achievement gaps through the use of our Title 1 funds. Our plan seeks to increase access to counseling, participation in co- and extracurricular activities, professional development to train staff on working with a diverse population, and post-secondary opportunities. Furthermore, we are providing access to resources that will focus on inquiry-based learning and collaborative learning. We also will facilitate small group learning through an additional instructional assistant in the English classrooms of our most fragile learners. Finally, part of our plan will also increase parent involvement by increasing parent awareness, resources, and services to our families, which will allow for more closely monitoring of student progress and facilitating a fostered interest in post-secondary opportunities. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

When analyzing the California Dashboard results, both the Academic Performance and the Graduation Rate for Students with Disabilities is concerning. Our teachers, staff, and parents recognize that two district transitional programs for students with severe cognitive delays and physical and mental impairments are regionalized at Golden Valley. As such, in the 2018-19 school year, 103 students at Golden Valley are on a non-diploma track, earning a Certificate of Completion, which are counted as non-grads for our school. In an effort to address this issue, we have implemented co-teaching courses to increase inclusion for our most capable Special Education students with the goal of reducing the number of Special Education students receiving Certificates of Completion, and increasing the amount of students earning diplomas. Additionally, we are increasing the number of co-taught elective courses for our transitional students who are earn a

Certificate of Completion in order to expose them to a more rigorous course of study. The inclusion model also provides them with access to more rigorous academic content, in an effort to increase their knowledge, skills, and proficiency in English and math especially.

# 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	0.2%	0.1%	0.14%	4	2	3
African American	8.1%	8.8%	9.18%	173	191	198
Asian	4.4%	3.7%	3.43%	93	81	74
Filipino	6.5%	6.3%	7.00%	139	136	151
Hispanic/Latino	54.3%	55.3%	55.63%	1,157	1,203	1200
Pacific Islander	0.1%	0.1%	0.19%	3	1	4
White	21.8%	21.5%	20.77%	465	468	448
Multiple/No Response	4.5%	%	%	95		
<b>Total Enrollment</b>				2,129	2,177	2157

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	568	604	557
Grade 10	504	550	606
Grade 11	555	485	532
Grade 12	502	538	462
<b>Total Enrollment</b>	2,129	2,177	2,157

### Conclusions based on this data:

1. Our student enrollment numbers fluctuates annually.
2. We are an incredibly diverse campus.
3. With a large number of Hispanic/Latino students on our campus, there is a significant need for bilingual services.

# 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	351	356	273	16.5%	16.4%	12.7%
Fluent English Proficient (FEP)	563	562	640	26.4%	25.8%	29.7%
Reclassified Fluent English Proficient (RFEP)		1	26	0.0%	0.3%	7.3%

### Conclusions based on this data:

1. The number of English Learners is decreasing, but the number of fluent English proficient and RFEP students is on the rise.
2. The supports in place for our English Learners enrolled is supporting their academic achievement.
3. There needs to be continued efforts in order to reclassify our English Learners.

# 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	524	450	487	515	437	485	514	437	485	98.3	97.1	99.6
All Grades	524	450	487	515	437	485	514	437	485	98.3	97.1	99.6

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	2629.	2625.	2624.	31	31.81	33.40	41	36.61	33.61	17	20.82	21.24	10	10.76	11.75
All Grades	N/A	N/A	N/A	31	31.81	33.40	41	36.61	33.61	17	20.82	21.24	10	10.76	11.75

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	34	38.67	34.58	55	46.68	49.69	11	14.65	15.73
All Grades	34	38.67	34.58	55	46.68	49.69	11	14.65	15.73

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	45	42.33	45.13	44	44.39	41.20	11	13.27	13.66
All Grades	45	42.33	45.13	44	44.39	41.20	11	13.27	13.66

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	22	27.69	27.69	68	62.47	60.74	9	9.84	11.57
All Grades	22	27.69	27.69	68	62.47	60.74	9	9.84	11.57

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	42	40.05	44.10	50	48.05	42.03	8	11.90	13.87
All Grades	42	40.05	44.10	50	48.05	42.03	8	11.90	13.87

**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 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	524	450	488	511	437	484	507	437	484	97.5	97.1	99.2
All Grades	524	450	488	511	437	484	507	437	484	97.5	97.1	99.2

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	2586.	2570.	2587.	12	9.84	13.64	23	21.28	26.45	33	29.75	23.14	33	39.13	36.78
All Grades	N/A	N/A	N/A	12	9.84	13.64	23	21.28	26.45	33	29.75	23.14	33	39.13	36.78

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	21	18.81	24.38	41	32.80	30.99	38	48.39	44.63
All Grades	21	18.81	24.38	41	32.80	30.99	38	48.39	44.63

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	16	12.39	17.98	56	51.15	49.17	28	36.47	32.85
All Grades	16	12.39	17.98	56	51.15	49.17	28	36.47	32.85

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	19	13.53	22.11	63	60.78	54.55	18	25.69	23.35
All Grades	19	13.53	22.11	63	60.78	54.55	18	25.69	23.35

### Conclusions based on this data:

- 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.
- 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

## 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	1533.8	1536.6	1530.5	55
Grade 10	1551.4	1545.1	1557.4	52
Grade 11	1549.8	1535.6	1563.4	36
Grade 12	1567.7	1549.8	1585.0	45
All Grades				188

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	18	32.73	13	23.64	*	*	16	29.09	55
Grade 10	16	30.77	14	26.92	12	23.08	*	*	52
Grade 11	13	36.11	12	33.33	*	*	*	*	36
Grade 12	18	40.00	13	28.89	*	*	*	*	45
All Grades	65	34.57	52	27.66	34	18.09	37	19.68	188

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	28	50.91	*	*	*	*	*	*	55
Grade 10	22	42.31	13	25.00	*	*	*	*	52
Grade 11	19	52.78	11	30.56	*	*	*	*	36
Grade 12	26	57.78	11	24.44	*	*	*	*	45
All Grades	95	50.53	42	22.34	22	11.70	29	15.43	188

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	*	*	12	21.82	*	*	24	43.64	55
Grade 10	*	*	13	25.00	11	21.15	18	34.62	52
Grade 11	*	*	13	36.11	*	*	*	*	36
Grade 12	11	24.44	14	31.11	*	*	*	*	45
All Grades	35	18.62	52	27.66	40	21.28	61	32.45	188

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	25	45.45	17	30.91	13	23.64	55
Grade 10	23	44.23	16	30.77	13	25.00	52
Grade 11	13	36.11	16	44.44	*	*	36
Grade 12	17	37.78	18	40.00	*	*	45
All Grades	78	41.49	67	35.64	43	22.87	188

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	31	56.36	15	27.27	*	*	55
Grade 10	24	46.15	21	40.38	*	*	52
Grade 11	26	72.22	*	*	*	*	36
Grade 12	34	75.56	*	*	*	*	45
All Grades	115	61.17	50	26.60	23	12.23	188

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	14	25.45	13	23.64	28	50.91	55
Grade 10	12	23.08	15	28.85	25	48.08	52
Grade 11	*	*	20	55.56	11	30.56	36
Grade 12	*	*	20	44.44	15	33.33	45
All Grades	41	21.81	68	36.17	79	42.02	188

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	*	*	34	61.82	15	27.27	55
Grade 10	*	*	35	67.31	*	*	52
Grade 11	11	30.56	20	55.56	*	*	36
Grade 12	17	37.78	24	53.33	*	*	45
All Grades	44	23.40	113	60.11	31	16.49	188

**Conclusions based on this data:**

1. Nearly 10% of our population is an English Learner or LTEL.
2. Overall, our EL and LTEL students perform well on on this assessment and reclassify

3. Students are progressively performing better on this assessment (currently ELPAC, formally CELDT) since the introduction of the Achieve program at Golden Valley

# 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
<b>2,157</b>	<b>54.4%</b>	<b>12.7%</b>	<b>0.4%</b>

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	273	12.7%
Foster Youth	8	0.4%
Homeless	100	4.6%
Socioeconomically Disadvantaged	1,174	54.4%
Students with Disabilities	324	15.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	198	9.2%
American Indian	3	0.1%
Asian	74	3.4%
Filipino	151	7.0%
Hispanic	1,200	55.6%
Two or More Races	79	3.7%
Pacific Islander	4	0.2%
White	448	20.8%

### Conclusions based on this data:

1. With the majority of our population being socioeconomically disadvantaged, funds need to be applied to support students' personal and academic growth.
2. There is a need to expose students to co-curricular and post-secondary opportunities.
3. Increased funding sources need to be applied to provide additional counseling services.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. An orange performance level in Suspension Rate indicates an area of concern requiring a closer look at strategies to increase positive behavior and decreasing suspension rate.
2. An orange in College and Career indicates a need to expose and support post-secondary opportunities for students
3. A yellow indicates a need for continued growth in improving the graduation rate for students with disabilities.

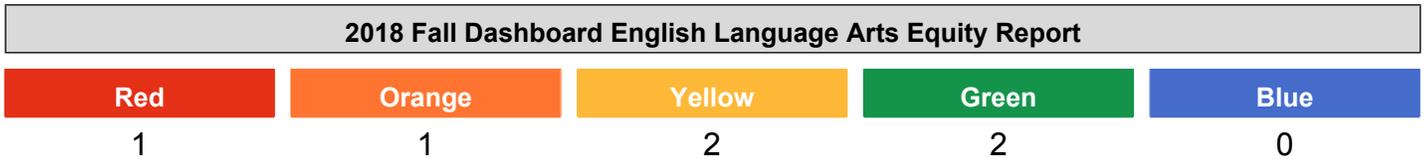
# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Green 42.7 points above standard Maintained -0.8 points 471 students	<p><b>English Learners</b></p>  Orange 24 points below standard Maintained -1.9 points 81 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 12.5 points above standard 33 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 21.2 points above standard Maintained -2.8 points 241 students	<p><b>Students with Disabilities</b></p>  Red 88 points below standard Declined -12.1 points 58 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 18.4 points above standard Declined -9.5 points 32 students	 No Performance Color 0 Students	 No Performance Color 96.3 points above standard Increased 12.4 points 12 students	 No Performance Color 109.1 points above standard Increased 35.7 points 35 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.1 points above standard Increased 3.6 points 260 students	 No Performance Color 66.4 points above standard Declined -3.2 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 64 points above standard Declined -23.3 points 109 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
79.5 points below standard Declined -13.9 points 33 students	14.1 points above standard Declined -19.7 points 48 students	51.9 points above standard Maintained -0.2 points 268 students

**Conclusions based on this data:**

1. Funding needs to be allocated to improve academic success in ELA - specifically for students with disabilities, English Language Learners and the socioeconomically disadvantaged.
2. Increasing English Language performance would lead to improved graduation rate.
3. Increasing opportunities for students to receive additional support will lead to higher performance.

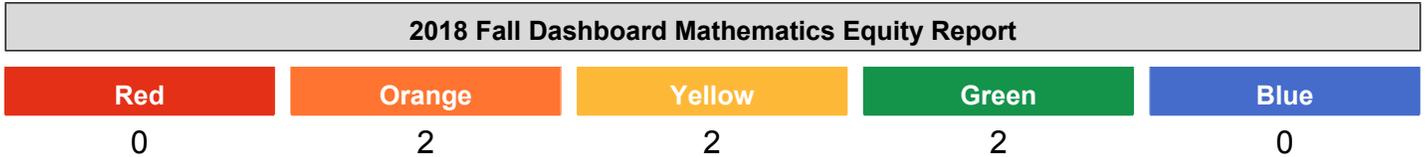
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  <p>Green</p> <p>38.3 points below standard</p> <p>Increased</p> <p>16.5 points 469 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>104.8 points below standard</p> <p>Increased 7.5 points</p> <p>81 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>69.2 points below standard</p> <p>33 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>58 points below standard</p> <p>Increased</p> <p>19.9 points 240 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>158.7 points below standard</p> <p>Increased</p> <p>28.5 points 58 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 87 points below standard Declined -4.5 points 32 students	 No Performance Color 0 Students	 No Performance Color 47.4 points above standard Increased 20.8 points 12 students	 No Performance Color 44.7 points above standard Increased 40 points 35 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 59.8 points below standard Increased 22.3 points 260 students	 No Performance Color 23.3 points below standard Increased 13.1 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 10.3 points below standard Maintained -2.2 points 107 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
146.1 points below standard Increased 16 points 33 students	76.4 points below standard Declined -28.2 points 48 students	30.2 points below standard Increased 17.2 points 266 students

**Conclusions based on this data:**

- 1.

# 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
188	34.6%	27.7%	18.1%	19.7%

### 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.

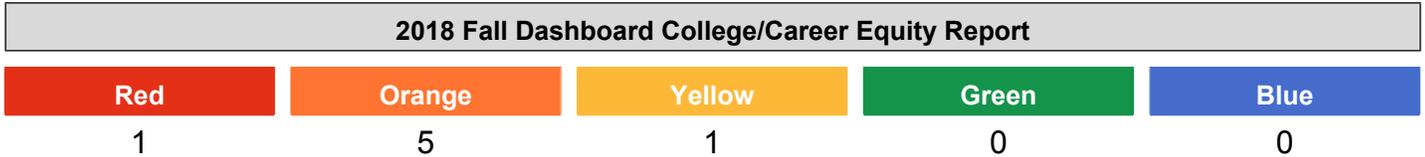
# School and Student Performance Data

## Academic Performance College/Career

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Orange 45.7% prepared Declined -7.4% 457 students	<p><b>English Learners</b></p>  Orange 10.8% prepared Declined -5.2% 83 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p><b>Homeless</b></p>  Orange 38.9% prepared Declined -5.3% 36 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 40.3% prepared Declined -5.1% 305 students	<p><b>Students with Disabilities</b></p>  Red 5.8% prepared Maintained 1.3% 69 students

**2018 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 38.3% prepared Declined -11.7% 47 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 70.8% prepared Declined -18.1% 24 students	 No Performance Color 58.8% prepared Declined -10.4% 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.5% prepared Declined -5.1% 234 students	 No Performance Color 50% prepared Declined -10.7% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 62.2% prepared Declined -8.8% 98 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
54.1% <b>Prepared</b>	53.2 <b>Prepared</b>	45.7 <b>Prepared</b>
19.6% <b>Approaching Prepared</b>	23.2 <b>Approaching Prepared</b>	22.8 <b>Approaching Prepared</b>
26.3% <b>Not Prepared</b>	23.6 <b>Not Prepared</b>	31.5 <b>Not Prepared</b>

**Conclusions based on this data:**

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

## Academic Engagement Graduation 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 Graduation Rate Equity Report



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
<p>Yellow</p> <p>93% graduated</p> <p>Declined -3.8%</p> <p>457 students</p>	<p>Orange</p> <p>84.3% graduated</p> <p>Declined -9%</p> <p>83 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p> <p>88.9% graduated</p> <p>Maintained +0.5%</p> <p>36 students</p>	<p>Yellow</p> <p>93.1% graduated</p> <p>Declined -3.1%</p> <p>305 students</p>	<p>Red</p> <p>66.7% graduated</p> <p>Declined -18.2%</p> <p>69 students</p>

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
93.6% graduated	Less than 11 Students - Data Not Displayed for Privacy	91.7% graduated	94.1% graduated
Declined -6.4%	1 students	Declined -8.3%	Declined -2%
47 students		24 students	34 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 Orange
94.9% graduated	94.4% graduated	Less than 11 Students - Data Not Displayed for Privacy	88.8% graduated
Declined -1.7%	Declined -2%	1 students	Declined -6.6%
234 students	18 students		98 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
96.8% graduated	93% graduated

**Conclusions based on this data:**

- Subgroups whose graduation rate declined slightly over the most recent reporting period include English Learners and Homeless youth.
- 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.

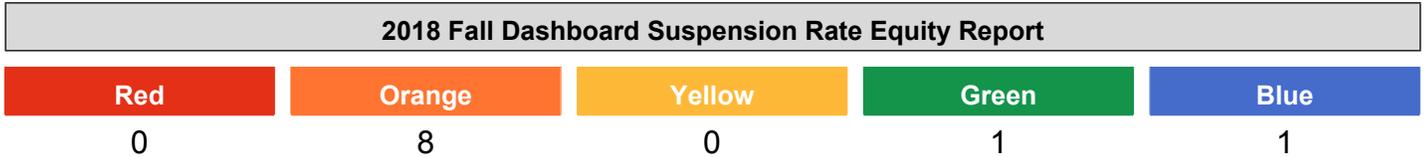
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  Orange 2.9% suspended at least once Increased 1.2% 2307 students	<p><b>English Learners</b></p>  Orange 3.3% suspended at least once Increased 2.2% 301 students	<p><b>Foster Youth</b></p>  No Performance Color 40% suspended at least once Increased 36.2% 15 students
<p><b>Homeless</b></p>  Orange 5.3% suspended at least once Increased 3.4% 114 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 4% suspended at least once Increased 1.7% 1291 students	<p><b>Students with Disabilities</b></p>  Orange 5.2% suspended at least once Increased 0.7% 346 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.1% suspended at least once Increased 0.9% 216 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 0% suspended at least once Maintained 0% 78 students	 Green 0.6% suspended at least once Declined -0.8% 160 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.1% suspended at least once Increased 1.5% 1283 students	 Orange 2.3% suspended at least once Increased 1.4% 86 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 2.7% suspended at least once Increased 1.3% 477 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	1.7% suspended at least once	2.9% suspended at least once

**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.

# 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

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

## Goal 1

Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

## Identified Need

Students did significantly better on the Math portion of the CAASPP in 2018 than in 2017. In 2018, 40.09% of students met or exceeded the standards, which shows a significant increase from 2017 when only 31.12% of students met or exceeded the standards. Students meeting or exceeding the standards on the ELA portion of the CAASPP decreased by 1.41% from 2017 to 2018. The amount of student behavior instances decrease by 6.9% from 2017 to 2018. The rate of student suspension increased by 1.2%.

The Needs Assessment revealed a need for increasing student involvement in the school culture through participation in clubs, activities, sports, and other student experiences. The Needs Assessment showed that parents have a desire for the counselors to increase college awareness and engage students in the process of getting into college. Finally, the Needs Assessment from the Teacher survey, in particular, indicated a desire to have the Parent Center open 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 CAASPP Scores CA Dashboard Data Student GPA IC Behavior Report IC Attendance Report Stakeholders Surveys Parent Attendance Records	CAASPP Scores - Math: 40.09% of students met or exceeded the standards English: 31.12% of students met or exceeded the standards  IC Behavior Report: Current rate: 2017-18 SY 295 incidents - 2.9% suspension rates  IC Attendance Report: Current rate: 93.55%	Decrease student misbehavior & suspensions by 3% Increase academic achievement as measured by CAASPP by 3%. Increase parent involvement by 10%

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)

At Risk and/or 1st Generation College Eligible Juniors

### Strategy/Activity

#### 1.1 - Summer camp "Camp College"

The counseling department will create a summer camp for at risk students and 1st generation college eligible juniors to foster interest in students attending 4-year universities, April - June 2020

Research indicates that early preparation will increase college readiness and long term college success for low income students who are exposed to colleges in high school. The increasing College Opportunity for low income students report released by the White House in 2014 stated that, "this exposure includes college visitations, academic planning, financial aid education and counseling in college matching. Promising interventions to increase the pool include summer enrichment programs and college visits, promoting a strong college going culture in middle and high schools...and helping students understand their financial aid eligibility so they know college can be affordable."

### 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.

#### Description:

4 counselors to facilitate Camp College for 6 days (OBJ 1230) (4 X 8 hrs X \$34/hr X 6 days = \$6,528.00) (add'l hours)

#### Amount:

6528.00

#### Available Balance:

6528.00

#### Federal 19-20 Title I, Part A - Allocation

1000-1999: Certificated Personnel Salaries

#### Description:

48 hours planning time for counselors to organize and prepare for Camp College (OBJ 1230) (add'l hours)

#### Amount:

1632.00

#### Available Balance:

#### Federal 19-20 Title I, Part A - Allocation

1000-1999: Certificated Personnel Salaries

1632.00	
<p>Description:  Certificated Benefits @ 21.4% (OBJ 3xx1) - June 2019</p> <p>Amount:  1747.00</p> <p>Available Balance:  1747.00</p>	<p>Federal 19-20 Title I, Part A - Allocation  3000-3999: Employee Benefits</p>
<p>Description:  Bus Transportation for College visits (OBJ 5710)</p> <p>Amount:  2200.00</p> <p>Available Balance:  2200.00</p>	<p>Federal 19-20 Title I, Part A - Allocation  5000-5999: Services And Other Operating Expenditures</p>
<p>Description:  Lunches for students during college visitations (OBJ 4322)</p> <p>Amount:  7200.00</p> <p>Available Balance:  7200.00</p>	<p>Federal 19-20 Title I, Part A - Allocation  4000-4999: Books And Supplies</p>
<p>Description:  Camp College T-shirts for participants &amp; college acceptance (Obj 5811 for custom shirts that are printed)</p> <p>Amount:  1800.00</p> <p>Available Balance:  1800.00</p>	<p>Federal 19-20 Title I, Part A - Allocation  5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description:  Daily snacks and drinks for participants (OBJ 4322)</p> <p>Amount:  3000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation  4000-4999: Books And Supplies</p>

<p>Available Balance: 3000.00</p>	
<p>Description: Custodial Staff (Obj 2230)</p> <p>Amounts: 1200.00</p> <p>Available Balance: 1200.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits (31.2%) (Obj 3xx2)</p> <p>Amounts: 375.00</p> <p>Available Balance: 375.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Socio-economically disadvantaged students

**Strategy/Activity**

1.2 - ASB cards

Provide ASB cards for all students from low-income families to increase student involvement in the school culture removing financial obstacles to participation in co-curricular programs

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.

**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.

<p>Description:</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
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ASB Cards for students from low income families  
\$60 x 1200 students = \$72,000.00 (OBJ 4310)  
Sept 2019 (spend down 2018-19 funds first)

Amount:  
66,676.00

Available Balance:  
66,676.00

Description:  
ASB Cards for students from low income families  
\$60 x 1200 students = \$72,000.00 (OBJ 4310)  
Sept 2019 (spend down 2018-19 funds first)

Amount:  
5,324.00

Available Balance:  
5,324.00

Federal 18-19 Title I, Part A - Allocation  
4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

### Strategy/Activity

#### 1.3 TAP Cards

The counseling department will provide Transit Access Bus Passes (TAP cards) for students that are socioeconomically disadvantaged but do not meet the district's distance criteria for transportation to and from school.

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. As noted by the National Center for Education Statistics in an article titled "Why Does Attendance Matter," the research demonstrates that "A missed school day is a lost opportunity for students to learn." Additionally, "Teacher effectiveness is the strongest school-related determinant of student success,<sup>1</sup> but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance." Ongoing 2019-2020 SY

### 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.

<p>Description: TAP cards for the City Transit System (OBJ 4310) Ongoing 2019-2020</p> <p>Amount: 35,000.00</p> <p>Available Balance: 35,000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: TAP cards for City Transit System July 2019 (OBJ 4310)</p> <p>Amount: 7500.00</p> <p>Available Balance: 7500.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

**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

1.4 Program Specialist

Hire a program specialist to help teachers systematically and routinely use data to guide instructional decisions and meet students’ learning needs. Ongoing 2019-2020 SY

The function of a Program Specialist is to coordinate all aspects of Title One including: funding, execution, staff, budget, and goals from start to finish. As a federally funded program that requires compliance and familiarity with laws and regulations in order to maintain eligibility, there is a necessity for the position in order to oversee these functions as well as allowing for the collection of data from multiple sources, interpreting data to select strategies to raise student achievement, and implementing instructional changes.

**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.

<p>Description: Classified Wages Paid (1840 hours x \$21.50 per hour) (OBJ 2910)</p> <p>Amount: 39,560.00</p> <p>Available Balance: 39,560.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits (31.2%) (OBJ 3XX2)</p> <p>Amount: 12,343.00</p> <p>Available Balance: 12,343.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Health &amp; Welfare Benefits (OBJ 3412)</p> <p>Amount: 8711.00</p> <p>Available Balance: 8711.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: .</p> <p>Amount:</p> <p>Available Balance:</p>	

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

## 1.5 Flippen Group Trainings

Host a "Capturing Kids' Hearts Recharge" training for the entire staff, and a "Coaching Greatness" training for all athletic coaching staff. August 2019

CKH training supports staff with learning strategies that develop positive relationships. "Our research-based processes improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction." These relationships with teachers and support staff create a positive learning environment where students can thrive academically. Students are more connected to school are more likely to attend and have positive outcomes.

### 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.

Description:  
Training fees (OBJ 5810)

Amount:  
24500.00

Available Balance:  
24500.00

Federal 18-19 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Presenter travel fee (OBJ 5810)

Amount:  
4500.00

Available Balance:  
4500.00

Federal 18-19 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Food for participants (OBJ 4322)

Amount:  
1800.00

Available Balance:  
1800.00

Federal 18-19 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Description:  
Add'l Hours for Training in Aug (OBJ 1130 or  
1160 for Sub coverage)

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

Amount: 3125.00	
Available Balance: 3125.00	
Description: Certificated Benefits @ 21.4%	Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits
Amount: 675.00	
Available Balance: 675.00	

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

1.6: PAWS Center support

Support the operation of the Parent Awareness Workshops and Support (PAWS) Center to providing services to parents and students in achievement, connection to school, and communication. Our community liaison will coordinate community resources, create partnerships with local businesses and civic organizations, and present parent workshops. Ongoing 2019-2020 SY

The SEDL report, "A New Wave of Evidence" finds that students with involved parents, no matter their income or background, are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted
- Pass their classes and earn credits
- Attend school regularly
- Have better social skills
- Show improved behavior
- Adapt well to school
- Graduate and go on to post-secondary education

**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.

Description: PAWS Support Community Liaison (OBJ 5810)	Federal 19-20 Title I, Part A - Parent Participation
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<p>Amount: 10500.00</p> <p>Available Balance: 10500.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Maintaining facilities services (OBJ 5610)</p> <p>Amount: 750.00</p> <p>Available Balance: 750.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Refreshments, snacks, waters (OBJ 4322)</p> <p>Amount: 750.00</p> <p>Available Balance: 750.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>
<p>Description: PAWS Support Community Liaison (OBJ 5800) July 2019 (\$40/hr x 4 hours x 5 days x 4 weeks)</p> <p>Amount: 3200.00</p> <p>Available Balance: 3200.00</p>	<p>Federal 18-19 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: PAWS Support Community Liaison (OBJ 5800) (\$40/hr x 4 hours x 3 days x 12 weeks) Aug - Sep., 2019</p> <p>Amount: 5800.00</p> <p>Available Balance: 5800.00</p>	<p>Federal 18-19 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: PAWS Support Community Liaison (OBJ 5800) (\$40/hr x 165 hours) second, third quarter 2019-2020 SY</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures</p>

Amount:  
6600.00

Available Balance:  
6600.00

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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.

Description:

Amount:

Available Balance:

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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.

Description:

Amount:

Available Balance:

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Goal 1.1 - 50 at-risk college eligible juniors participated in a week long summer camp to foster interest in college attendance. All students showed interest in attending college. 82% of students took the ACT or SAT. 31 students submitted applications to a four year university, 8 will attend community college, 1 is joining the Navy, and 1 will pursue cosmetology school.

Goal 1.6 - Parent engagement continues to increase. The average PAC attendance in 2016-17 was 10.5 attendees compared to 24.5 attendees in 2017-18. The center provided assistance for 1425 students and families during the 2017-18 school year.

After-school Library hours were extended 2 hours Monday-Thursday for student access in the Spring Semester. 1590 students visits were logged. Students who used extended Library hours demonstrated a slight increase in GPA (0.07 points).

In the Spring Semester of 2019, IA's were placed in 9th Grade Math and English classes to provide instructional support. Teacher feedback indicated an improvement in classroom management. Student English GPA in classes with an IA was 1.9, compared to classes without an IA at 1.97.

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

Five addendums were submitted throughout the 2018-19 school year to address the differences in planned activities and strategies as well as budgeted expenditures along with the changes made as a result.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A full program evaluation was done to review the 2018-19 plan. All changes are reflected in the official program evaluation chart.

# 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

LCAP Goal 1 - Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, and uncrowded school facilities in good repair.

## Goal 2

Ensure all students have access to highly qualified teachers, guidance counselors, CCSS aligned textbooks and materials, and facilities in good repair

## Identified Need

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 include (but are not limited to) small group sessions, academic / career counseling, and emotional support. The Needs Assessment also revealed a need for increasing student involvement in the school culture through participation in clubs, activities, sports, and other student experiences.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder Surveys CAASPP Data Dashboard Data GPA	<p>Stakeholder Surveys unanimously indicated that the addition of a counselor increased opportunities to monitor student progress and counseling services.</p> <p>Behavior Data: 2017-18 SY: 2.90% suspensions, 295 behavior entries</p> <p>CAASPP Data: Students did significantly better on the Math portion of the CAASP in 2018 than in 2017. In 2018, 40.09% of students met or exceeded the standards, which shows a significant increase from 2017 when only 31.12% of students met or exceeded the standards.</p> <p>Students meeting or exceeding the standards on the ELA portion of the CAASPP decreased by 1.41% from 2017 to 2018.</p>	<p>Decrease student misbehavior by 3%</p> <p>Increase academic achievement by 3% in both Math and ELA</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

#### 2.1 School Counselor

One highly qualified school counselor will be hired to increase opportunities for monitoring of student progress by increasing counseling services to all students. Ongoing 2019-2020 SY

By reducing the overall caseloads of all our counselors, we can increase services, decrease behavior incidents, 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.

According to the research in "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & 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.

Research Source: "Are School Counselors an Effective Educational Input?" by Carrell, S. E., & Hoekstra, M. (2014). *Economic Letters*, 125, 66-69. doi: 10.1016/j.econlet.2014.07.020

### 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.

Description:  
Counselor Certificated Wages (OBJ 1130)

Amount:  
100,000.00

Available Balance:  
100,000.00

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

Description:

Federal 19-20 Title I, Part A - Allocation

<p>Certificated Benefits paid @ 21.40% (OBJ 3XX1)</p> <p>Amount: 21,400.00</p> <p>Available Balance: 21,400.00</p>	<p>3000-3999: Employee Benefits</p>
<p>Description: Certificated Health and Welfare Benefits (OBJ 3411)</p> <p>Amount: 18,676.00</p> <p>Available Balance: 18,676.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

**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

2.2 Supplemental curriculum and instructional materials

Provide all students with an enriched curriculum and implement instructional supports to increase communication, collaboration, critical thinking, and creativity in the classroom. Ongoing 2019-2020 SY

In a 2008 article in the Journal of Advanced Academics, Margaret Beecher writes, "Many [enrichment] experiences were linked to the curriculum to build background knowledge for at-risk students. These experiences created an energy and excitement for learning...The results of this effort were noticeable: Children's expressive language improved...children whose reading ability was below grade level began to seek out and read books...and students engaged guest speakers with numerous questions and frequently searched for more information on the topics presented."

Therefore, in order to provide an instructional program that can transform every student's learning experience, our School Site Council voted to review departmental requests for materials which would provide all students with problem-solving activities, high interest supplemental material, and cooperative learning opportunities in the classroom.

**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.

Description:  
Supplemental Classroom Support Materials  
(OBJ 4310, OBJ 4410)) - 1st Quarter 2019-2020  
SY

Amount:  
10000.00

Available Balance:  
10000.00

Federal 18-19 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Description:  
SWANK Movie Licensing (5810)

Amount:  
600.00

Available Balance:  
600.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Supplemental Classroom Support Materials  
(OBJ 4310, OBJ 4410)) - Second, Third, Fourth  
Quarter 2019-2020 SY

Amount:  
1635.00

Available Balance:  
1635.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

**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**

2.3 Increase Professional Development Opportunities

When there is an investment in the professional development of school staff, there are a variety of positive outcomes within the classroom and across the entire district. As noted in an article written by PowerSchool, four ways Professional Development improves the school and district include, "retention, deeper subject knowledge, a collaborative environment, and 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.

<p>Description: Conferences fees (OBJ 5220)</p> <p>Amount: 10000</p> <p>Available Balance: 10000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Hotel, transportation, and meal expenses (OBJ 5220)</p> <p>Amount: 4000</p> <p>Available Balance: 4000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Substitute costs 24 X \$125/day (OBJ 1160)</p> <p>Amount: 3000.00</p> <p>Available Balance: 3000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Benefits for certificated staff at 21.4% (OBJ 3XX1)</p> <p>Amount: 642.00</p> <p>Available Balance: 642.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Conference Fees (obj 5220)</p> <p>Amount: 7500.00</p> <p>Available Balance: 7500.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description:</p>	<p>Federal 18-19 Title I, Part A - Allocation</p>

Hotel, transportation, and meal expenses (OBJ 5220)

Amount:  
2000.00

Available Balance:  
2000.00

5000-5999: Services And Other Operating Expenditures

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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.

Description:

Amount:

Available Balance:

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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.

Description:

Amount:

Available Balance:

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.

Description:

Amount:

Available Balance:

## Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Goal 2.1: The addition of a school counselor lowered the ratio of student to counselor from 435:1 to 359:1. The reduction of the caseloads on the other counselors indicated that there was an increased opportunity to monitor student progress and provide counseling services.

Goal 2.3: Professional development helps educators analyze student achievement data, develop solutions, and promptly apply those solutions to address students' needs. Schools and district who invest in professional development allows for both teachers and leaders to become more effective and apply PD so students achieve at higher levels.

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

Five addendums were submitted throughout the 2018-19 school year to address the differences in planned activities and strategies as well as budgeted expenditures along with the changes made as a result.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A full program evaluation was done to review the 2018-19 plan. All changes are reflected in the official program evaluation chart.

# 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

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.

## Goal 3

Increase and improve student achievement by providing a rigorous and standards aligned curriculum and instruction in core subjects with additional supports for EL, SPED, and SED students

## Identified Need

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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results GPA Library sign-in Teacher surveys	1590 students used the library during extended library hours.  Average Student English Class GPA = 1.97  17-18 SY overall achievement on CAASPP: ELA mean score - 2624.1, Math mean score - 2587.2	Increase and improve by 3% student achievement in core subjects as measured by CAASPP data and GPA

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

3.1 Extend the school day for students performing below grade level or at-risk of failing one or more subjects.

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. ([http://www.nea.org/assets/docs/HE/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf))

Studies have also shown that "hunger due to insufficient food intake is associated with lower grades, higher rates of absenteeism, repeating a grade, and an inability to focus among students" (CDC, Heath and Academic Achievement Study). Therefore, feeding students who are attending an extended school day should benefit their ability to learn.

### 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.

Description:  
Staff the library with certificated personnel to provide academic support for students after school.  
(\$34.00/hr x 8 hrs x 48 weeks)

Amount:  
13100.00

Available Balance:  
13100.00

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

Description:  
Certificated Benefits @ 21.4%

Amount:  
2804.00

Available Balance:  
2804.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

Description:  
Provide food for students attending after school intervention. (OBJ 4322)

Amount:  
1200.00

Available Balance:  
1200.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

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.

Description:

Amount:

Available Balance:

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

After-school Library hours were extended 2 hours Monday-Thursday for student access in the Spring Semester. 1590 students visits were logged. Students who used extended Library hours did not have a significant change in GPA (0.07 points). Data analysis and evaluation of this goal is ongoing.

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

Five addendums were submitted throughout the 2018-19 school year to address the differences in planned activities and strategies as well as budgeted expenditures along with the changes made as a result.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A full program evaluation was done to review the 2018-19 plan. All changes are reflected in the official program evaluation chart.

# 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

LCAP Goal 3 - Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career pathways and CTE courses.

## Goal 4

Increase the number of students prepared for college and career by ensuring students have access to a broad course of study

## Identified Need

Our Needs Assessment reflected that both parents and students are seeking opportunities to connect learning to post-secondary opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PSAT Numbers PSAT Scores	In 2018, 166 Juniors took the PSAT Scores will be released by the end of the school year	Increase the number of students taking the PSAT by 3% Improve PSAT scores by 3%

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 Juniors

### Strategy/Activity

4.1 Administer PSAT for all 11th grade students as an indication of college readiness

"Students who take the PSAT/NMSQT in the 11th grade may enter the National Merit Scholarship Program...[and] other scholarship partners also use the PSAT/NMSQT to find students qualified to apply for their programs. These organizations give out over \$235M in combined awards every year." Exposure to these opportunities allow our students and families increased access to post-secondary 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.

<p>Description: PSAT test fees @16.00 per test for every eligible 11th grade student (OBJ 5800)</p> <p>Amount: 9,000.00</p> <p>Available Balance: 9,000.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Table and chair rental (OBJ 5610)</p> <p>Amount: 1545.00</p> <p>Available Balance: 1545.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Breakfast for students prior to the PSAT</p> <p>Amount: 2500.00</p> <p>Available Balance: 2500.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Substitutes to support proctoring exam (125/day x 10) (OBJ 1160)</p> <p>Amount: 1250.00</p> <p>Available Balance: 1250.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (21.4%)</p> <p>Amount: 270.00</p> <p>Available Balance: 270.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

## 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

### 4.2 Provide access to student workshops and conferences

Leadership and co-curricular conferences provide post-secondary learning opportunities for students, which empower students to develop the skills necessary to make an impact on their campus and in their career. They also enrich student understanding through critical reflection and structured engaging topics, so students can harness their experiences to make changes on their campus and in their world, better preparing them for post-secondary success. The National Center for Education Statistics notes that extracurricular activities supports attendance, academic achievement, and aspirations for continuing education. "Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out" (Lamborn et al, 1992; Finn, 1993).

## 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.

Description:  
Conference fees (OBJ 5220)

Amount:  
7,500.00

Available Balance:  
7,500.00

Federal 19-20 Title I, Part A - Allocation  
5000-5999: Services And Other Operating  
Expenditures

Description:  
Transportation expenses (Obj 5710 if bus but if  
part of travel OBJ 5220)

Amount:  
7,500.00

Available Balance:  
7,500.00

Federal 19-20 Title I, Part A - Allocation  
5000-5999: Services And Other Operating  
Expenditures

Description:  
Food while attending conference (OBJ 5220)

Amount:  
2,500.00

Federal 19-20 Title I, Part A - Allocation  
5000-5999: Services And Other Operating  
Expenditures

Available Balance:  
2,500.00

## 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

#### 4.3 SAT prep workshops

According to a 2012 Oxford University study, students who are enrolled in preparatory SAT classes score, on average, 56 points higher on their exams than their peers who did not take the course. Simply by statistics, the extra points may be the difference between a student's top choice and a range school. The upper hand provided by prep classes clearly is not just a theory: SAT prep classes are astonishingly efficient.

### 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.

#### Description:

Provide students with access to free SAT preparation workshops. (34.00/hr x 2 certificated staff x 4 hrs x 10 weeks)

#### Amount:

2750.00

#### Available Balance:

2750.00

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

#### Description:

Certificated Benefits (21.4%)

#### Amount:

585

#### Available Balance:

585.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

**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.

Description:  Amount:  Available Balance:	
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**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:  Amount:  Available Balance:	
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**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:  Amount:	
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Available Balance:

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:

Amount:

Available Balance:

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:

Amount:

Available Balance:

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:  Amount:  Available Balance:	
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:  Amount:  Available Balance:	
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**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:	
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Amount:

Available Balance:

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### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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.

Description:

Amount:

Available Balance:

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### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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.

Description:

Amount:

Available Balance:

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### **Strategy/Activity 13**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:  Amount:  Available Balance:	
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**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:  Amount:  Available Balance:	
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**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:

Amount:

Available Balance:

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:

Amount:

Available Balance:

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

Description:

Amount:

Available Balance:

## Strategy/Activity 18

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### 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.

<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	
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## Strategy/Activity 19

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### 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.

<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	
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# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

In order to support both student achievement and post secondary opportunities, we plan to implementation of the School Day PSAT and offer SAT Preparation workshops. Preparation workshops and the PSAT will ensures that all students in the school, not just those with enough time or money, can prepare themselves adequately for the SAT. It also helps students score better, who wouldn't otherwise prepare for their tests (many don't even know it's an option, for example).

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

Five addendums were submitted throughout the 2018-19 school year to address the differences in planned activities and strategies as well as budgeted expenditures along with the changes made as a result.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A full program evaluation was done to review the 2018-19 plan. All changes are reflected in the official program evaluation chart.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$494,953.00

## 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 (\$)
Federal 18-19 Title I, Part A - Allocation	\$76,169.00
Federal 18-19 Title I, Part A - Parent Participation	\$9,000.00
Federal 19-20 Title I, Part A - Allocation	\$391,184.00
Federal 19-20 Title I, Part A - Parent Participation	\$18,600.00

Subtotal of additional federal funds included for this school: \$494,953.00

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

Total of federal, state, and/or local funds for this school: \$494,953.00

## Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Federal 17-18 Title I, Part A -	0.00	0.00
Federal 17-18 Title I, Part A -	0.00	0.00
Federal 18-19 Title I, Part A -	117,420.00	41,251.00
Federal 18-19 Title I, Part A -	9,000.00	0.00
Federal 19-20 Title I, Part A -	391,184.00	0.00
Federal 19-20 Title I, Part A -	18,600.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Federal 18-19 Title I, Part A - Allocation	76,169.00
Federal 18-19 Title I, Part A - Parent Participation	9,000.00
Federal 19-20 Title I, Part A - Allocation	391,184.00
Federal 19-20 Title I, Part A - Parent Participation	18,600.00

## Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	131,385.00
2000-2999: Classified Personnel Salaries	40,760.00
3000-3999: Employee Benefits	68,228.00
4000-4999: Books And Supplies	142,585.00
5000-5999: Services And Other Operating Expenditures	45,495.00
5800: Professional/Consulting Services And Operating	66,500.00

# 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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Sal Frias	Principal
Cathy Novean	Classroom Teacher
Roger Brooks	Classroom Teacher
Galen Szeto	Classroom Teacher
Dana Dougherty	Classroom Teacher
Ashley Thomas	Other School Staff
Juan Palare	Secondary Student
Andrew Oh	Secondary Student
Eric Kim	Secondary Student
Lisa Shea	Parent or Community Member
Adrienne Kinsella	Parent or Community Member
Danyell Schepman	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
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental 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 3/18/19.

Attested:

Principal, Sal Frias on
SSC Chairperson, Adrienne Kinsella on