

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 18, 2020	June 10, 2020

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
The purpose of this Plan is to develop goals and implement actions and services to improve student achievement schoolwide. This Plan is based on multiple measures, including the Dashboard indicators, using current student outcomes and evidence-based interventions to create our site goals, action steps, strategies, and services offered.

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 provide input including suggestions, ideas, and thoughts in an anonymous forum. There were separate surveys created and implemented so all stakeholders could have a voice. The link for the stakeholder survey was posted on the front page of our website. Individuals were directed to the survey locations via email, and our Principal referenced the surveys in his weekly phone calls to all our families.

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 social-emotional support.

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 was also analyzed by staff to better understand the needs of the school, as well as data from the current year WASC visit that took place in fall of 2019. 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 2019 CAASPP administration, In 2019, 37.67% of students met or exceeded standards in math compared to 40.09% in 2018, which is a slight decline. 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, intervention offerings, and differentiated instruction through Title I funds. They continue to work to improve student achievement. 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 Language Arts, GV saw that 70.79% of students met or exceeded the standards on the ELA portion of the CAASPP, which is an increase of 3.78% from 2018 to 2019. 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 household, 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. 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)

98% of all teachers at Golden Valley are fully credentialed highly qualified staff. Currently there are 2 out of 88 teachers with preliminary credentials, expected to complete their coursework as required before the end of the 2019-20 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 is a Program Specialist for English Language Development who works closely with teachers to ensure the ELD standards are being used in conjunction with CCSS in content area courses. Designated ELD classes, called Achieve, help focus on language development for English Learners as well as provide focused intervention when needed. Additionally, Curriculum Specialists in Science and Math at the district level work to develop new curriculum and help teachers improve their instruction. 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 and parallel support classes are built into the master schedule. Parallel support classes such as Algebra I prep, or Geometry Prep are utilized to help increase student math achievement. Additionally, some Special Education Co-Teach classes help Special Education students be successful in general education courses. 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. 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.

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 and 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 I 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. 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, ELAC 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 the effectiveness of the goals established and determine the best course of action to ensure we continue to increase student achievement and close the achievement gap. The School Site Council creates a series of open-ended Google surveys whereby all stakeholders could voice their concerns, suggestions, ideas and thoughts in an anonymous forum. We choose an open-ended format because we want the surveys to truly assess and gain input from our stakeholders. There were separate surveys created and implemented. The links 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 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 2019-20 school year, 114 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 English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	273	214	174	12.7%	9.9%	8.1%
Fluent English Proficient (FEP)	640	707	737	29.7%	32.9%	34.5%
Reclassified Fluent English Proficient (RFEP)	26	67	7	7.3%	24.5%	3.3%

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.

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.

In 2019, 70.79% of students met or exceeded the standards on the ELA portion of the CAASPP - increasing the number of "standard met" students by more than 5%.
3.






The highest percentage of students in the "below standard" category fall within the reading component (at 18.09%). The highest percentage of students scoring "above standard" fall within the writing component of the CAASPP (at 47.76%)

3.

Overall, math continues to be an area of critical need.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>College/Career</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1.

With a focus on students' socio-emotional development, GV's suspension rate improved dramatically over prior year.
2.

A blue in College and Career indicates the efforts in this area are making a vast difference.
3.

A yellow indicates a need for continued growth in improving the graduation rate for students with disabilities.

