School Year: **2022-23**

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 23, 2022	June 8, 2022

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).

No surveys were completed during this time after the return to in-person instruction post-Covid and a full year of distance learning.

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

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. The CAASPP was not administered in 2020 or 2021, so we looked at i-Ready scores and D/F rate. i-Ready is an assessment platform that allows teachers to determine students' level of ability in four different domains. According to 2020-21 i-Ready data, with 79% of our 9th graders taking the assessment, 45% were one or more below grade level overall; 80.6% of our 10th graders were assessed and 50% of them were one or more below grade level; 80% of our 11th graders were assessed and 79% of them were one or more below grade level. In terms of grades, in the fall of 2021, 31.4% of students received a D or F. 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, with 80% of 9th graders taking the i-Ready reading assessment, 54% of them were one or more below grade level; with 80.6% of our 10th graders taking the assessment, 55% of them were one or more below grade level; and with 82.8% of our 11th graders taking the assessment, 57% of them were one or more below grade level. Our March 2022 district English Performance Task scores indicate a need to focus on teaching students how to elaborate in their supportive writing ideas, and provide more detailed evidence to support their claim. In the fall of 2021, 22.2% of students received a D or F in at least one course grade. The English department has chosen to expand its intervention offerings by staffing the library after school, which is invaluable to our student population because over 50% of students in each grade are below grade level according to the i-Ready reading assessment.

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 i- Ready 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)

100% of all teachers at Golden Valley are fully credentialed highly qualified staff, with all new teachers holding preliminary credentials completing their coursework as required before the end of the 2021-22 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 an ELD Program Specialist who helps ensure that ELD standards are being implemented at the site level. Golden Valley has designated ELD classes, called Achieve, to 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-abouts" 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 academic classes with EL students, 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 6/5th 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 and interpretation 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.

To complete this process, the School Site Council met to go over the latest data and findings and discuss an action plan for meeting those perceived needs. Our stakeholders felt that our students needed more access and opportunity for academic and personal intervention, 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 by the -Ready and Performance task 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 bilingual instructional assistant in academic classrooms with EL students.   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 2021-22 school year, 79 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 continuing 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
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 9	569	591	551
Grade 10	553	545	569
Grade 11	551	492	535
Grade 12	479	508	488
Total Enrollment	2,152	2,136	2,143

Conclusions based on this data:

1. Our total enrollment number has fluctuated over the past three years.

2. We had a smaller 9th and 12th grade classes, but larger 10th and 11th grade classes in 2020-21.

3. Attrition happens in grades 10 - 12 over the three years, however last year our overall enrollment increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	214	174	193	9.9%	8.1%	9.0%
Fluent English Proficient (FEP)	707	737	726	32.9%	34.5%	33.9%
Reclassified Fluent English Proficient (RFEP)	67	7	12	24.5%	3.3%	6.9%

Conclusions based on this data:

1. The percentage of English Learners increased from 2019-20 to 2020-21.

2. The percentage of FEP students seems to be staying relatively the same.

3. We need to continue to work on reclassifying a hire percentage of students.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	487	510	510	485	495	0	485	493	0	99.6	97.1	0.0
All Grades	487	510	510	485	495	0	485	493	0	99.6	97.1	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2624.	2631.		33.40	31.24		33.61	39.55		21.24	18.66		11.75	10.55	
All Grades	N/A	N/A	N/A	33.40	31.24		33.61	39.55		21.24	18.66		11.75	10.55	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.58	34.35		49.69	47.56		15.73	18.09	
All Grades	34.58	34.35		49.69	47.56		15.73	18.09	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	45.13	47.76		41.20	42.45		13.66	9.80	
All Grades	45.13	47.76		41.20	42.45		13.66	9.80	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listing Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.69	26.22		60.74	63.62		11.57	10.16	
All Grades	27.69	26.22		60.74	63.62		11.57	10.16	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	44.10	41.55		42.03	48.88		13.87	9.57	
All Grades	44.10	41.55		42.03	48.88		13.87	9.57	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	488	510	510	484	499	0	484	499	0	99.2	97.8	0.0
All Grades	488	510	510	484	499	0	484	499	0	99.2	97.8	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2587.	2590.		13.64	15.83		26.45	21.84		23.14	24.65		36.78	37.68	
All Grades	N/A	N/A	N/A	13.64	15.83		26.45	21.84		23.14	24.65		36.78	37.68	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.38	25.10		30.99	24.70		44.63	50.20	
All Grades	24.38	25.10		30.99	24.70		44.63	50.20	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.98	23.09		49.17	46.79		32.85	30.12	
All Grades	17.98	23.09		49.17	46.79		32.85	30.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.11	21.29		54.55	55.22		23.35	23.49	
All Grades	22.11	21.29		54.55	55.22		23.35	23.49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1533.8	1534.0	1565.4	1536.6	1536.6	1575.8	1530.5	1530.9	1554.5	55	36	40
10	1551.4	1531.4	1553.5	1545.1	1522.8	1557.2	1557.4	1539.4	1549.2	52	52	40
11	1549.8	1536.4	1477.4	1535.6	1520.0	1477.6	1563.4	1552.3	1477.0	36	36	30
12	1567.7	1527.7	1432.5	1549.8	1514.9	1414.5	1585.0	1540.0	1450.1	45	32	13
All Grades										188	156	123

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	32.73	11.11	17.50	23.64	38.89	47.50	*	30.56	27.50	29.09	19.44	7.50	55	36	40
10	30.77	17.31	20.51	26.92	32.69	35.90	23.08	19.23	35.90	*	30.77	7.69	52	52	39
11	36.11	22.22	13.79	33.33	11.11	24.14	*	33.33	13.79	*	33.33	48.28	36	36	29
12	40.00	21.88	7.69	28.89	18.75	0.00	*	31.25	23.08	*	28.13	69.23	45	32	13
All Grades	34.57	17.95	16.53	27.66	26.28	33.06	18.09	27.56	26.45	19.68	28.21	23.97	188	156	121

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.91	25.00	45.00	*	41.67	35.00	*	25.00	12.50	*	8.33	7.50	55	36	40
10	42.31	26.92	35.90	25.00	30.77	38.46	*	23.08	20.51	*	19.23	5.13	52	52	39
11	52.78	25.00	27.59	30.56	25.00	24.14	*	22.22	3.45	*	27.78	44.83	36	36	29
12	57.78	21.88	7.69	24.44	28.13	7.69	*	21.88	15.38	*	28.13	69.23	45	32	13
All Grades	50.53	25.00	33.88	22.34	31.41	30.58	11.70	23.08	13.22	15.43	20.51	22.31	188	156	121

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	10.00	21.82	22.22	25.00	*	38.89	45.00	43.64	38.89	20.00	55	36	40
10	*	9.62	7.69	25.00	17.31	17.95	21.15	36.54	43.59	34.62	36.54	30.77	52	52	39
11	*	16.67	3.45	36.11	16.67	6.90	*	27.78	34.48	*	38.89	55.17	36	36	29
12	24.44	6.25	0.00	31.11	21.88	0.00	*	31.25	30.77	*	40.63	69.23	45	32	13
All Grades	18.62	8.33	6.61	27.66	19.23	15.70	21.28	33.97	40.50	32.45	38.46	37.19	188	156	121

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	45.45	5.56	10.00	30.91	72.22	67.50	23.64	22.22	22.50	55	36	40
10	44.23	13.46	8.11	30.77	53.85	62.16	25.00	30.77	29.73	52	51	37
11	36.11	5.56	0.00	44.44	41.67	48.28	*	52.78	51.72	36	36	29
12	37.78	3.13	7.69	40.00	53.13	15.38	*	43.75	76.92	45	32	13
All Grades	41.49	7.69	6.72	35.64	55.13	55.46	22.87	36.54	37.82	188	155	119

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	56.36	72.22	75.00	27.27	13.89	17.50	*	11.11	7.50	55	35	40
10	46.15	55.77	91.89	40.38	23.08	5.41	*	17.31	2.70	52	50	37
11	72.22	58.33	55.17	*	22.22	6.90	*	19.44	37.93	36	36	29
12	75.56	65.63	23.08	*	12.50	15.38	*	12.50	61.54	45	29	13
All Grades	61.17	62.18	69.75	26.60	18.59	10.92	12.23	15.38	19.33	188	150	119

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	25.45	0.00	20.00	23.64	61.11	45.00	50.91	38.89	35.00	55	36	40
10	23.08	13.46	15.38	28.85	48.08	35.90	48.08	38.46	48.72	52	52	39
11	*	19.44	6.90	55.56	38.89	27.59	30.56	41.67	65.52	36	36	29
12	*	9.38	0.00	44.44	46.88	23.08	33.33	40.63	76.92	45	31	13
All Grades	21.81	10.90	13.22	36.17	48.72	35.54	42.02	39.74	51.24	188	155	121

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	0.00	61.82	77.78	85.00	27.27	19.44	15.00	55	35	40
10	*	5.77	7.89	67.31	63.46	73.68	*	25.00	18.42	52	49	38
11	30.56	16.67	6.90	55.56	58.33	48.28	*	25.00	44.83	36	36	29
12	37.78	6.25	0.00	53.33	62.50	30.77	*	25.00	69.23	45	30	13
All Grades	23.40	7.05	4.17	60.11	65.38	66.67	16.49	23.72	29.17	188	150	120

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Almost 70% of students scored in the Well Developed category of the Speaking Domain.

2. Over 50% of the students scored at a beginning level in the Reading Domain. In increase from the previous two years.

3. Just over 16% of students have an overall ELPAC score of 4. This is the level students need to be at to reclassify.

School and Student Performance Data
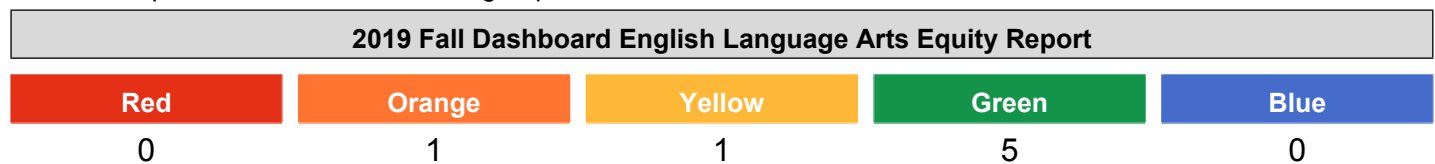
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2143	**51.8**	**9.0**	**0.3**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	193	9.0
Foster Youth	7	0.3
Homeless	92	4.3
Socioeconomically Disadvantaged	1110	51.8
Students with Disabilities	343	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	174	8.1
American Indian or Alaska Native		
Asian	80	3.7
Filipino	156	7.3
Hispanic	1270	59.3
Two or More Races	75	3.5
Native Hawaiian or Pacific Islander	4	0.2
White	384	17.9

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Green		
College/Career 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. Even though the overall graduation rate is green, further data shows a yellow indicator for students with disabilities and a need for continued growth in improving this graduation rate for subgroups of students.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	5	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
46.8 points above standard	24.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.6 points	Increased Significantly ++18.6 points	3
496	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	32.7 points above standard	59.8 points below standard
9	Increased ++10.7 points	Increased ++4.7 points
	270	72

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	No Performance Color	Green
32.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	109.2 points above standard	94.5 points above standard
Increased ++14.2 points	1	Increased Significantly ++20.3 points	Declined -14.2 points
40		17	45

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
32.6 points above standard	48 points above standard	0 Students	60.4 points above standard
Increased ++7.7 points	Declined -11.5 points		Maintained -1.2 points
273	21		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	3.1 points above standard	54.1 points above standard
Maintained ++1.6 points	Increased Significantly ++17.9 points	Increased ++3.9 points
28	43	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

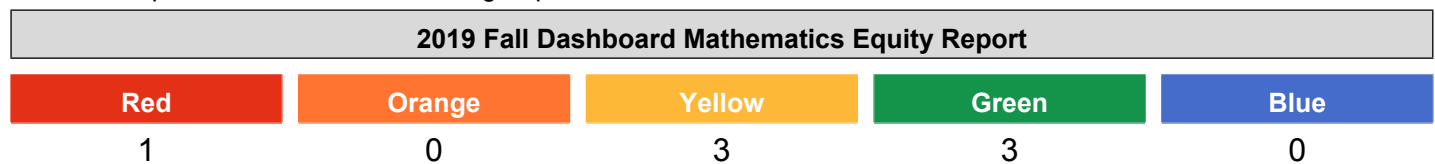## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	0	3	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
33.4 points below standard	103.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.3 points	Increased ++12.4 points	
497	70	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not Displayed for Privacy	52.9 points below standard	126.7 points below standard
	Increased ++4.1 points	Maintained ++2.9 points
9	269	73

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	Green
74.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	68.1 points above standard	38.4 points above standard
Increased ++12.4 points	1	Increased Significantly ++30.9 points	Declined -7.6 points
40		17	45
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Yellow
53.5 points below standard	24.8 points below standard		11.2 points below standard
Increased ++4.9 points	Maintained ++1.2 points		Maintained -0.5 points
274	21		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	82.3 points below standard	27.1 points below standard
Declined -4.1 points	Increased ++13.9 points	Maintained ++2.8 points
27	43	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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
No Performance Color
41.2 making progress towards English language proficiency
Number of EL Students: 136
Performance Level: Low
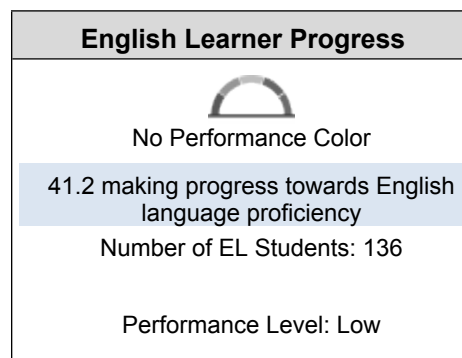
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
17.6	41.1	6.6	34.5

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	467	100
African American	44	9.4
American Indian or Alaska Native		
Asian	15	3.2
Filipino	35	7.5
Hispanic	258	55.2
Native Hawaiian or Pacific Islander		
White	98	21
Two or More Races	17	3.6
English Learners	53	11.3
Socioeconomically Disadvantaged	305	65.3
Students with Disabilities	79	16.9
Foster Youth	2	0.4
Homeless	60	12.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	106	22.9
African American	3	6.8
American Indian or Alaska Native		
Asian	6	40
Filipino	15	42.9
Hispanic	54	21.3
Native Hawaiian or Pacific Islander		
White	27	27.8
Two or More Races	1	5.9
English Learners	2	4
Socioeconomically Disadvantaged	61	20.3
Students with Disabilities	1	1.3
Foster Youth		
Homeless	6	10.7

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	87	18.6
African American	9	20.5
American Indian or Alaska Native		
Asian	6	40
Filipino	6	17.1
Hispanic	44	17.1
Native Hawaiian or Pacific Islander		
White	20	20.4
Two or More Races	2	11.8
English Learners	6	11.3
Socioeconomically Disadvantaged	57	18.7
Students with Disabilities	11	13.9
Foster Youth		
Homeless	7	11.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	251	53.7
African American	31	70.5
American Indian or Alaska Native		
Asian	12	80
Filipino	29	82.9
Hispanic	114	44.2
Native Hawaiian or Pacific Islander		
White	56	57.1
Two or More Races	9	52.9
English Learners	5	9.4
Socioeconomically Disadvantaged	140	45.9
Students with Disabilities	10	12.7
Foster Youth		
Homeless	15	25

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	46	9.9
African American	9	20.5
American Indian or Alaska Native		
Asian	5	33.3
Filipino	4	11.4
Hispanic	15	5.8
Native Hawaiian or Pacific Islander		
White	12	12.2
Two or More Races	1	5.9
English Learners	0	0
Socioeconomically Disadvantaged	27	8.9
Students with Disabilities	2	2.5
Foster Youth		
Homeless	1	1.7

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	1	0.4
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	55	11.8
African American	0	0
American Indian or Alaska Native		
Asian	1	6.7
Filipino	1	2.9
Hispanic	51	19.8
Native Hawaiian or Pacific Islander		
White	2	2
Two or More Races	0	0
English Learners	5	9.4
Socioeconomically Disadvantaged	50	16.4
Students with Disabilities	0	0
Foster Youth		
Homeless	4	6.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The data on College / Career Readiness reflects baseline data upon which to measure improvement over the next few years.

2. There is a continued need to focus on increasing the percentage of Hispanic students taking the AP exam. The percentage to reflect closer to our student population.

3. There is a continued need to focus on English Learners and students with disabilities and preparing them for College/Career.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	467	431	5	92.3
English Learners	53	39	3	73.6
Foster Youth	2		0	
Homeless	60	49	4	81.7
Socioeconomically Disadvantaged	305	275	4	90.2
Students with Disabilities	79	52	2	65.8
African American	44	44	0	100
American Indian or Alaska Native				
Asian	15	15	0	100
Filipino	35	35	0	100
Hispanic	258	234	4	90.7
Native Hawaiian or Pacific Islander				
White	98	89	1	90.8
Two or More Races	17	14	0	82.4

Conclusions based on this data:

1. 92.3% of Golden Valley students completed their graduation requirements.

2. The graduation rate for our Hispanic population is close to that of the school's overall graduation rate.

3. There remains a need to maintain and continue to improve upon our graduation rate - particularly for students with disabilities and English Learners.

School and Student Performance Data
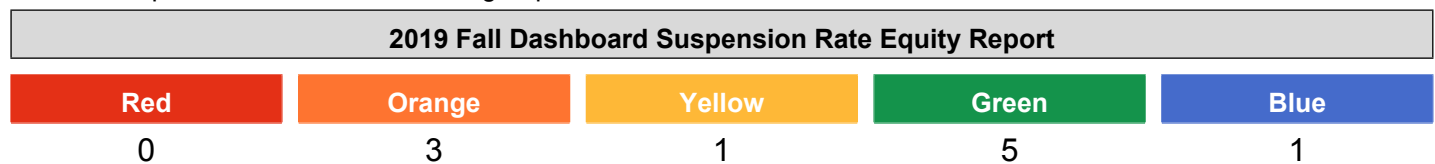
Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
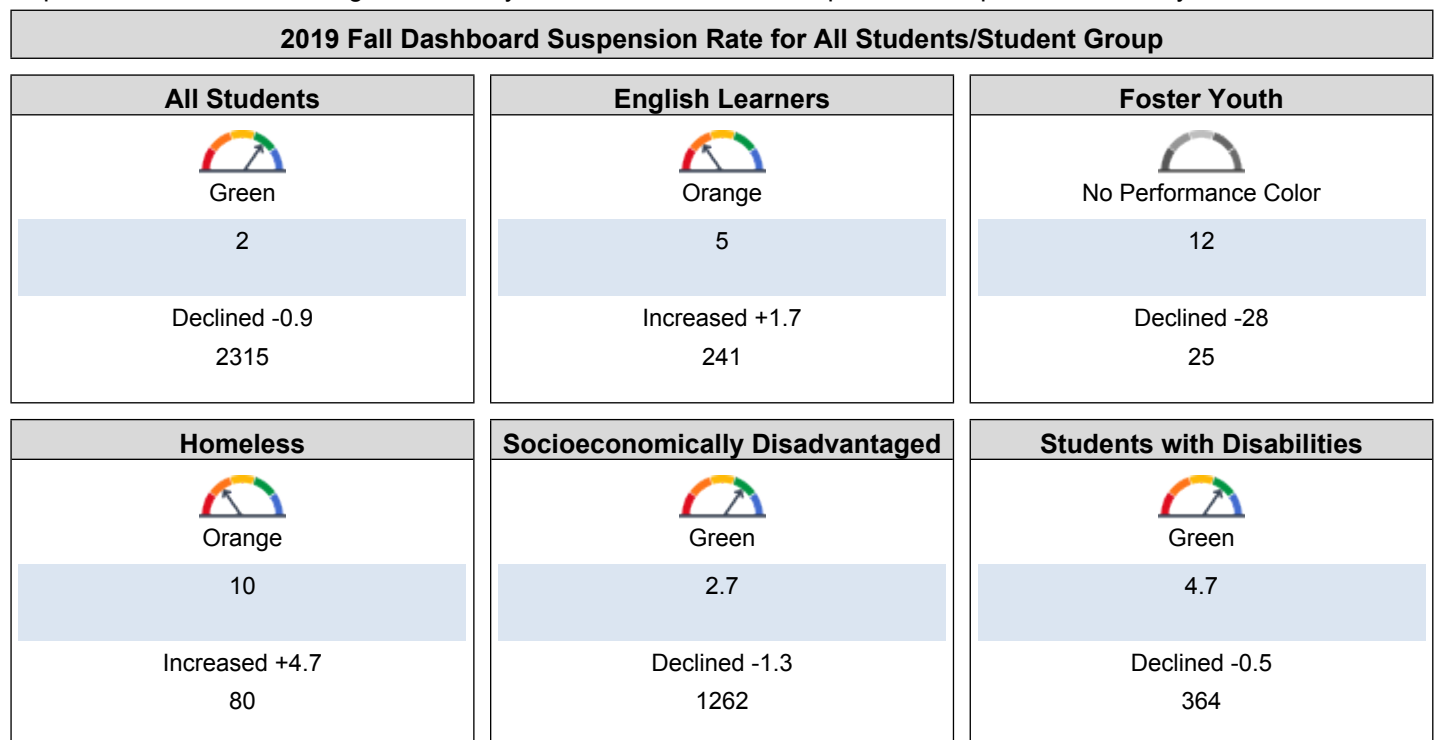
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	5	1

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

All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
2	5	12
Declined -0.9	Increased +1.7	Declined -28
2315	241	25

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Green
10	2.7	4.7
Increased +4.7	Declined -1.3	Declined -0.5
80	1262	364

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Yellow	Blue
3.5	Less than 11 Students - Data 2	1.2	0
Declined -1.6		Increased +1.2	Declined -0.6
200		81	164

Hispanic	Two or More Races	Pacific Islander	White
Green	Orange	No Performance Color	Green
2.2	3.3	Less than 11 Students - Data 4	1.3
Declined -0.9	Increased +0.9		Declined -1.4
1313	92		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 Income 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 and family engagement.

Goal 1

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

Identified Need

Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is from i-Ready, D/F rate, and attendance rate. Of the 79% of 9th graders who took the i-Ready math assessment, 45% were one grade or more below grade level; of 80.6% of 10th graders who took the assessment, 50% were one grade or more below grade level; and of the 80% of 11th graders who took the assessment, 79% were one or more below grade level. The amount of student behavior instances decreased as did the rate of student suspensions by .9%. The D/F rate in math for Fall 2022 was 31.4%; in English is was 22.2%. Our attendance rate from August 2021 through May 2022 was 91.6%.

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
CA Dashboard Data Grade reports IC Behavior Report IC Attendance Report	i-Ready scores: 45% of 9th graders are one grade or more below grade level (with 79% taking the assessment); 50% of 10th graders are one grade or more below grade level (with 80.6% taking the assessment); 79% of 11th graders are one grade or more below grade level (with 80% taking the assessment).	Decrease student misbehavior & suspensions by 3% Increase proficiency (academic achievement) as measured by CAASPP by 3%. Increase parent involvement by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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 during the 2021-22 school year increased. IC Attendance Report: Current rate: 91.59% - an decrease of almost 5% from the previous year.	

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 / At-Promise 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 2023

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)
Description: Certificated Salary- Camp College (Obj 1xxx) 32 hours x $34 per hour x 6 days = $ 6,528	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Amount: $6,528 Amount: 6,528.00 Available Balance:	
Description: Certificated Benefits - Camp College (3xxx) $6528 x 22.33%= 1458 Amount: $1458 Amount: 1,458.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Certificated Salary - Planning time for counselors to organize and prepare for Camp College (OBJ 1230) 48 hours x $34 per hour: $1632 Amount: $1632 Amount: 1,632.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits - Camp College Additional Hours (3xxx) $1632 x 22.33%= $365 Amount: $365 Amount: 365.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits

Description: Lunches for students during college visitations (OBJ 4310) Amount: 7,200.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Certificates & Rewards for College Acceptance (OBJ 4310) Amount: 500.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Daily snacks and drinks for participants (OBJ 4310) Amount: 1,775.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: General Student Supplies (OBJ 4310) Amount: 2,000.00 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Bus Transportation for College visits (OBJ 5710)	Federal 2022-23 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs

Amount:
3,500

Available Balance:

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 socioeconomically disadvantaged students who need assistance with 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,1 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."

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)

Amount:
26,000.00

Available Balance:

Federal 2022-23 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students & Parents

Strategy/Activity

1.3 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.

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)
Description: PAWS Support Community Liaison (OBJ 5810) Amount: 42,000.00 Available Balance:	Federal 2022-23 Title I - Parent Engagement 5000-5999: Services And Other Operating Expenditures
Description: Amount: Available Balance:	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Promise students

Strategy/Activity

1.4 Supporting At-Promise Students

Provide funding for student assistance for clothes, school supplies, food, hygiene products.

The School Site Council recognizes that our At-Promise students on campus are in need of immediate living supplies in order for students to participate in school and be prepared for learning. Many of our students need additional support to achieve good mental and physical health. This will better prepare them for academic success in school daily.

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:
At-promise student support (Obj 4310)

Amount:
15,000

Available Balance:

Federal 2022-23 Title I, Part A - Allocation
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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 - Camp college was not held this year, but we plan on continuing the program for the summer of 2023.

Goal 1.2 - TAP Cards - as attendance continues to be a concern, 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 - PAWS Center - Parent engagement continues to increase, with 658 visits to our resource center.

Goal 1.4 - Supporting At-Promise Students - goal was just approved 4/13/22

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

Six addendums were submitted throughout the 2021-22 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 2021-22 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, CCSS aligned textbooks and materials, safe and uncrowded classrooms, and 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

Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is from the prior year.

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, PD opportunities for staff, and supplemental certificated hours to provide academic support (intervention).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F rate i-Ready diagnostic assessments Attendance data	Stakeholders agree there's a need for Supplemental Curriculum & Instructional Materials (for maximizing hands-on engaging classroom curriculum). Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is i-Ready data, D/F rate, and attendance data. i-Ready scores: 45% of 9th graders are one grade or more below grade level (with 79% taking the assessment); 50% of 10th graders are one grade or	Decrease student misbehavior by 3% Increase academic achievement by 3% in both Math and ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	more below grade level (with 80.6% taking the assessment); 79% of 11th graders are one grade or more below grade level (with 80% taking the assessment). In the fall, 31.4% of students received a D or F in math, up from 25% the previous year. In English, 22.3% of students received a D or F, up from 18.9% the previous year. The number of incidents reported in IC during the 2021-22 school year increased. IC Attendance Report: Current rate: 91.59% - a decrease of almost 5% from the previous year. Graduation rate: 92.3%	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Supplemental curriculum, instructional materials, and technology.

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)
Description: Supplemental curriculum, instructional materials, and technology (Object 4XXX) Amount: 50,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Supplemental Library Resources

Provide funding for supplemental library resources including books, ebooks, instructional materials, and technology.

The Golden Valley Library needs updated, contemporary, multi-cultural books and ebooks that address students' personal interests reflective of their cultural experience and background. Students without novels or personal reading material in the home are further behind more affluent families where reading for pleasure and for education is regularly modeled and supported. The amount of free choice pleasure reading done outside of school has consistently been found to relate to achievement in vocabulary, reading comprehension, verbal fluency, and general information. Although larger studies focus on elementary grades, one recent smaller study conducted by Christy Whitten, Sandra Labby, and Sam L. Sullivan in 2015 measured the performance of juniors ages 15-17 across core classes including math, English, social studies, and science who engaged in pleasure reading. Teachers from the four core content areas measured, agreed that encouraging students to "engage in self-selected pleasure reading was beneficial, even essential, to 'developing successful learners'" as the performance scores of frequent pleasure readers were markedly higher in those core classes. The "School Library Impact Research Study" shows that children of poverty perform poorly on reading tests because they have very little access to books at home and in their communities. Access to books at school not only fosters an early

love of learning, and has a positive effect on reading achievement, but also appears to offset the impact of poverty.

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: Hard Copy Books & Instructional Materials (Obj 4210, 4310) Amount: 7,500 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: eBooks, Technology, and Supplemental Curricular Subscriptions (OBJ 5840) Amount: 1,500 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures

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 Professional Development

This funding will cover PD registration fees and all travel expenses to and from conferences (including, but not limited to: airplane tickets, transportation expenses, meals, hotel fees, conference registration fees, etc.)

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: Professional Development Amount: 10,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Amount: Available Balance:	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.4 Additional hours for academic 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: Academic support hours Amount: 15,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description:	
Amount:	
Available Balance:	
Description:	
Amount:	
Available Balance:	

Annual Review

SPSA Year Reviewed: 2021-22

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 purchase of supplemental materials increased students' access to tools that increased their academic skills. The fortuitous purchase of e-books prior to the onset of the pandemic proved beneficial due to increased accessibility after March 2020 when instruction transitioned to online and students were no longer able to visit the library in person. Over the course of the years receiving Title I funds, we have been able to upgrade technology provided to students, which enhances our academic programs.

Goal 2.2: Supplemental Library resources have allowed our students to access more e-books since the pandemic has started.

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. Professional development opportunities were by and large cancelled during this school year due to the pandemic.

Goal 2.4: Our data revealed the necessity to provide certified teachers to support at-risk students, though the additional hours and intervention support were unused this school year due to the pandemic.

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

Six addendums were submitted throughout the 2021-22 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 2021-22 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, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

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

Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is from i-Ready, grade and attendance reports.

The Needs' Assessment revealed that 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 the necessity to provide our English Language Learners with increased BIA (Bilingual Instructional Assistant) support in core academic classes, extra curricular courses, and in dually enrolled classes such as COC, and College and Career readiness courses. Additionally, there is a call for ELPAC boot camps to support the skills' based learning assessed on the ELCAP, high interest/low lexile novels in English and Spanish, and increased BIA hours.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Library sign-in sheets ELPAC results D/F Grades	Since August 30, 2021, the library has seen 1,878 visitors after school. Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is i-Ready data, D/F rate, ELPAC, and attendance data. The 2020-21 ELPAC data revealed the following: Just over 16% of students have an overall ELPAC score of 4. This	Increase and improve by 3% student achievement in core subjects as measured by CAASPP data and GPA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	is the level students need to be at to qualify for reclassification. Over 50% of the students scored at a beginning level in the Reading Domain. i-Ready scores: 45% of 9th graders are one grade or more below grade level (with 79% taking the assessment); 50% of 10th graders are one grade or more below grade level (with 80.6% taking the assessment); 79% of 11th graders are one grade or more below grade level (with 80% taking the assessment). In the fall, 31.4% of students received a D or F in math, up from 25% the previous year. In English, 22.3% of students received a D or F, up from 18.9% the previous year. The number of incidents reported in IC during the 2021-22 school year increased. IC Attendance Report: Current rate: 91.59% - a decrease of almost 5% from the previous year. Graduation rate: 92.3%	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Staff the library with classified personnel to provide support and supervision for students after school who are accessing intervention.

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)

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 hourly 30/hr x 2 hours x 4 days a week x 36 weeks Amount: 8,640.00 Available Balance: 8,640.00	Federal 2022-23 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Benefits @ 31.13% Statutory Amount: 2,690.00 Available Balance: 2,690.00	Federal 2022-23 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)

EL Students

Strategy/Activity

3.2 Men of Tomorrow / Dream it Be it

Create a mentoring program for EL students who often lack successful adult role models and the belief that they can go to college and have careers to support their personal dreams. Partner EL students with mentors with similar cultural backgrounds and life experiences.

Support the funding for volunteer screening fees and training so volunteers so can work in small groups or 1-on-1 to mentor EL students, and move them toward making a comprehensive plan for after graduation. Provide field trips that take the students off campus for training, real life experiences, exposure to colleges and career opportunities, and mentoring 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: 3,000.00 Available Balance: 3,000.00	Federal Title III, District Funds 5800: Professional/Consulting Services And Operating Expenditures
Description: Field trips or academic/vocational training or behavioral training & support Amount: 1,000.00 Available Balance: 1,000.00	Federal Title III, District Funds 5800: Professional/Consulting Services And Operating Expenditures
Description: Transportation Amount: 2,000.00 Available Balance: 2,000.00	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

Increase EL students' proficiency and achievement on the Summative ELPAC. Create a "boot-camp" that consists of four workshop sessions focusing on one strand of the ELPAC at a time. Focus 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: 525.00 Available Balance: 525.00	Federal Title III, District Funds 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits Amount: 165.00 Available Balance: 165.00	Federal Title III, District Funds 3000-3999: Employee Benefits
Description: Bilingual Aide (Classified) Hours Amount: 260.00 Available Balance: 260.00	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Bilingual Aide Benefits Amount: 81.00 Available Balance: 81.00	Federal Title III, District Funds 3000-3999: Employee Benefits

Description: Snacks and water bottles for students Amount: 600.00 Available Balance: 600.00	Federal Title III, District Funds 5000-5999: Services And Other Operating Expenditures
Description: Academic Supplies for Bootcamp Amount: 250.00 Available Balance: 250.00	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 personal interests, develop a greater interest in reading, and build English proficiency. English and Achieve classroom teachers will increase their selection of high interest, low lexile novels in multiple languages for students to check out.

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: Books Amount: 1,500 Available Balance: 1,500.00	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

Provide additional hours & personnel to reduce the student-to-BIA ratio, and offer additional support in more core academic courses throughout the school day, beyond what the district provides. EL students are spread out throughout all courses in the master schedule every day. The district provides a ratio for 1 bilingual instructional assistant for every 20 English Learners. With a high number of ELs on campus, hiring additional BIAs will be able to attend multiple classes each period to support as many Newcomers and ELs who need direct support as possible. Some BIAs are also willing to stay an additional hour above their regular schedule in order to support EL students in extra periods during the end of the school day, as well as after school intervention.

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: 25,000.00	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified Benefits Amount: 7,700 Available Balance: 7,700.00	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 in College &
Career Readiness classes pose in addition to the presentation of the course being in English.
Since the college does not provide BIAs, we need to support our EL students in participating and
finding success in CCR courses, 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: 10,000.00 Available Balance: 10,000.00	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Classified Benefits Amount: 3,050.00 Available Balance: 3,050.00	Federal Title III, District Funds 3000-3999: Employee Benefits
Description: Amount: Available Balance:	

Annual Review

SPSA Year Reviewed: 2021-22

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 are now two hours a day, Monday - Thursday. The number of students who accessed after school library hours is at over 1,800 visitors since August 2022.

3.3 In an effort to support our EL population in Listening, Speaking, Reading and Writing, our school is piloting an ELPAC boot camp 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 and struggling ELs in all academic areas.

3.6 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.

Six addendums were submitted throughout the 2020-21 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 2020-21 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 through a rigorous broad course of study that includes college classes, 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

Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is from the prior year.

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 Attendance rate D/F rate Proficiency rate	Due to the Covid-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. As such, all data referenced throughout the 2021-22 SPSA is i-Ready data, D/F rate, and attendance data. i-Ready scores: 45% of 9th graders are one grade or more below grade level (with 79% taking the assessment); 50% of 10th graders are one grade or more below grade level (with 80.6% taking the assessment); 79% of 11th graders are one grade or more below grade level (with 80% taking the assessment). In the fall, 31.4% of students received a D or F in math, up from 25% the previous year. In English, 22.3% of students	Increase academic achievement by 3% in both Math and ELA Increase graduation rate by 1% Increase AP Participation Rate Increase College acceptance rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	received a D or F, up from 18.9% the previous year. The number of incidents reported in IC during the 2021-22 school year increased. IC Attendance Report: Current rate: 91.59% - a decrease of almost 5% from the previous year. Graduation rate: 92.3%	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-Economically Disadvantaged Students

Strategy/Activity

4.1 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)
Description: Tuition & Fees (150 students x $40) (OBJ 7141) Amount:	Federal 2022-23 Title I, Part A - Allocation 7000-7439: Other Outgo

6,000.00 Available Balance: 6,000.00	
Description: Books and Instructional Materials (150 students x $60) (OBJ 4210) Amount: 9,000.00 Available Balance: 9,000.00	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies
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 AP Exam Financial Assistance

AP Financial Assistance to assist students to pay for their AP exam fees for students from low income families. These scholarships will be covering AP exam fees for students that qualify for the Reduced and Free Lunch Program and also for students that are taking 6 exams or more and need financial assistance.

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:	Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies

AP Exam Fees (OBJ 4310) Funds to cover for AP exam fees to assist students to pay for their AP exam fees.

Amount:
30,210.00

Available Balance:
30,210.00

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description:

Amount:

Available Balance:

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description and Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 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.

4.2 Due to the rising costs of exams and students taking several APs each year, we will continue to offer scholarships to our students.

4.3 APEX Learning (60 licenses) - this program has allowed students to catch up on their credits and graduate on time. We would like to continue to provide this option for students who may need it.

4.4 PSAT for all interested 11th grade 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.

Six addendums were submitted throughout the 2022-23 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 2022-23 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	$581,110
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$303,629.00

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 Title III, District Funds	$55,131.00

Subtotal of additional federal funds included for this school: $55,131.00

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 2022-23 Title I - Parent Engagement	$42,000.00
Federal 2022-23 Title I, Part A - Allocation	$206,498.00

Subtotal of state or local funds included for this school: $248,498.00

Total of federal, state, and/or local funds for this school: $303,629.00

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
Sally Mostafa	Classroom Teacher
Jaide McClinton Yoakum	Classroom Teacher
Dan Kingery	Classroom Teacher
Ashley Thomas	Other School Staff
Katy Shin	Secondary Student
Jackson Storch	Secondary Student
Riya Patel	Secondary Student
Ursula Medellin	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: SSC Vice Chair

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 5/23/2022.

Attested:

	Principal, Sal Frias on 5/25/2022
	SSC Chairperson, Adrienne Kinsella on 5/25/2022