

# 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 Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.05%	0.09%	3	1	2
African American	9.18%	8.5%	8.1%	198	183	173
Asian	3.43%	3.49%	3.56%	74	75	76
Filipino	7.00%	7.43%	7.54%	151	160	161
Hispanic/Latino	55.63%	56.64%	57.3%	1200	1,219	1,224
Pacific Islander	0.19%	0.19%	0.09%	4	4	2
White	20.77%	19.98%	19.76%	448	430	422
Multiple/No Response	%	%	3.56%			0
<b>Total Enrollment</b>				2157	2,152	2,136

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	557	569	591
Grade 10	606	553	545
Grade 11	532	551	492
Grade 12	462	479	508
<b>Total Enrollment</b>	2,157	2,152	2,136

### Conclusions based on this data:

1. Our student enrollment numbers fluctuate 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		
	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.

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	450	487	510	437	485	495	437	485	493	97.1	99.6	97.1
All Grades	450	487	510	437	485	495	437	485	493	97.1	99.6	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2625.	2624.	2631.	31.81	33.40	31.24	36.61	33.61	39.55	20.82	21.24	18.66	10.76	11.75	10.55
All Grades	N/A	N/A	N/A	31.81	33.40	31.24	36.61	33.61	39.55	20.82	21.24	18.66	10.76	11.75	10.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.67	34.58	34.35	46.68	49.69	47.56	14.65	15.73	18.09
All Grades	38.67	34.58	34.35	46.68	49.69	47.56	14.65	15.73	18.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	42.33	45.13	47.76	44.39	41.20	42.45	13.27	13.66	9.80
All Grades	42.33	45.13	47.76	44.39	41.20	42.45	13.27	13.66	9.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.69	27.69	26.22	62.47	60.74	63.62	9.84	11.57	10.16
All Grades	27.69	27.69	26.22	62.47	60.74	63.62	9.84	11.57	10.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.05	44.10	41.55	48.05	42.03	48.88	11.90	13.87	9.57
All Grades	40.05	44.10	41.55	48.05	42.03	48.88	11.90	13.87	9.57

**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%)

# 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	450	488	510	437	484	499	437	484	499	97.1	99.2	97.8
All Grades	450	488	510	437	484	499	437	484	499	97.1	99.2	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2570.	2587.	2590.	9.84	13.64	15.83	21.28	26.45	21.84	29.75	23.14	24.65	39.13	36.78	37.68
All Grades	N/A	N/A	N/A	9.84	13.64	15.83	21.28	26.45	21.84	29.75	23.14	24.65	39.13	36.78	37.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.81	24.38	25.10	32.80	30.99	24.70	48.39	44.63	50.20
All Grades	18.81	24.38	25.10	32.80	30.99	24.70	48.39	44.63	50.20

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.39	17.98	23.09	51.15	49.17	46.79	36.47	32.85	30.12
All Grades	12.39	17.98	23.09	51.15	49.17	46.79	36.47	32.85	30.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.53	22.11	21.29	60.78	54.55	55.22	25.69	23.35	23.49
All Grades	13.53	22.11	21.29	60.78	54.55	55.22	25.69	23.35	23.49

### Conclusions based on this data:

1. In 2019, 37.67% of students met or exceeded the standards on the math portion of the CAASPP. There was a slight decrease, but overall the scores remained fairly consistent over prior year.
2. The highest percentage of students in the "below standard" category fall within the concepts and procedures (at 50,20%). Ironically, the highest percentage of students scoring "above standard" fall within the same category of the CAASPP (at 25.10%)

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1533.8	1534.0	1536.6	1536.6	1530.5	1530.9	55	36
Grade 10	1551.4	1531.4	1545.1	1522.8	1557.4	1539.4	52	52
Grade 11	1549.8	1536.4	1535.6	1520.0	1563.4	1552.3	36	36
Grade 12	1567.7	1527.7	1549.8	1514.9	1585.0	1540.0	45	32
All Grades							188	156

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	32.73	11.11	23.64	38.89	*	30.56	29.09	19.44	55	36
10	30.77	17.31	26.92	32.69	23.08	19.23	*	30.77	52	52
11	36.11	22.22	33.33	11.11	*	33.33	*	33.33	36	36
12	40.00	21.88	28.89	18.75	*	31.25	*	28.13	45	32
All Grades	34.57	17.95	27.66	26.28	18.09	27.56	19.68	28.21	188	156

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	50.91	25.00	*	41.67	*	25.00	*	8.33	55	36
10	42.31	26.92	25.00	30.77	*	23.08	*	19.23	52	52
11	52.78	25.00	30.56	25.00	*	22.22	*	27.78	36	36
12	57.78	21.88	24.44	28.13	*	21.88	*	28.13	45	32
All Grades	50.53	25.00	22.34	31.41	11.70	23.08	15.43	20.51	188	156

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	21.82	22.22	*	38.89	43.64	38.89	55	36
10	*	9.62	25.00	17.31	21.15	36.54	34.62	36.54	52	52
11	*	16.67	36.11	16.67	*	27.78	*	38.89	36	36
12	24.44	6.25	31.11	21.88	*	31.25	*	40.63	45	32
All Grades	18.62	8.33	27.66	19.23	21.28	33.97	32.45	38.46	188	156

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	45.45	5.56	30.91	72.22	23.64	22.22	55	36	
10	44.23	13.46	30.77	53.85	25.00	30.77	52	51	
11	36.11	5.56	44.44	41.67	*	52.78	36	36	
12	37.78	3.13	40.00	53.13	*	43.75	45	32	
All Grades	41.49	7.69	35.64	55.13	22.87	36.54	188	155	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	56.36	72.22	27.27	13.89	*	11.11	55	35	
10	46.15	55.77	40.38	23.08	*	17.31	52	50	
11	72.22	58.33	*	22.22	*	19.44	36	36	
12	75.56	65.63	*	12.50	*	12.50	45	29	
All Grades	61.17	62.18	26.60	18.59	12.23	15.38	188	150	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	25.45	0.00	23.64	61.11	50.91	38.89	55	36	
10	23.08	13.46	28.85	48.08	48.08	38.46	52	52	
11	*	19.44	55.56	38.89	30.56	41.67	36	36	
12	*	9.38	44.44	46.88	33.33	40.63	45	31	
All Grades	21.81	10.90	36.17	48.72	42.02	39.74	188	155	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	61.82	77.78	27.27	19.44	55	35
10	*	5.77	67.31	63.46	*	25.00	52	49
11	30.56	16.67	55.56	58.33	*	25.00	36	36
12	37.78	6.25	53.33	62.50	*	25.00	45	30
All Grades	23.40	7.05	60.11	65.38	16.49	23.72	188	150

**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.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>2152</b>	<b>51.2</b>	<b>9.9</b>	<b>0.7</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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	214	9.9
Foster Youth	14	0.7
Homeless	61	2.8
Socioeconomically Disadvantaged	1101	51.2
Students with Disabilities	332	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	183	8.5
American Indian	1	0.0
Asian	75	3.5
Filipino	160	7.4
Hispanic	1219	56.6
Two or More Races	80	3.7
Pacific Islander	4	0.2
White	430	20.0

### 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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>College/Career</b>  Blue		

#### 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.

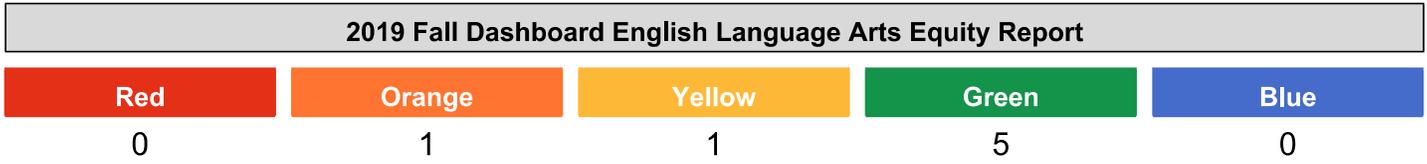
# School and Student Performance Data

## 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.

### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 46.8 points above standard Increased ++4.6 points 496	 Yellow 24.1 points below standard Increased Significantly ++18.6 points 71	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Green 32.7 points above standard Increased ++10.7 points 270	 Orange 59.8 points below standard Increased ++4.7 points 72

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 32.6 points above standard Increased ++14.2 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 109.2 points above standard Increased Significantly ++20.3 points 17	 Green 94.5 points above standard Declined -14.2 points 45
Hispanic	Two or More Races	Pacific Islander	White
 Green 32.6 points above standard Increased ++7.7 points 273	 No Performance Color 48 points above standard Declined -11.5 points 21	 No Performance Color 0 Students	 Green 60.4 points above standard Maintained -1.2 points 99

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.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
65.8 points below standard Maintained ++1.6 points 28	3.1 points above standard Increased Significantly ++17.9 points 43	54.1 points above standard Increased ++3.9 points 284

**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.

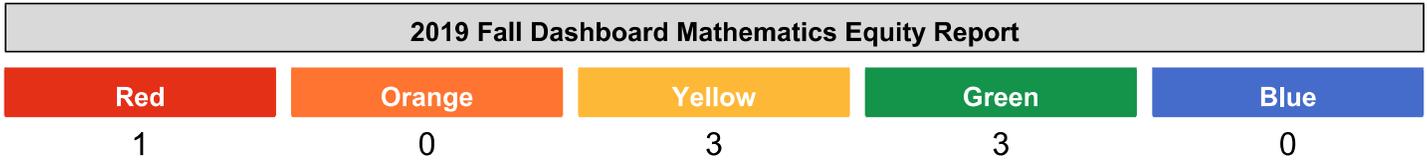
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>33.4 points below standard</p> <p>Increased ++4.3 points</p> <p>497</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>103.8 points below standard</p> <p>Increased ++12.4 points</p> <p>70</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>52.9 points below standard</p> <p>Increased ++4.1 points</p> <p>269</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>126.7 points below standard</p> <p>Maintained ++2.9 points</p> <p>73</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 74.6 points below standard Increased ++12.4 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 68.1 points above standard Increased Significantly ++20.9 points 17	 Green 38.4 points above standard Declined -7.6 points 45
Hispanic	Two or More Races	Pacific Islander	White
 Green 53.5 points below standard Increased ++4.9 points 274	 No Performance Color 24.8 points below standard Maintained ++1.2 points 21		 Yellow 11.2 points below standard Maintained -0.5 points 99

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.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.9 points below standard Declined -4.1 points 27	82.3 points below standard Increased ++13.9 points 43	27.1 points below standard Maintained ++2.8 points 286

**Conclusions based on this data:**

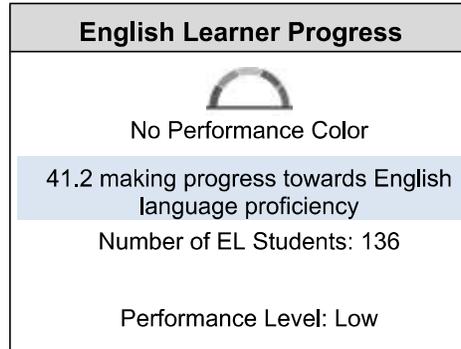
1. Funding needs to be allocated to improve academic success in math.
2. Increasing performance would lead to improved graduation rate.
3. Increasing opportunities for students to receive additional support will lead to higher performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	56	9	47

#### Conclusions based on this data:

1. English Learner progress continues to improve.
2. Funding needs to continue to support our EL students progress toward reclassifying.
3. Academically, our EL students continue to remain in the yellow band on the CAASPP.

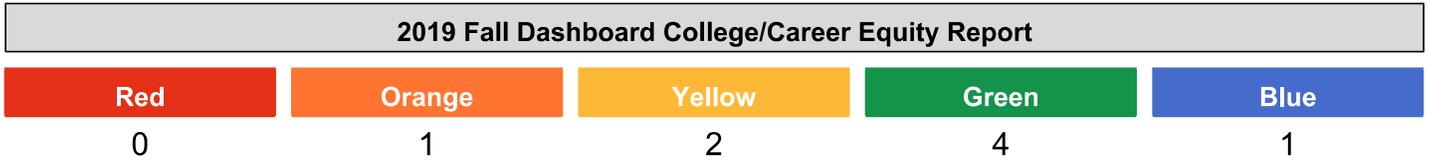
# School and Student Performance Data

## 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Blue 56.3 Increased Significantly +10.3 471	<p><b>English Learners</b></p>  Yellow 16.9 Increased +4.9 65	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  Green 50 Increased +11.1 44	<p><b>Socioeconomically Disadvantaged</b></p>  Green 49.3 Increased Significantly +9 298	<p><b>Students with Disabilities</b></p>  Orange 7.8 Increased +2 64

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 38.2 Maintained -0.1 34	 No Performance Color 0 Students	 No Performance Color 84.6 Increased Significantly +13.8 13	 Blue 86.1 Increased +24.3 36
Hispanic	Two or More Races	Pacific Islander	White
 Green 49.2 Increased Significantly +13.7 252	 No Performance Color 69.6 Increased Significantly +19.6 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 62.5 Maintained +0.3 112

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

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	46 <b>Prepared</b>	56.3 <b>Prepared</b>
<b>Approaching Prepared</b>	22.8 <b>Approaching Prepared</b>	15.1 <b>Approaching Prepared</b>
<b>Not Prepared</b>	31.3 <b>Not Prepared</b>	28.7 <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.
- There was a significant increase in the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
- There is a continued need to focus on students with disabilities and preparing them for College/Career.

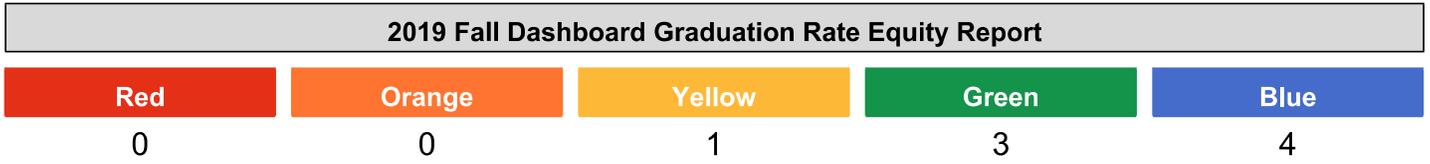
# School and Student Performance Data

## Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 94.5 Increased +1.5 471	<p><b>English Learners</b></p>  Green 89.2 Increased +4.9 65	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  Blue 95.5 Increased +6.6 44	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 95.6 Increased +2.5 298	<p><b>Students with Disabilities</b></p>  Yellow 76.6 Increased +9.4 64

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 97.1 Increased +3.4 34	 No Performance Color 0 Students	 No Performance Color 100 Increased +8.3 13	 Blue 97.2 Increased +3.1 36
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.1 Maintained -0.8 252	 No Performance Color 95.7 Increased +1.2 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 92.9 Increased +4 112

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.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
93	94.5

**Conclusions based on this data:**

- 94.5% of Golden Valley students completed their graduation requirements.
- The graduation rate for students with disabilities continues to be an area of focus.
- There remains a need to maintain and continue to improve upon our graduation rate - particularly for students with disabilities.

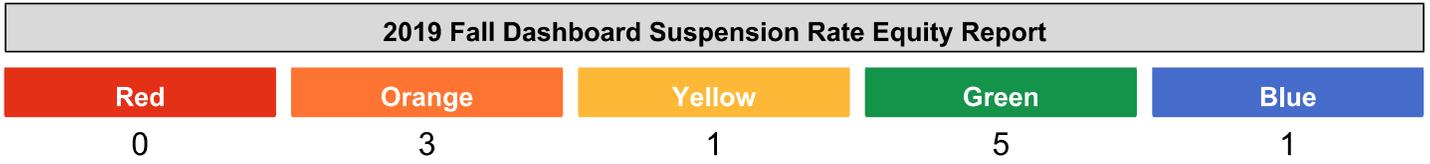
# School and Student Performance Data

## 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 2 Declined -0.9 2315	<p><b>English Learners</b></p>  Orange 5 Increased +1.7 241	<p><b>Foster Youth</b></p>  No Performance Color 12 Declined -28 25
<p><b>Homeless</b></p>  Orange 10 Increased +4.7 80	<p><b>Socioeconomically Disadvantaged</b></p>  Green 2.7 Declined -1.3 1262	<p><b>Students with Disabilities</b></p>  Green 4.7 Declined -0.5 364

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 3.5 Declined -1.6 200	 No Performance Color Less than 11 Students - Data 2	 Yellow 1.2 Increased +1.2 81	 Blue 0 Declined -0.6 164
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.2 Declined -0.9 1313	 Orange 3.3 Increased +0.9 92	 No Performance Color Less than 11 Students - Data 4	 Green 1.3 Declined -1.4 459

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.9	2

**Conclusions based on this data:**

1. There was a decline of suspended students over prior year.
2. EL and homeless students remain an area of continued efforts to improve.
3. There is an effort to focus on the socio-emotional and wellness of EL and Low SES students to improve the suspension rate of these students.

# 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

In 2019, 37.67% of students met or exceeded standards in math compared to 40.09% in 2018, which is a slight decline. 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 amount of student behavior instances decreased as did the rate of student suspensions by .9%.

The Needs Assessment revealed a need to continue the progress being made by providing students with the opportunity to be involved in the school culture through participation in clubs, activities, sports, and other student experiences. The Needs Assessment demonstrated that stakeholders have a desire for the counselors to increase college awareness and engage students in the process of getting into college. Finally, stakeholders expressed the need to ensure our students have the ability to access their education. 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
2020 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: 70.79% of students met or exceeded the standards  Behavior Report: In 2019, the 2% of incidents reported resulted in suspensions, down from 2.9% in 2018. The number of incidents reported in IC also decreased.  IC Attendance Report: Current rate: 96.14% - an increase of 2.59% over prior year.	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 & Seniors

**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 2021

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 and Amount(s)	Source(s)
<p>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)</p> <p>Amount: 6528.00</p> <p>Available Balance: 6528.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: 48 hours planning time for counselors to organize and prepare for Camp College (OBJ 1230) (add'l hours)</p> <p>Amount: 1632.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>

<p>Available Balance: 1632.00</p>	
<p>Description: Certificated Benefits @ 20.73% (OBJ 3xx1) - June 2019</p> <p>Amount: 1692</p> <p>Available Balance: 1692</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Bus Transportation for College visits (OBJ 5710)</p> <p>Amount: 3500.00</p> <p>Available Balance: 3500.00</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: Certificates &amp; Rewards for College Acceptance (OBJ 4310)</p> <p>Amount: 500</p> <p>Available Balance: 500</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</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>

Available Balance: 3000.00	
Description: General Student Supplies (OBJ 4310)	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Amount: 5000	
Available Balance: 5000	

**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**

1.2 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.

Description and Amount(s)	Source(s)
Description: TAP cards for the City Transit System (OBJ 4310)	Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies
Amount: 17,500	

Available Balance: 17,500	
Description: TAP cards for the City Transit System (OBJ 4310)	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies
Amount: 17,500	
Available Balance: 17,500	

### 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

1.3 Flippen Group Training

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

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 and Amount(s)	Source(s)
Description: Training fees (OBJ 5810)	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Amount: 24,465	
Available Balance: 24,465	
Description:	Federal 2020-21 Title I, Part A - Allocation

<p>Sub Coverage for Participants (OBJ 1130 or 1160 for Sub coverage)</p> <p>Amount: 3500</p> <p>Available Balance: 3500</p>	<p>1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits</p> <p>Amount: 726</p> <p>Available Balance: 726</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</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 & Parents

Strategy/Activity

1.4 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 and Amount(s)	Source(s)
<p>Description: PAWS Support Community Liaison (OBJ 5810) 43 weeks x 24 hrs week x \$40/hr</p> <p>Amount: 10,320</p> <p>Available Balance: 10,320</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: PAWS Support Community Liaison (OBJ 5810) 43 weeks x 24 hrs week x \$40/hr</p> <p>Amount: 30,960</p> <p>Available Balance: 30,960</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>
<p>Description: Light snacks, water bottles (OBJ 4322)</p> <p>Amount: 1000</p> <p>Available Balance: 1000</p>	<p>Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>

**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**

1.7: Student Recognition

Student Incentives to encourage positive student engagement, rewards for academic achievement, improvement, and “positive behavior intervention support” (PBIS)

**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 and Amount(s)	Source(s)
Description: Student Recognition Incentives  Amount: 8,500  Available Balance: 8,500	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Goal 1.2 - TAP Cards - as attendance continues to improve and remain in the 90%, SSC agreed to continue to fund TAP cards for students who demonstrate a need and a desire to attend school and classes.

Goal 1.3 - Flippen Group Training - in a continued effort to ensure all staff is CKH trained, our SSC and Needs' Assessment all revealed that stakeholders wish to continue funding this effort.

Goal 1.4 - Parent engagement continues to increase.

Goal 1.5 - Our Needs' Assessment demonstrated the necessity to recognize our students' positive engagement, reward their academic achievement, improvement, and "positive behavior intervention support" (PBIS)

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 2019-20 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 2019-20 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 stakeholders recognize the need for students to have 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 supplemental classroom instructional materials and supplies - including technology to support and enhance curriculum.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder Surveys CAASPP Data Dashboard Data GPA	Stakeholder Surveys unanimously indicated that the addition of a counselor increased opportunities to monitor student progress and counseling services. Additionally, stakeholders agree there's a need for Supplemental Curriculum & Instructional Materials (for maximizing hands-on engaging classroom curriculum).  CAASPP Scores - Math: 40.09% of students met or exceeded the standards English: 70.79% of students met or exceeded the standards  Behavior Report: In 2019, the 2% of incidents reported resulted in suspensions, down from 2.9% in 2018. The number of incidents reported in IC also decreased.	Decrease student misbehavior by 3% Increase academic achievement by 3% in both Math and ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In the fall, 25.08% of students received a D or F in math, and 18.9% of students received a D or F in English.	

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.

Knowing that our student body has the highest amount and percentage of significant subgroups among all high schools in our district (ELs, SED, SWD, HL, and FY), our students also have increased counseling needs. 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 and Amount(s)	Source(s)
Description: Counselor Certificated Wages (OBJ 1210)	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

<p>Amount: 100,349</p> <p>Available Balance: 100,349</p>	
<p>Description: Certificated Benefits paid @ 20.73% (OBJ 3XX1)</p> <p>Amount: 20,883</p> <p>Available Balance: 20,883</p>	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits
<p>Description: Certificated Health and Welfare Benefits (OBJ 3411)</p> <p>Amount: 19,459</p> <p>Available Balance: 19,459</p>	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

**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 instructional supports to increase communication, collaboration, critical thinking, and creativity in the classroom, as well as the opportunity to practice academic skills, increase reading fluency, and earn remedial credit through additional online programs.

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 and Amount(s)	Source(s)
<p>Description: Supplemental curriculum and instructional materials</p> <p>Amount: 13,000</p> <p>Available Balance: 13,000.00</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Supplemental online curriculum and instructional materials (OBJ 5840)</p> <p>Amount: 8,000</p> <p>Available Balance: 8,000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</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**

2.3 Increase Professional Development Opportunities

Provide additional professional development and training for staff in the areas of trauma-informed practices, social-emotional learning, differentiated instruction, formative assessments, intentional teaching strategies, supports for English Learners, and other research-based practices to improve instruction and increase student achievement.

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.

Description and Amount(s)	Source(s)
Description: Conferences fees (OBJ 5220)  Amount: 10,000  Available Balance: 10,000	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Hotel, transportation, and travel expenses (OBJ 5220)  Amount: 4,000  Available Balance: 4,000	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Substitute costs 24 X \$125/day (OBJ 1160)  Amount: 3,000.00  Available Balance: 3,000.00	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Benefits for certificated staff at 20.73% (OBJ 3XX1)  Amount: 622.00  Available Balance: 622.00	Federal 19-20 Title I, Part A - Parent Participation 3000-3999: Employee Benefits

**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

## 2.4 Supplemental Certificated Hours for Academic Tutoring and Intervention Support

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))

### 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 and Amount(s)	Source(s)
<p>Description: Supplemental Certificated Hours for Academic Support (OBJ 1130)</p> <p>Amount: 35,475</p> <p>Available Balance: 35,475</p>	<p>Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits</p> <p>Amount: 7,354</p> <p>Available Balance: 7,354</p>	<p>Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

### 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

### 2.5 Technology to Upgrade Educational Programs

"Technology can help transform learning when used with innovative instructional approaches..." (Office of Educational Technology, US Department of Education). To keep up with our ever-changing world, students today must be complex problem solvers, capable of tackling real-time, real-world issues. As such, technology is essential to support our educational programs.

### 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 and Amount(s)

Source(s)

Description:  
Technology to upgrade educational programs

Amount:  
20,000

Available Balance:  
20,000.00

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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. Student visits to their counselor have risen dramatically over the last two years. Academic scores have also increased on statewide assessments.

Goal 2.2: Our Needs' Assessment revealed the importance of continuing to offer supplemental curriculum and supplies.

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.

Goal 2.4: Our Needs' Assessment and data revealed the necessity to provide certified teachers to support at-risk students

Goal 2.5: In order to continue to provide a well rounded, 21st century education, there is an obligation to continue to provide technological resources that will upgrade the education programs offered to all students

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 2019-20 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 2019-20 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 Stakeholder Survey ELPAC results	3280 students used the library during extended library hours.  CAASPP Scores - Math: 40.09% of students met or exceeded the standards English: 70.79% of students met or exceeded the standards  In the fall, 25.08% of students received a D or F in math, and 18.9% of students received a D or F in English.	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))

**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 and Amount(s)	Source(s)
<p>Description: Staff the library with classified personnel to provide support and supervision for students after school who are accessing intervention. 30/hr x 2 hours x 4 days a week x 36 weeks = 8640</p> <p>Amount: 8,640</p> <p>Available Balance: 8,640</p>	<p>Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Benefits @ 31.13%.</p> <p>Amount: 2,690</p> <p>Available Balance: 2,690</p>	<p>Federal 2020-21 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)

EL Students

**Strategy/Activity**

3.2 Men of Tomorrow / Dream it Be it

Support the funding for volunteer screening fees and training so volunteers so can work in small groups or 1 on 1 to mentor kids and move them toward making a comprehensive plan for after

graduation with a focus on our EL students (partnering students with mentors from similar cultures and experiences).

Costs associated with key field trips that take the students off campus for some type of training or behavioral training & support.

**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 and Amount(s)	Source(s)
Description: Volunteer Mentors Support for EL students  Amount: 3,000  Available Balance:	Federal Title III, District Funds 5800: Professional/Consulting Services And Operating Expenditures
Description: Field trips or academic/vocational training or behavioral training & support  Amount: 1,000  Available Balance:	Federal Title III, District Funds 5800: Professional/Consulting Services And Operating Expenditures
Description: Transportation  Amount: 2,000  Available Balance:	Federal Title III, District Funds 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)

EL Students

**Strategy/Activity**

3.3 ELPAC Boot Camps

Provide our EL students with a "boot-camp" that consists of a four session workshop focusing on one strand of the ELPAC at a time. During the boot-camp, the focus will be on the task types and strategies that can be utilized in all content area classes, and also be practiced at home. The goal is to help students to attain English language proficiency and reclassify to English proficient.

**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 and Amount(s)	Source(s)
Description: Certificated Hours (3 hours x 4 sessions + 3 hours planning time)  Amount: 525  Available Balance:	Federal Title III, District Funds 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits  Amount: 165  Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits
Description: Bilingual Aide (Classified) Hours  Amount: 260  Available Balance:	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Bilingual Aide Benefits  Amount: 81  Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits
Description:	Federal Title III, District Funds

Snacks and water bottles for students  Amount: 600  Available Balance:	5000-5999: Services And Other Operating Expenditures
Description: Academic Supplies for Bootcamp  Amount: 250  Available Balance:	Federal Title III, District Funds 4000-4999: Books And Supplies

**Strategy/Activity 4**

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

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

EL Students

**Strategy/Activity**

3.4 High Interest, Low Lexile Level Novels

Increase the number and variety of reading material for English Learners in ELD classes. EL students need access to high-interest reading material that also addresses beginning language abilities. With the purchase of supplemental books, EL students can choose their own novels reflecting various cultures and develop a greater interest in reading while also building English proficiency.

**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 and Amount(s)	Source(s)
Description: English and Achieve classroom selection of high interest, low lexile novels in both English and Spanish for students to check out  Amount: 1500  Available Balance:	Federal Title III, District Funds 4000-4999: Books And Supplies

## Strategy/Activity 5

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

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

EL Students

### Strategy/Activity

#### 3.5 Increased hours and Bilingual Instructional Support

Additional hours & personnel to reduce the student to BIA ratio and offer additional support in more core academic courses throughout the school day.

### 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 and Amount(s)	Source(s)
Description: Additional Hours and Personnel - Bilingual Instructional Aides  Amount: 25,000  Available Balance:	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified Benefits  Amount: 7700  Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits

## Strategy/Activity 6

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

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

EL Students

### Strategy/Activity

#### 3.6 Support for EL students taking College / Career Readiness classes

Our EL population often struggles with the challenge that an online environment poses in addition to the presentation of the course being in English. As such, to support our EL students in participating and finding success in CCR courses, providing bilingual assistance through BIA help to monitor progress and provide homework support would benefit EL students with comprehension

of content and language development. A BIA can communicate with the teacher directly or provide assistance and extra time to complete lessons or reteaching. Additionally, support in tutoring students' in their primary language also will support students' academic success.

**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 and Amount(s)	Source(s)
Description: Bilingual Instructional Aide Support (540 hrs)  Amount: 10,000  Available Balance:	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified Benefits  Amount: 3,050  Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits
Description:   Amount:   Available Balance:	

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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.

3.1 After-school Library hours were extended 2 hours Monday-Thursday for student access in the Spring Semester. The number of students who accessed after school library hours more than doubled from prior year.

3.2 Our Needs assessment revealed that our stakeholders and staff recognize the importance of offering mentors to our EL students in areas of college & career via our Men of Tomorrow and Dream it, Be it co-curricular programs

3.3 In an effort to support our EL population in Listening, Speaking, Reading and Writing, our community is piloting an ELPAC bootcamp in order to help our EL students attain English language proficiency

3.4 Our Needs' Assessment revealed the desire to provide high interest, low lexile novels in both English and Spanish to increase literacy in both the classroom and the home.

3.5 There is an evident need to increase the hours and personnel to support our Newcomers in all academic areas

3.7 Our EL students have shown the need for additional support in CCR classes for translating content and comprehending subject matter, and increasing their English proficiency.

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 2019-20 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 2019-20 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
Graduation Rate Overall GPA Pass/fail rate Dashboard Data	Stakeholder Surveys unanimously indicated that the need for maximizing student to find success, graduate on time, and have post secondary opportunities  CAASPP Scores - Math: 40.09% of students met or exceeded the standards English: 70.79% of students met or exceeded the standards  In the fall, 25.08% of students received a D or F in math, and 18.9% of students received a D or F in English.  Graduation rate: 97%	Increase academic achievement by 3% in both Math and ELA Increase graduation rate by 1%

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

4.1 APEX Learning Licenses

APEX Learning provides students an opportunity to increase grade-level proficiency, improve on-time graduation, raise test scores, and expand educational options. With proven, evidence-based results that demonstrate students earn higher test scores, graduate on time, and are ready for college and future careers.

**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 and Amount(s)	Source(s)
Description: APEX Learning Licenses (60 site licenses at \$140/ea)  Amount: 8,400  Available Balance: 8,400	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description:   Amount:   Available Balance:	

**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

4.2 Concurrent and/or Dual Enrollment course fees

Pay for course fees, textbooks, and other costs associated with taking concurrent / dual enrollment college classes for students from low income families.

"Studies suggest that career-focused dual enrollment programs—in which high school students take college courses for credit—can benefit underachieving students and those underrepresented in higher education. The study found that California students who participated in dual enrollment as part of their high school career pathway were more likely than similar students in their districts to graduate from high school, enroll in four-year colleges, and persist in college" (Broadening the Benefits of Dual Enrollment).

**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 and Amount(s)	Source(s)
<p>Description: Tuition &amp; Fees (150 students x \$40) (OBJ 7141)</p> <p>Amount: 6,000</p> <p>Available Balance: 6,000</p>	<p>Federal 19-20 Title I, Part A - Allocation 7000-7439: Other Outgo</p>
<p>Description: Tuition &amp; Fees (150 students x \$40) (OBJ 7141)</p> <p>Amount: 6,000</p> <p>Available Balance: 6,000</p>	<p>Federal 19-20 Title I, Part A - Allocation 7000-7439: Other Outgo</p>
<p>Description: Books and Instructional Materials (150 students x \$60)</p> <p>Amount: 9,000</p> <p>Available Balance: 9,000</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Books and Instructional Materials (150 students x \$60)</p> <p>Amount: 9,000</p> <p>Available Balance:</p>	<p>Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

9,000

### 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 and Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

4.1 In order to support both student achievement and post secondary opportunities, we plan to afford our students with credit recovery. In the past year, over 590 credits were recovered.

4.2 With a large population of students without concurrent / dual enrollment opportunities to get a head-start on their post secondary education and successfully experience taking college classes.

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 2019-20 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 2019-20 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	\$490,526.00

## 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 19-20 Title I, Part A - Allocation	\$115,065.00
Federal 19-20 Title I, Part A - Parent Participation	\$28,442.00

Subtotal of additional federal funds included for this school: \$143,507.00

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 (\$)
Federal 2020-21 Title I, Part A - Allocation	\$259,928.00
Federal 2020-21 Title I, Part A - Parent Participation	\$31,960.00
Federal Title III, District Funds	\$55,131.00

Subtotal of state or local funds included for this school: \$347,019.00

Total of federal, state, and/or local funds for this school: \$490,526.00

# 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
Adam Gaunt	Classroom Teacher
Jaime Foderaro	Classroom Teacher
Galen Szeto	Classroom Teacher
Dan Kingery	Classroom Teacher
Ashley Thomas	Other School Staff
Marissa Dahl	Secondary Student
Andrew Oh	Secondary Student
Eric Kim	Secondary Student
Ursula Garces	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
	Departmental Advisory Committee
	Other: Due to COVID-19 School Closures, SSC Meeting was held virtually. Signatures will be collected electronically or in person when school resumes in August.

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 5/18/2020.

Attested:

Principal, Sal Frias on 5/18/2020
SSC Chairperson, Adrienne Kinsella on 5/18/2020