

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	24-65789 2430098	October 19, 2023	November 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement
- African American Suspension

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 Every Student Succeeds Act (ESSA) ensures schools provide a high-quality, well-rounded education, and guarantees equity for all. The MUHSD LCAP goals were created and revised collaboratively with stakeholders to ensure that the district and all sites, including GVHS, meet the ESSA requirements and the overall success of all students. GVHS’s SPSA goals are aligned and support the district’s focus and LCAP goals: all students are college and career ready, school climate, equitable access, and recruit and retain staff. The MUHSD LCAP goals and GVHS SPSA goals are monitored and reviewed annually by stakeholder for accountability. California Dashboard data and assessment results are monitored and reviewed annually by stakeholder for accountability as well.

Starting the 2022-2023 school year, all schools in MUHSD were identified as eligible for Differentiated Assistance (DA) for Foster Youth in all California State Dashboard indicators. We are also in Compliance and Improvement Monitoring for Special Education students for percentage of time in general education classes and low performance on state assessments.

Starting the 2022-23 school year, Golden Valley High School was identified as eligible for Additional Targeted Support and Improvement (ATSI) because all indicators but one were low on the state dashboard. Specifically, our African American population was identified as very high in suspension but our graduation rate was also very high. All other indicators reported no performance level. Per the CDE, there is an expectation that ATSI plans for the 2023-24 school year are fully developed and approved by our school and MUHSD cabinet no later than the first day of the 2023-24 school

year. Each school receiving an ATSI-eligibility notification from its district, in partnership with educational partners shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for each student group that was the subject of notification.

The SPSA can meet ESSA requirements for ATSI. The ATSI plan must:

- 1) Be informed by all indicators, including student performance against long-term goals
- 2) Include evidence-based interventions, strategies, and activities...
- 3) Identify resource inequities (which may include a review of LEA and school-level budgeting)...
- 4) Be approved by the LEA prior to implementation
- 5) Be monitored, upon submission and implementation, by the LEA

Golden Valley High School's ATSI plan was developed and approved by SSC in May 2023. The plan was presented to MUHSD cabinet and approved in August 2023.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey is used annually district-wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment. This survey is sent to students, staff and parents/guardians.

Surveys are also sent to parents/guardians soliciting feedback on our LCAP as well as our Parent Engagement Policy.

Golden Valley High School gives a social-emotional survey using the Panorama platform twice a year to students through their Social Studies classes to learn about students needs. This survey was previously completed quarterly.

Staff are surveyed yearly about professional development needs.

Golden Valley students are surveyed regarding their use of our Graduate Profile indicators.

Classroom Observations

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

The Merced Union High School District and District Teachers' Association collective bargaining agreement requires all probationary teachers to have three classroom observations per year. Permanent teachers/counselors are evaluated on an every other year basis. In addition to these formal classroom observations, the site administration team conducts an average of 60 classroom walks per week, providing feedback aligned to the MUHSD Instructional Norms and the GVHS Graduate Profile. The administration reviews information from these classroom visits at their weekly meetings. Teachers also have access to an Instructional Coach who works with teachers on lesson design and delivery on a voluntary basis. GVHS also has Teacher Librarian on site that supports teachers with various needs including technology, lesson planning/implementation, etc. Golden Valley High School teachers continue to develop professionally and are implementing research-based instructional strategies.

Golden Valley High School recognizes the importance of further preparing staff as new curriculum is adopted by MUHSD. The site acknowledges the need for staff collaboration in the area of lesson design and instructional strategies. Collaboration time is provided to staff upon request either partial or full day.

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)

Mandatory state assessments, along with district and site assessments, are administered and the results analyzed to modify instruction and improve student achievement. The results are utilized for many reasons including as a measure to determine student placement in courses. District and site benchmarks results are evaluated by departments to determine master of standards and to modify instruction, if necessary.

Full implementation of Math Benchmarks began during the 2023-2024 school year. They will be given five times during the school year. English Benchmark creation is being done at the district level this year with implementation expected in the spring of 2024. Math Growth Measure and English Reading Inventory assessments are given three times a year. This information is used not only to gauge student levels, but also as a measure for student course placement. The Reading Inventory is also considered an indicator for English Learner Reclassification.

Due to being in ATSI, GVHS is reviewing all state indicators for all students including African American students. Local data will be reviewed as available to ensure strategic support. Data will be reviewed to support our African American suspension rates.

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

District Performance Tasks are given to measure student growth. The results are used in site collaborations to inform instruction decisions on reteaching.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Golden Valley continues to have nearly 100% of all subject matter teachers highly qualified.

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

All core subject areas are using California State Board of Education and MUHSD Board of Trustee approved instructional materials. MUHSD has provided teacher professional development for all Math and English Language Arts adopted instructional materials.

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

MUHSD continues to provide professional development for all core curricular teachers in the Common Core State Standards and Next Generation Science Standards, identifying the necessary instructional shifts and transition to performance tasks and assessments.

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

Golden Valley has one instructional coach, a teacher librarian, project-based learning trained teachers, AVID trained teachers, and a newly created Instructional Leadership Team. The instructional coach is available to all teachers but meets more frequently with newer teachers on campus. The teacher librarian maintains the library program, as well as provides lessons within the classrooms. The Instructional Leadership Team meets twice per month and is responsible for creating professional development opportunities, opening their doors for Cougar Prowls, and supporting all teachers on campus to ensure they are meeting our instructional goals.

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

Our collaboration schedule rotates between subject level, ILT, and department and generally teachers are given the opportunity to collaborate every other Wednesday.

Teaching and Learning

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

Teachers are implementing the Common Core State Standards and NGSS in the classroom while using district designed lessons and curriculum on the web. Teachers continue to prepare students for the existing accountability system and utilize district-adopted progress monitoring assessments and performance tasks to indicate student growth and achievement.

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

All students are provided a full period of instruction for English Language Arts and Math. English Language Learners receive additional support in English Language Development.

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

The master schedule has been tailored to meet the requests and needs of our students. Intervention courses are scattered throughout the school day while allows for students to enroll in them without losing out on other courses. Students who are in need of additional support have access to tutorials with certificated teachers and our bilingual paras after school.

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

In compliance with the textbook requirements of the Williams Act, every GVHS student has access to standards-based instructional materials. The district has provided textbooks online, in the library and a class set available.

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

Teachers at Golden Valley use SBE-adopted standards and the instructional materials are aligned to those standards. The core courses are aligned to the standards. GVHS is using a variety of intervention materials, such as Edmentum, Math 180, Read 180 and Systems 44.

Opportunity and Equal Educational Access

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

Golden Valley teachers utilize research-based practices including checking for understanding to assist in identifying students who may require Tier I classroom interventions such as small group or individual instruction. Administration participates in weekly classroom walkthroughs to ensure consistent use of instructional strategies to support all learners. Education Specialists co-teach in many of the core subject areas to ensure support and access for students receiving special education services. Paraprofessional support is also provided in core classes to meet the academic and language needs of our students.

To help support our African American, Foster Youth and other subgroups, GHVS has implemented Student Success Mentors starting the 2023-2024 school year. Each mentor will support a small groups of students throughout the school year through 1:1 and small group support.

Evidence-based educational practices to raise student achievement

Teachers have received training in AVID WICOR and Depth of Knowledge training. These include but are not limited to checking for understanding, calling on random participants, and pair/share strategies for engagement and accountability. Implementation of these components is supported by the induction providers, an instructional coach, and through administrative feedback from weekly classroom walkthroughs.

Parental Engagement

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

GVHS offers several opportunities for parent and community involvement through our School Site Council (SSC), English Learner Advisory Committee (ELAC), and our Local Control Accountability Plan (LCAP) meetings. Golden Valley also offers Parent Workshops and, new this year, monthly Coffee with Counselors. Golden Valley also employs two community liaisons who provide translation services and outreach to our Spanish and Hmong speaking populations.

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)

Involving stakeholders in all programs is the focus at GVHS. There is a parent involvement night in the fall, which will focus on digital citizenship and connecting parents to school information, grades, etc. Parents are also greeted by our parent liaisons. Our liaisons also provide translation and make parent phone calls. The Golden Valley School Site Council acts as an oversight committee for the ways in which categorical funds are used.

In the spring of 2023, SSC discussed and provided input for ATSI plan. The plan approved for 2023-2024 school year.

Funding

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

Teacher professional development aligns with current Improvement Science Initiatives, AVID, and Parent Engagement opportunities. SPSA funding will be allocated to support improvement in African American behavior and intervention supports.

Fiscal support (EPC)

Golden Valley High School receives federal support with Title I. All categorical funding is used to provide items over and above the regular support for the instructional program.

Educational Partner 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

The review and update of the SPSA is an ongoing, annual process that has meaningful involvement of parents, students, and other stakeholders. GVHS Administration solicits input for the SPSA from both School Site Council and our English Language Advisory Committee. GVHS hosts two district LCAP meetings onsite each year which allows for opportunities for parents and community to review site and district data and provide input into the way resources are allocated. Feedback and data from these meetings were presented to the School Site Council (SSC) for consideration in proposing updates and changes to the SPSA. Title 1 funding and actions were reviewed at School Site Council meetings during the 2022-2023 school year on May 18, 2023 and September 14, 2023; at the site's ELAC meeting on May 18, 2023 and September 14, 2023. The GVHS SPSA was approved at the October school site council meeting.

SSC discussed and provided input for ATSI plan. Plan approved for 2023-2024 school year on May 18, 2023.

Resource Inequities

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

None at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.59%	0.72%	7	11	14
African American	4.9%	5.61%	5.11%	93	105	100
Asian	9.3%	9.08%	9%	177	170	176
Filipino	0.6%	0.53%	0.61%	12	10	12
Hispanic/Latino	68.2%	70.14%	70.86%	1,298	1313	1386
Pacific Islander	0.4%	0.43%	0.15%	7	8	3
White	13.1%	11.91%	10.79%	249	223	211
Multiple/No Response	0.8%	%	1.43%	15		28
	Total Enrollment			1,902	1872	1956

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	541	499	520
Grade 10	489	499	470
Grade 11	414	478	501
Grade 12	458	396	465
Total Enrollment	1,902	1,872	1,956

Conclusions based on this data:

- Overall enrollment has varied slightly from year to year but has continued to climb.
- The percent of Hispanic/Latino students, Pacific Islander, American Indian, and African American students have seen slight increases annually.
- White student enrollment has continued on a gradual decline.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	176	213	223	9.30%	11.4%	11.4%
Fluent English Proficient (FEP)	736	682	706	38.70%	36.4%	36.1%
Reclassified Fluent English Proficient (RFEP)	1	48	84	0.6%	22.5	37.6

Conclusions based on this data:

1. The percentage of English Learners has continued to increase each school year.
2. The percent of RFEP has significantly increased since the pandemic. This is attributed to improved oversight and data documentation.
3. The percent of FEP has declined slightly each year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	410	456	492	366	443	487	363	443	487	89.3	97.1	99.0
All Grades	410	456	492	366	443	487	363	443	487	89.3	97.1	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2571.	2542.	2551.	17.36	13.32	14.17	28.65	22.12	27.31	31.13	27.54	26.08	22.87	37.02	32.44
All Grades	N/A	N/A	N/A	17.36	13.32	14.17	28.65	22.12	27.31	31.13	27.54	26.08	22.87	37.02	32.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.51	13.77	16.22	63.26	54.18	57.91	18.23	32.05	25.87
All Grades	18.51	13.77	16.22	63.26	54.18	57.91	18.23	32.05	25.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.85	15.80	15.81	53.22	51.24	50.51	24.93	32.96	33.68
All Grades	21.85	15.80	15.81	53.22	51.24	50.51	24.93	32.96	33.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.12	6.09	9.45	79.01	70.20	69.40	11.88	23.70	21.15
All Grades	9.12	6.09	9.45	79.01	70.20	69.40	11.88	23.70	21.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.01	13.77	14.17	66.67	60.72	68.38	14.33	25.51	17.45
All Grades	19.01	13.77	14.17	66.67	60.72	68.38	14.33	25.51	17.45

Conclusions based on this data:

1. The overall participation rates have remained relatively stable and above the 95% completion mark.
2. The mean overall achievement score has slightly decreased since 2018-19.
3. The percent of students at Standard Met and Standard Nearly Met have declined. This could be attributed to the changes in education during the COVID pandemic.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	410	456	492	368	441	487	365	441	485	89.8	96.7	99.0
All Grades	410	456	492	368	441	487	365	441	485	89.8	96.7	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2538.	2505.	2504.	5.48	3.17	3.30	13.70	10.66	7.42	30.41	20.63	24.95	50.41	65.53	64.33
All Grades	N/A	N/A	N/A	5.48	3.17	3.30	13.70	10.66	7.42	30.41	20.63	24.95	50.41	65.53	64.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.14	4.54	6.39	42.47	34.69	34.23	47.40	60.77	59.38
All Grades	10.14	4.54	6.39	42.47	34.69	34.23	47.40	60.77	59.38

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.12	6.12	4.12	65.75	59.41	63.71	27.12	34.47	32.16
All Grades	7.12	6.12	4.12	65.75	59.41	63.71	27.12	34.47	32.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.75	4.08	3.30	68.77	65.76	56.91	25.48	30.16	39.79
All Grades	5.75	4.08	3.30	68.77	65.76	56.91	25.48	30.16	39.79

Conclusions based on this data:

1. The participation rate has continued to remain stable and above the 95% completion mark.
2. There has been a decreased in overall achievement with the exception of % Standard Not Met.

3. Students seem to continue have the most difficulty with Concepts and Procedures.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1538.3	1542.4	1522.0	1546.7	1540.2	1500.3	1529.4	1544.1	1543.3	54	66	70
10	1554.4	1595.6	1546.4	1560.5	1601.1	1526.7	1547.7	1589.5	1565.6	54	50	59
11	1538.6	1557.0	1542.5	1530.5	1553.6	1522.2	1546.2	1559.9	1562.2	35	43	42
12	1499.5	1546.1	1530.7	1495.5	1551.5	1505.9	1503.1	1540.3	1555.0	23	30	40
All Grades										166	189	211

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.64	12.12	4.29	36.17	39.39	34.29	36.17	30.30	41.43	17.02	18.18	20.00	47	66	70
10	29.41	34.00	11.86	33.33	48.00	44.07	23.53	14.00	25.42	13.73	4.00	18.64	51	50	59
11	12.90	16.28	7.14	32.26	48.84	40.48	22.58	20.93	28.57	32.26	13.95	23.81	31	43	42
12	0.00	13.33	2.50	15.00	26.67	22.50	50.00	40.00	47.50	35.00	20.00	27.50	20	30	40
All Grades	16.11	19.05	6.64	31.54	41.80	36.02	30.87	25.40	35.55	21.48	13.76	21.80	149	189	211

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	31.91	24.24	7.14	36.17	46.97	34.29	21.28	18.18	40.00	10.64	10.61	18.57	47	66	70
10	47.06	58.00	22.03	25.49	36.00	42.37	17.65	2.00	18.64	9.80	4.00	16.95	51	50	59
11	32.26	41.86	9.52	35.48	34.88	57.14	3.23	11.63	14.29	29.03	11.63	19.05	31	43	42
12	20.00	23.33	5.00	30.00	46.67	42.50	25.00	20.00	30.00	25.00	10.00	22.50	20	30	40
All Grades	35.57	37.04	11.37	31.54	41.27	42.65	16.78	12.70	27.01	16.11	8.99	18.96	149	189	211

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.13	0.00	4.29	21.28	27.27	21.43	38.30	48.48	48.57	38.30	24.24	25.71	47	66	70
10	13.73	22.00	13.56	25.49	36.00	28.81	33.33	24.00	38.98	27.45	18.00	18.64	51	50	59
11	6.45	4.65	4.76	22.58	20.93	28.57	29.03	46.51	42.86	41.94	27.91	23.81	31	43	42
12	0.00	3.33	2.50	5.00	13.33	22.50	30.00	30.00	47.50	65.00	53.33	27.50	20	30	40
All Grades	6.71	7.41	6.64	20.81	25.93	25.12	33.56	38.62	44.55	38.93	28.04	23.70	149	189	211

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.26	1.52	8.57	68.09	75.76	72.86	27.66	22.73	18.57	47	66	70
10	16.00	8.00	11.86	62.00	86.00	72.88	22.00	6.00	15.25	50	50	59
11	3.45	4.65	4.76	68.97	74.42	76.19	27.59	20.93	19.05	29	43	42
12	0.00	10.00	2.50	45.00	46.67	75.00	55.00	43.33	22.50	20	30	40
All Grades	7.53	5.29	7.58	63.01	73.54	73.93	29.45	21.16	18.48	146	189	211

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	77.78	76.92	38.57	13.33	13.85	30.00	8.89	9.23	31.43	45	65	70
10	74.00	86.00	57.63	16.00	10.00	18.64	10.00	4.00	23.73	50	50	59
11	54.84	76.74	47.62	19.35	11.63	28.57	25.81	11.63	23.81	31	43	42
12	61.11	83.33	25.00	27.78	10.00	50.00	11.11	6.67	25.00	18	30	40
All Grades	69.44	80.32	43.13	17.36	11.70	30.33	13.19	7.98	26.54	144	188	211

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.38	9.09	7.14	42.55	46.97	51.43	51.06	43.94	41.43	47	66	70
10	24.00	32.00	22.03	46.00	46.00	52.54	30.00	22.00	25.42	50	50	59
11	13.33	9.30	7.14	33.33	55.81	47.62	53.33	34.88	45.24	30	43	42
12	0.00	3.33	7.50	38.89	36.67	45.00	61.11	60.00	47.50	18	30	40
All Grades	13.10	14.29	11.37	41.38	47.09	49.76	45.52	38.62	38.86	145	189	211

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.52	1.43	72.34	77.27	80.00	27.66	21.21	18.57	47	66	70
10	0.00	8.00	3.39	75.51	78.00	84.75	24.49	14.00	11.86	49	50	59
11	10.00	9.30	19.05	56.67	74.42	66.67	33.33	16.28	14.29	30	43	42
12	10.00	20.00	17.50	55.00	43.33	62.50	35.00	36.67	20.00	20	30	40
All Grades	3.42	7.94	8.53	67.81	71.43	75.36	28.77	20.63	16.11	146	189	211

Conclusions based on this data:

1. Students do best on the speaking portion of the ELPAC.
2. Due to better data tracking, more English Learners are taking the ELPAC as required by the state of California.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,872	82.4	11.4	0.5
Total Number of Students enrolled in Golden Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	213	11.4
Foster Youth	9	0.5
Homeless	92	4.9
Socioeconomically Disadvantaged	1,543	82.4
Students with Disabilities	196	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	105	5.6
American Indian	11	0.6
Asian	170	9.1
Filipino	10	0.5
Hispanic	1,313	70.1
Two or More Races		
Pacific Islander	8	0.4
White	223	11.9

Conclusions based on this data:

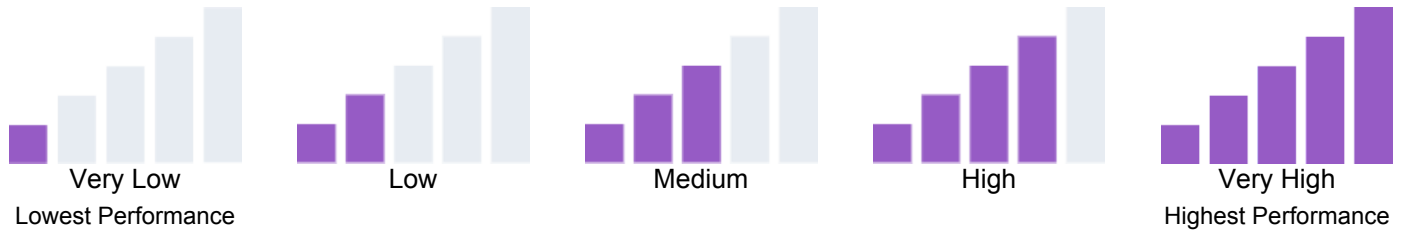
1. Hispanic students continue to make up the largest racial/ethnic group.
2. Over 80% of students were considered socio-economically disadvantaged. The trend is expected to continue.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Very High	Suspension Rate Medium
Mathematics Very Low		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

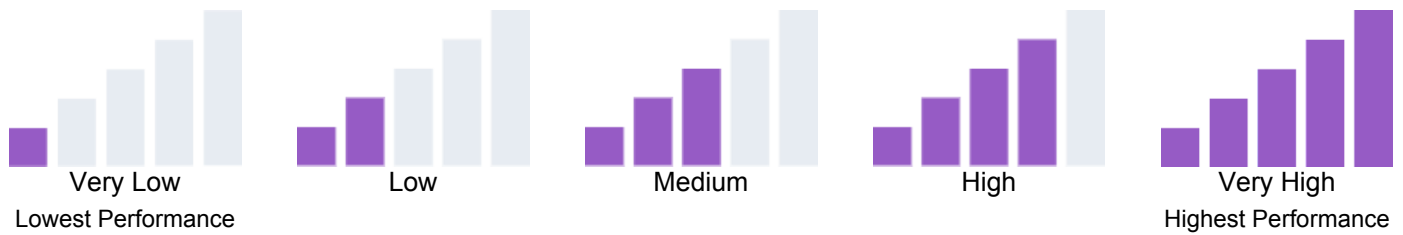
1. Golden Valley continues to have a very high graduation rate.
2. Golden Valley should continue to explore options for EL students to progress.
3. Golden Valley should continue to explore ways to increase proficiency in Mathematics and ELA.

School and Student Performance Data

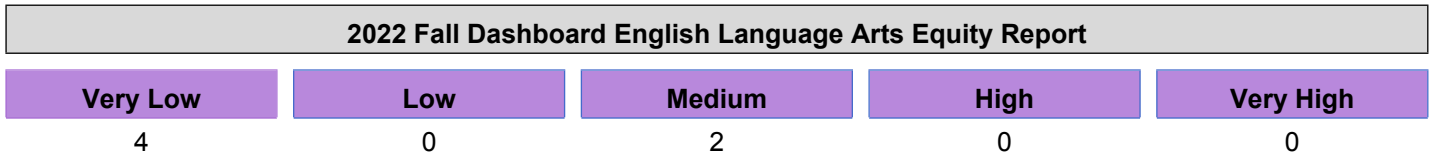
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

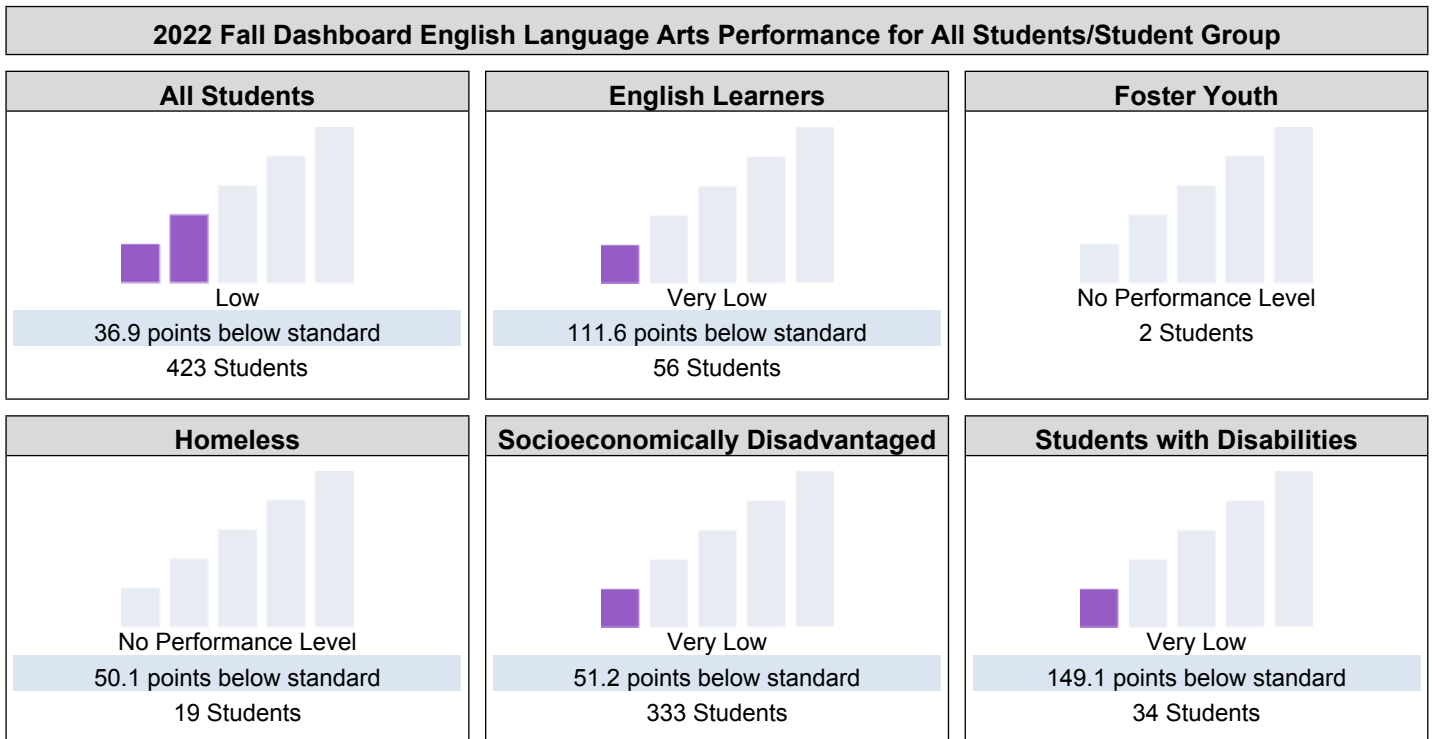
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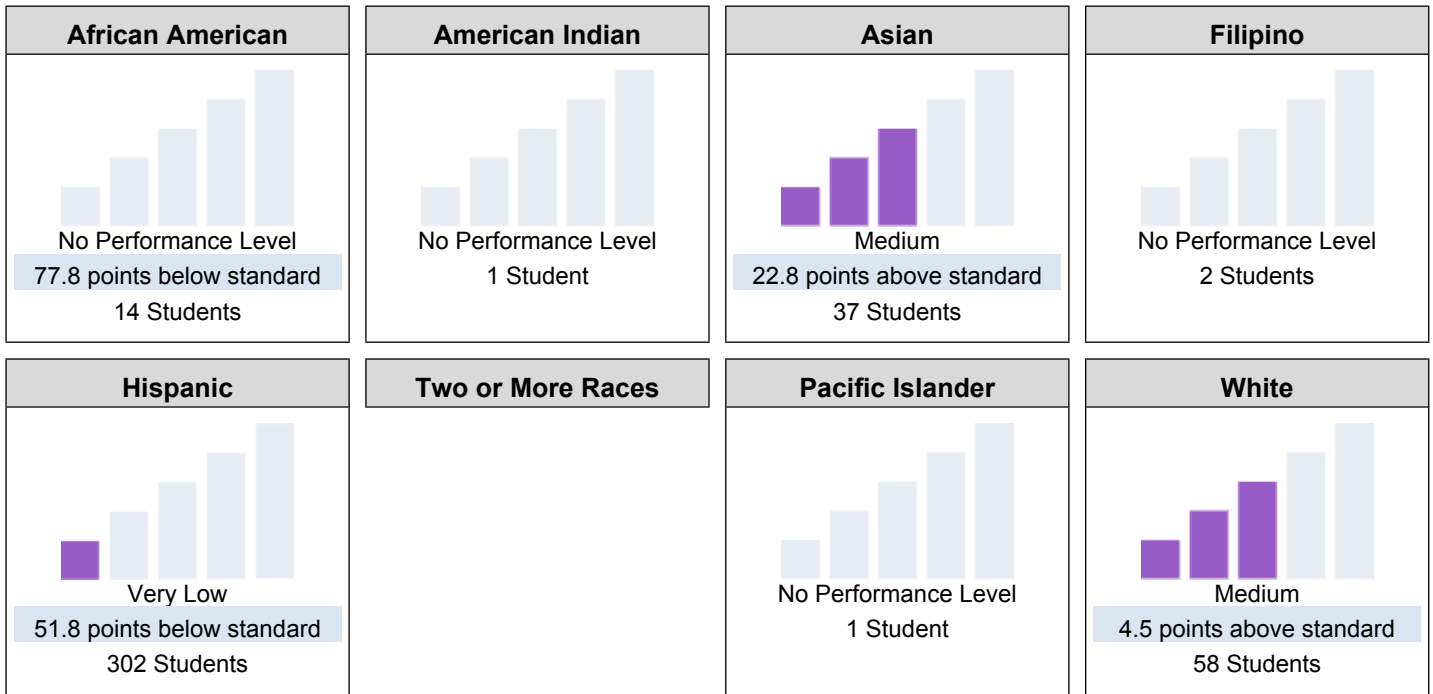
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.8 points below standard 35 Students	79.6 points below standard 21 Students	31.7 points below standard 203 Students

Conclusions based on this data:

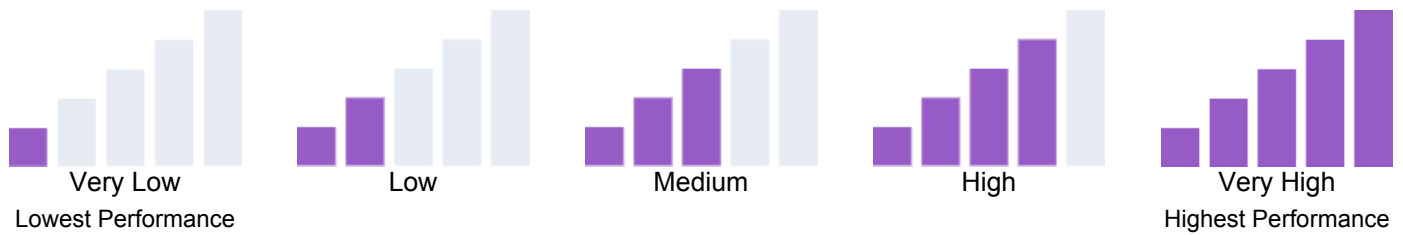
- Golden Valley has implemented the use of Read 180 as a strategic instructional tool to develop ELA skills in grades 9 and 10. It is also used in all Functional Communication courses.
- GVHS currently gives students a Reading Inventory Assessment three times a year to be used as one of many measures for student placement, writing IEP goals, etc.

School and Student Performance Data

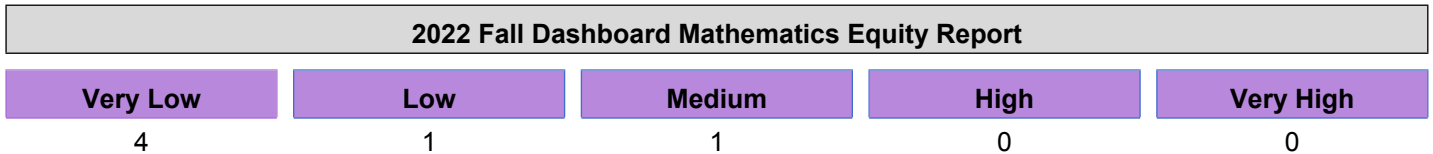
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

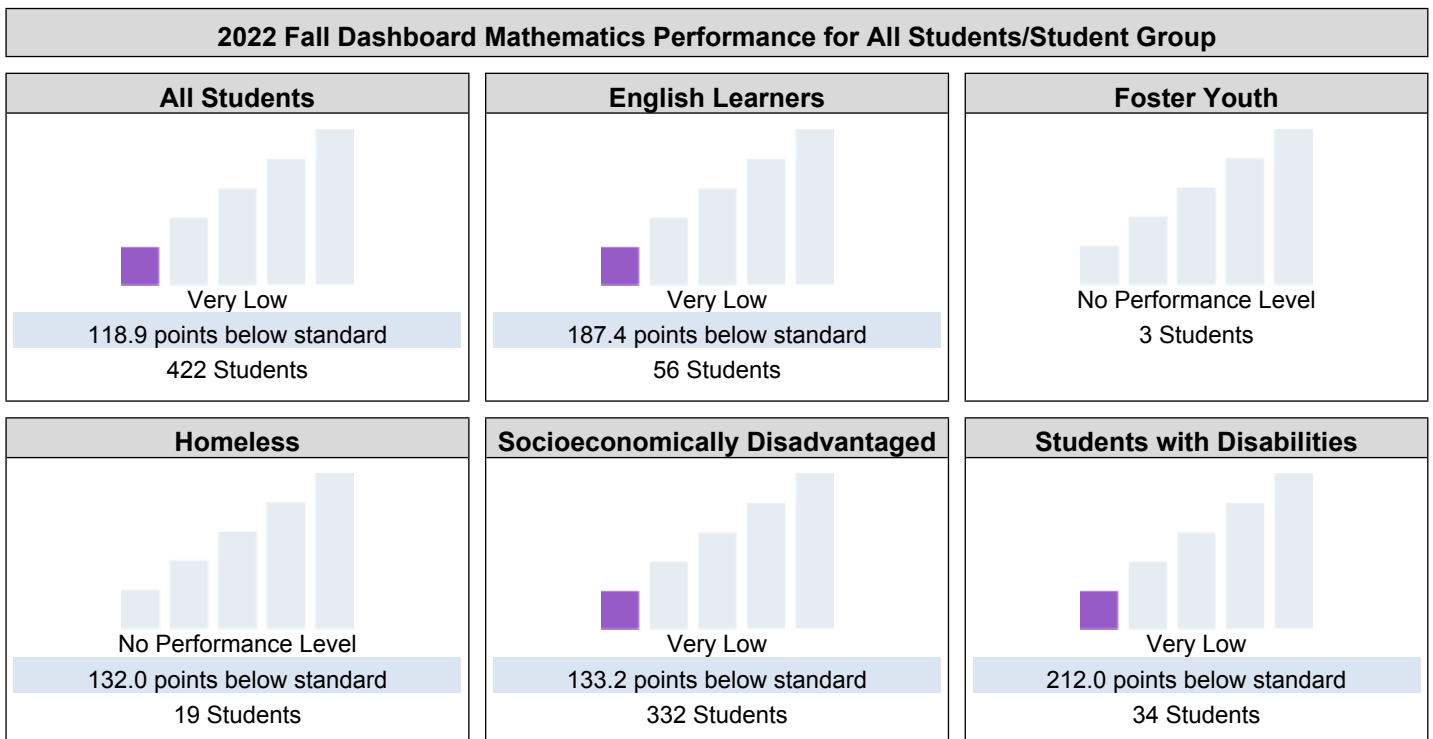
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



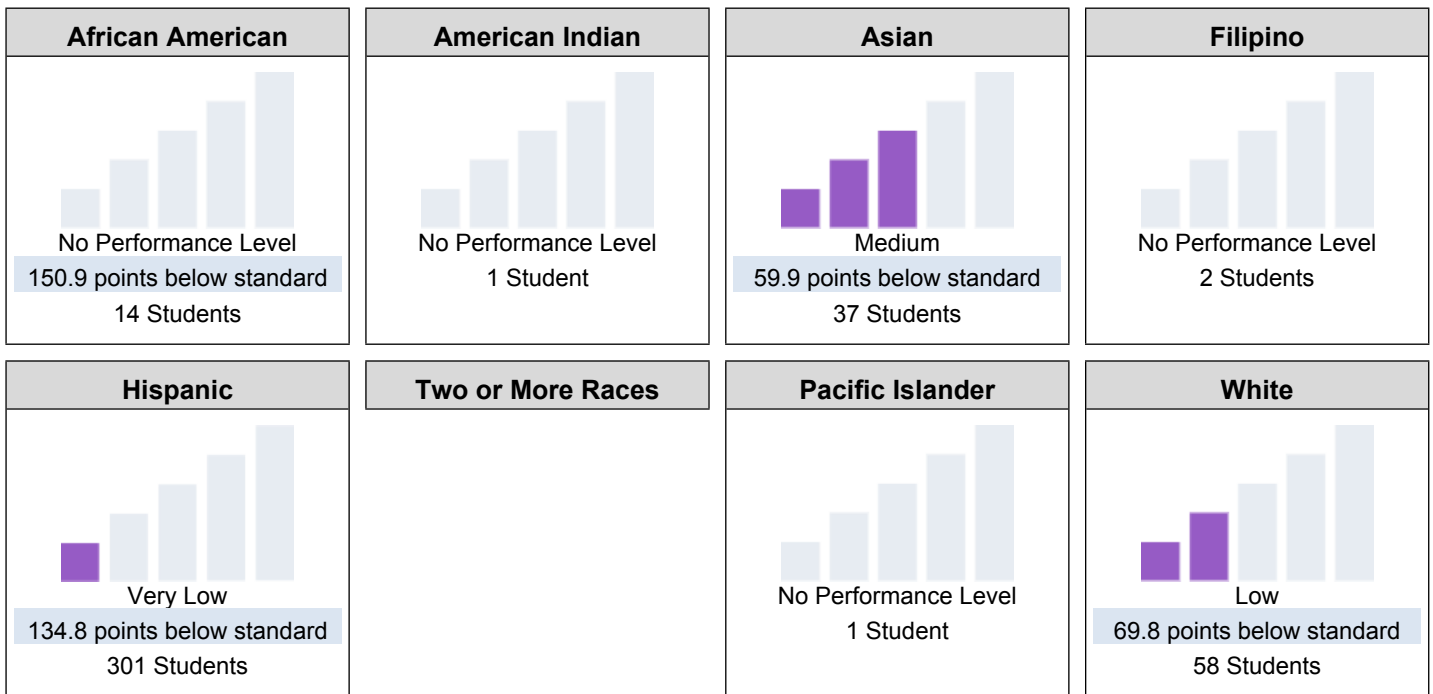
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">191.0 points below standard</p> <p>35 Students</p>	<p style="background-color: #e0e0e0;">181.2 points below standard</p> <p>21 Students</p>	<p style="background-color: #e0e0e0;">116.0 points below standard</p> <p>202 Students</p>

Conclusions based on this data:

1. Golden Valley High School has implemented the use of district benchmarks this school year. They are given 5 times throughout the year.
2. Golden Valley should look into ways to support English Learners in the area of math.
3. Golden Valley began giving Math Growth Measures assessment this school year. It is given three times a year and the data provided can be used to help guide student placement, instruction, and collaboration on best practices.

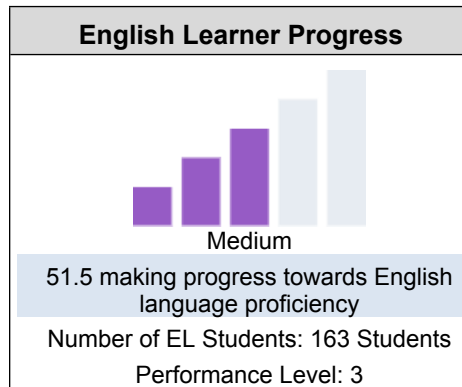
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
20.9%	27.6%	4.3%	47.2%

Conclusions based on this data:

- Golden Valley is continuing to emphasize the importance of proficiency in the acquisition of English and the importance of reclassification.
- Students have made growth in their development of the English Language.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

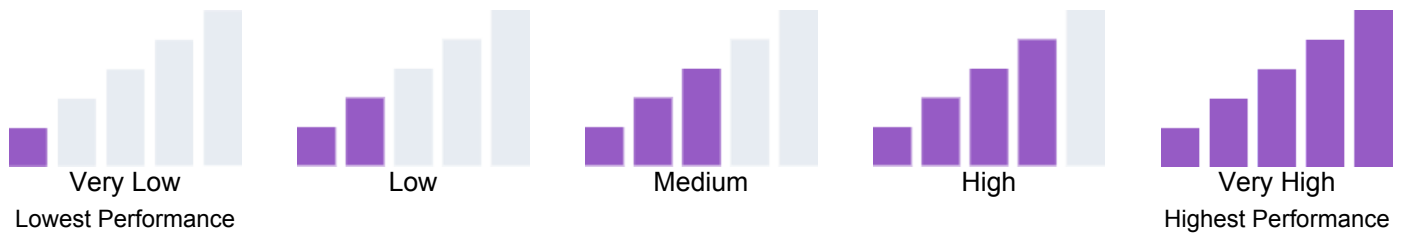
Conclusions based on this data:

- 1.

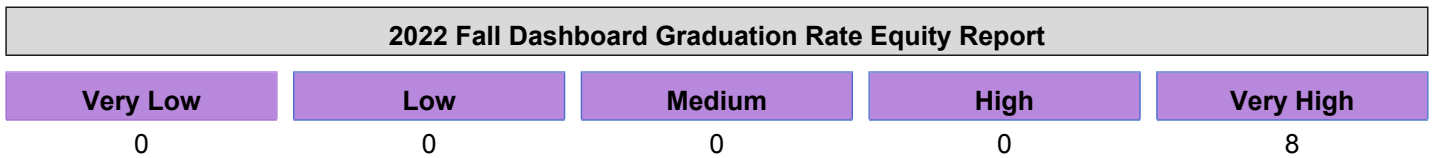
School and Student Performance Data

Academic Engagement Graduation Rate

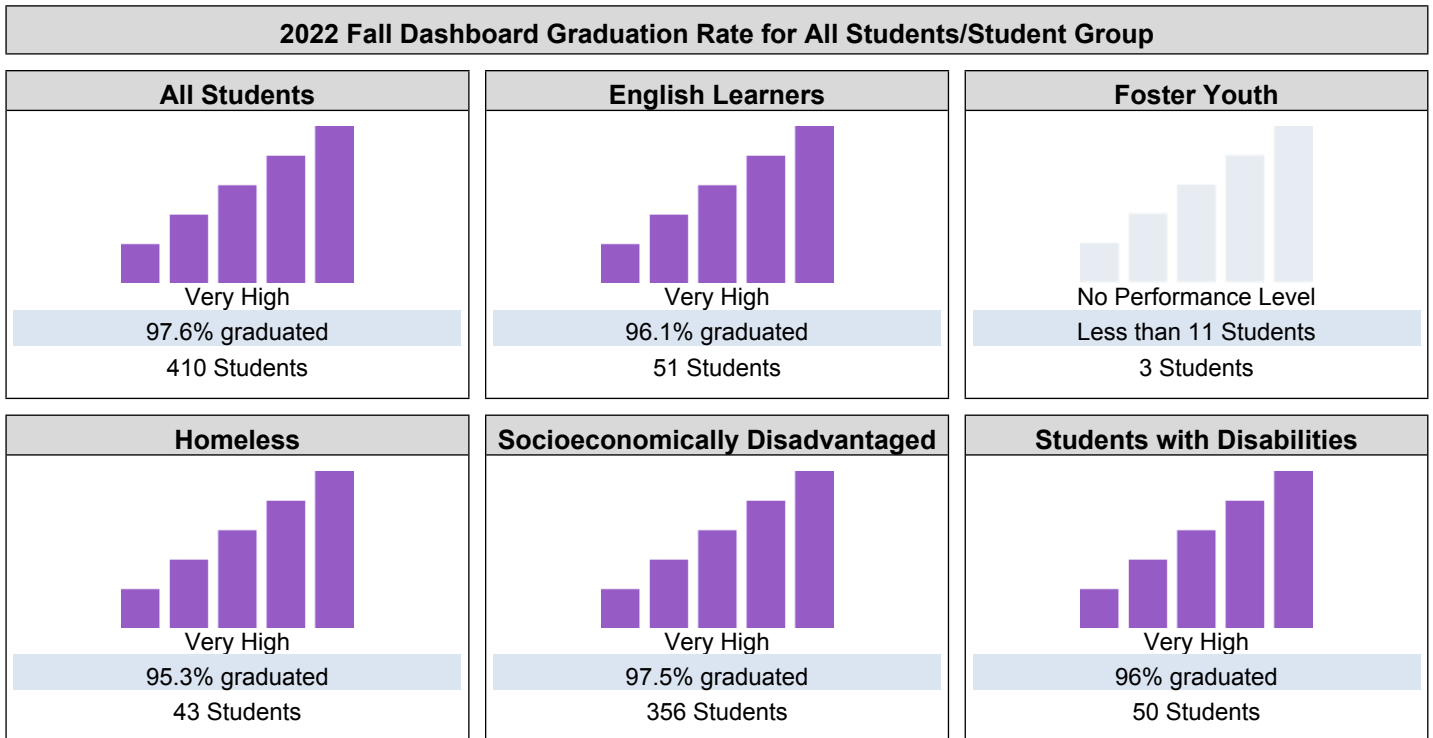
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



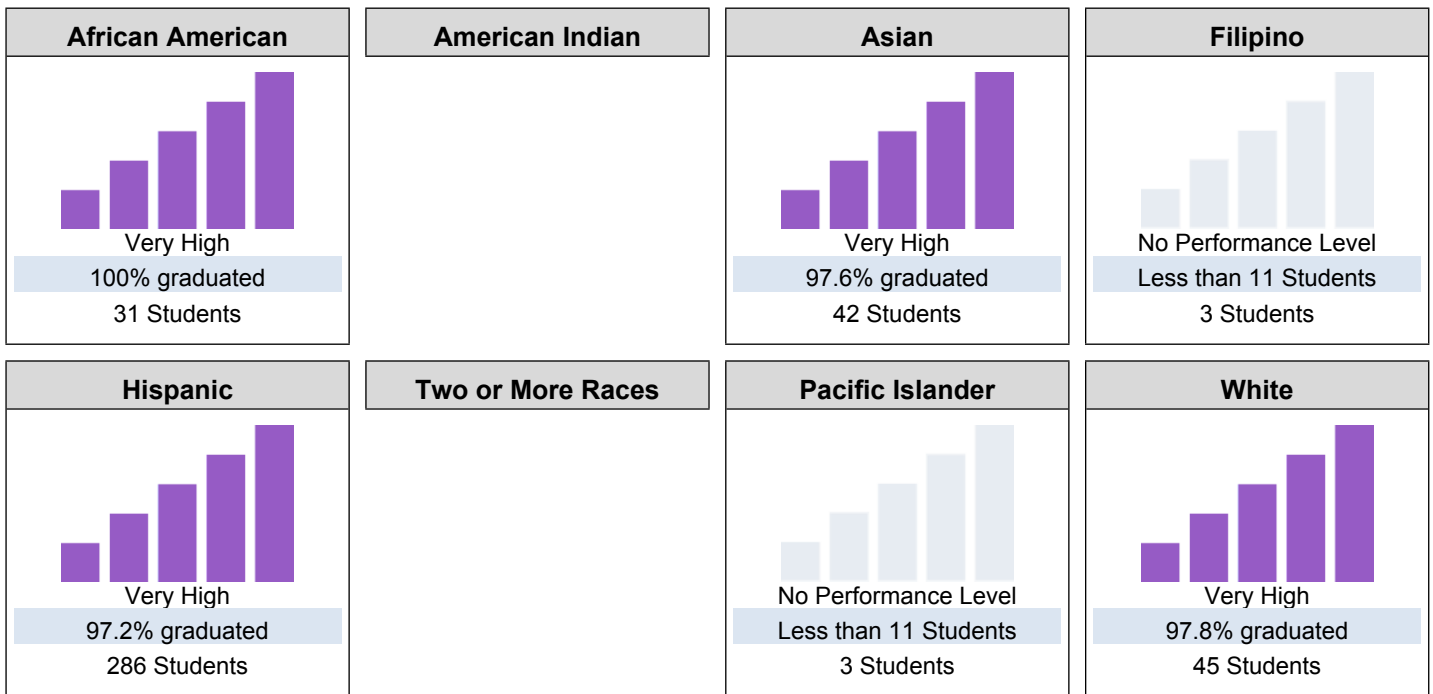
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

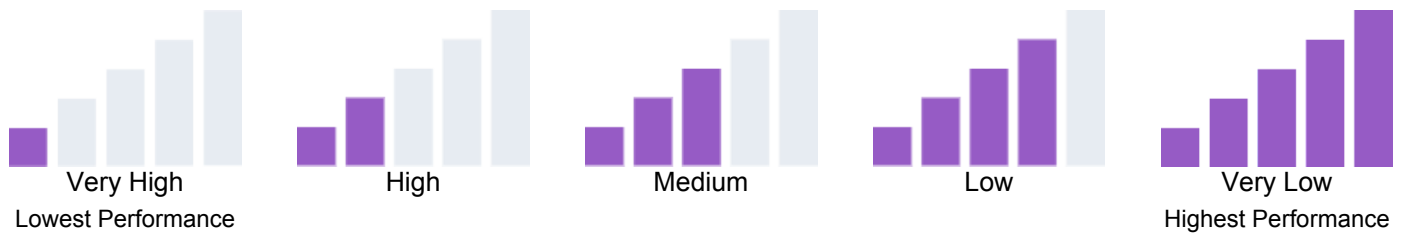
- Golden Valley's graduation rate is above the state average of 83.6% (CA - 2021).
- Golden Valley should continue to support our English Learner population as well as students with disabilities and homeless youth to increase their subgroup graduation rates.

School and Student Performance Data

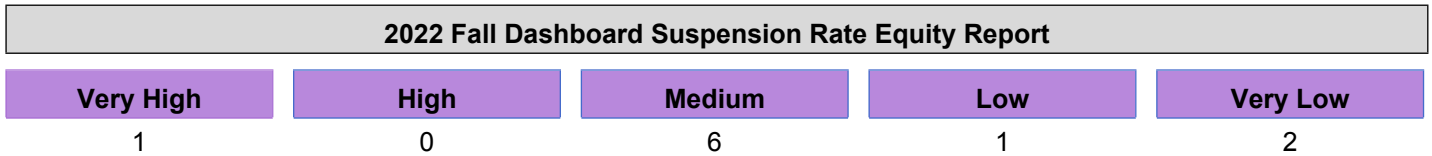
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

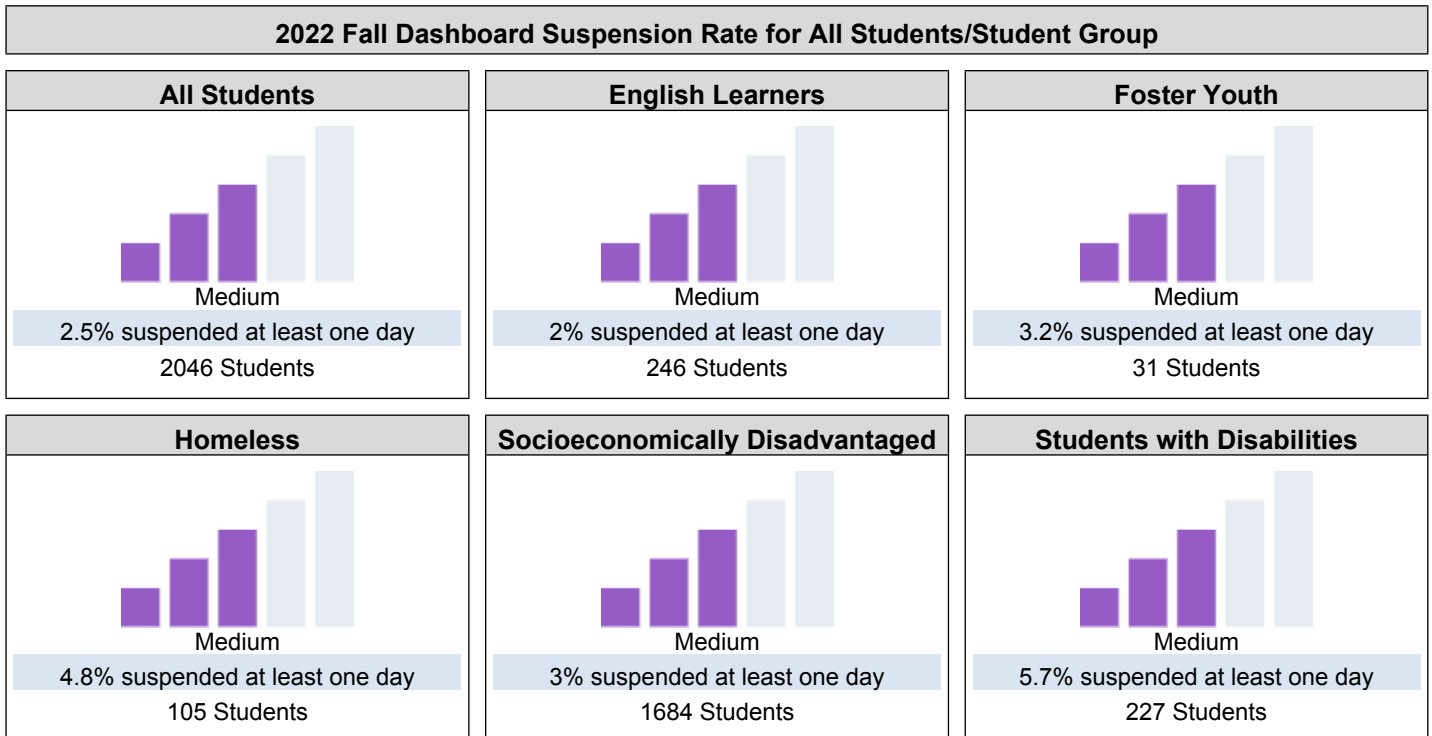
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



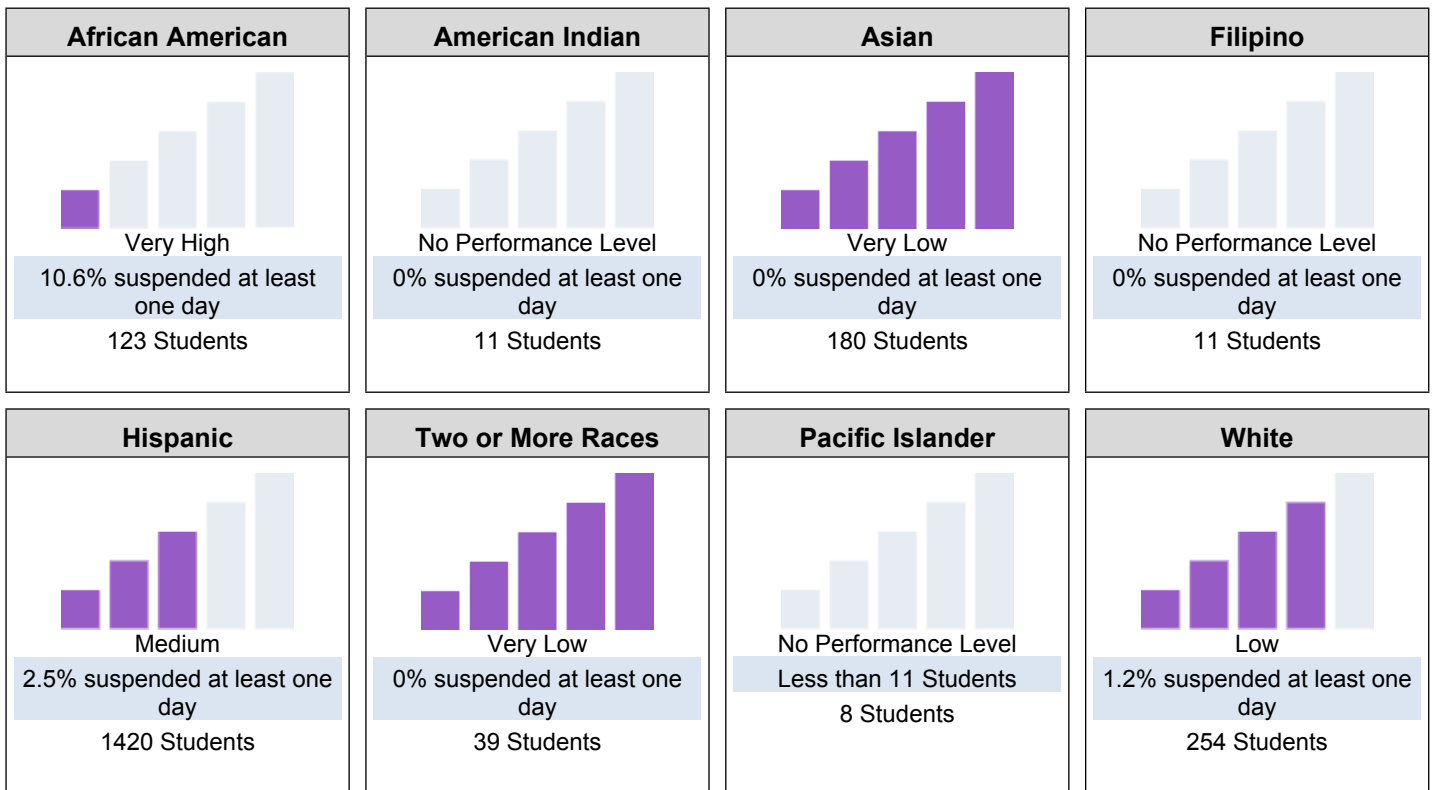
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspensions have declined significantly overall at Golden Valley High School due to an increase in intervention opportunities.
2. Based on available data, the highest rate of suspension is for African American students. Students with disabilities and homeless students also have a higher rate of suspension when compared to other students.
3. Intervention support should be considered to decrease African American suspension rates.

Annual Review

Goal 1

SPSA Year Reviewed: 2022-23

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.

There continues to be a drop in the F rate which is a strong predictor that progress is being made. GVHS continues to improve students college and career readiness by providing students opportunities to take courses that would fit their needs. GVHS continues to still show a need for support in ELA and Math.

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

At this time there are no major differences.

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.

Due to the outcome of our most recent audit, many expenditures that have been approved in the past will no longer be considered allowable. Support will continue to be provided in ELA, Math, AVID, AP, and credit recovery to help ensure students are college and career ready.

Goal 2

SPSA Year Reviewed: 2022-23

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.

There has been an increase in participation due to GVHS being fully functioning school once again post COVID. Students are able to participate in clubs, sports, and other extracurricular activities. Our Parent Resource Center received an overhaul and is now a welcoming environment for parents and families to be when in need of support. Signage was added and/or replaced that promotes our school-wide behavior posture Cougar P.R.I.D.E.

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

At this time there are no major differences.

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.

Monies allocated for 5 star, SSICA and school safety will be reallocated this school year as we are no longer in need of purchasing them and/or they are no longer allowable. Funding will be allocated to pay for our Intervention Coordinator and our newly implemented Student Success Mentors (ATSI Plan).

Goal 3

SPSA Year Reviewed: 2022-23

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.

Reclassification rates have continued to increase due to increase in testing and better data tracking. Implementation of the trimester Reading Inventory allowed for an additional measure to be used for reclassification purposes.

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

No difference at this time.

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.

Funding will no longer be allocated for updating the Parent Resource Center. Our bilingual paraprofessional salaries and benefits will be paid for out of this goal.

Goal 4

SPSA Year Reviewed: 2022-23

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.

Several certificated staff members attended conferences and trainings aligned to help support student need as well as improve school climate and culture.

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

This goal was supported using the allocated funding.

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.

GVHS has a decrease in allocated funding for professional developed due to increased funding for certificated staff salaries and benefits. Professional Development opportunities off campus will be limited during this school year. GVHS has implemented an Instructional Leadership Team to support staff on-site.

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

GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.

Goal 1

All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness. Students will complete Academic Plans with their counselor that will be updated and reviewed twice annually to ensure they are on track to meet their future career goals.

Identified Need

In order to make growth and ensure that our students are prepared for college and career, they need to be provided with well-developed instructional programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Enrollment	AVID enrollment increased	Increase AVID enrollment by 5%.
College/Career Prepared (State Dashboard)	No data released	Continue to increase college and career readiness.
AP Pass Rate	43.2% for 2022 (all grades)	Increase by 2% (all students)
CAASPP for Math and ELA	Current data has not yet been released	Increase in both content areas

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 AVID students

Strategy/Activity

Continue participation in AVID, AVID teachers salaries and benefits, and necessary instructional materials to enhance AVID program and encourage participation.

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.

Amount(s)	Source(s)
2,000.00	Title I 4000-4999: Books And Supplies Materials/supplies for the AVID classrooms
3,000.00	Title I 4000-4999: Books And Supplies College testing costs
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures AVID Membership Fees
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures AVID College Tutors

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will graduate college and/or career ready.

Strategy/Activity

In order to implement rigorous and relevant educational programs, supplies and software that support Improvement Science Initiatives with focus on math, ELA, ELD, A-G, AVID, credit recovery, and support for targeted groups in those areas are needed.

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.

Amount(s)	Source(s)
34,048.06	Title I 4000-4999: Books And Supplies Supplies and software

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

In order to address the need for additional support in English and math, which is an area of need on our campus, research-based instructional programs that track student progress will be used to support diverse learners.

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.

Amount(s)	Source(s)
5,000.00	Title I 4000-4999: Books And Supplies English and math support programs/supplies

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

Additional class sections in order to reduce class size to provide students with more instructional support and/or more scheduling opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
265,660.07	Title I 1000-1999: Certificated Personnel Salaries 1 full time academic support teacher, 5 sections of AVID, 1 section of English Intensive, and 1 solo section of Academic Support
93,141.11	Title I 3000-3999: Employee Benefits Employee benefits

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

GOAL 2: All students in the MUHSD must have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship, and engaged in curricular and extra curricular activities.

Goal 2

Students will be more involved in co-curricular and extra-curricular activities in order to promote good citizenship, higher levels of academic achievement, and high levels of school engagement. School will ensure a positive school climate to promote student success.

Identified Need

When students and parents are more involved in activities on campus, students demonstrate higher levels of achievement and attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Entries (use of discipline vs intervention)	2.62% of students suspended in Spring 2023	Decrease of discipline incidents on campus due to increase of intervention methods.
Parent Engagement event attendance	No consistent data available.	50% of parent participating in one or more Parent Engagement Activities
African American Suspension Rate	3.28% of AA students were suspended in Spring of 2023	Decrease in suspension rates and increase in intervention services provided

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)

Ninth Grade Students

Strategy/Activity

Support of wellness through SEL supplemental curriculum

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.

Amount(s)

8,328.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Find Your Grind Curriculum

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

Parent Engagement/Involvement Activities: guest speakers, evening social events, trainings, Parent Resource Center supplies, 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.

Amount(s)

7,485.14

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Parent Engagement/Involvement

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

Creating positive culture by promote character expectations and school vision. Collaboration between staff, Intervention Coordinator and Student Success Mentors to support the needs or target student groups.

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.

Amount(s)

117,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Intervention Coordinator Salary, Student Success Mentor Stipends, Nurtured Heart Stipend

45,000.00

Title I
3000-3999: Employee Benefits

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support of wellness through SEL activities

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.

Amount(s)

1000.00

Source(s)

Title I
4000-4999: Books And Supplies
Supplies to support SEL activities

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

GOAL 3: Provide equitable access to academic, social-emotional and extracurricular services to ensure equally high outcomes for all participants through the creation of multicultural, multi-ethnic, multiracial practices and conditions while removing the predictability of success or failure that currently correlates with any social or cultural factors.

Goal 3

Increase academic achievement and school engagement among students groups shown to be at-risk by the dashboard data

Identified Need

We want to support students with reclassification. At that point, they will be able to have more availability in their schedule for electives and CTE courses. There is also a need to support students and families who fall under our special population groups - academically and socially.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	13.3% in 2021-2022	Increase by 5% this school year
College and Career Indicator	No baseline data	Improve special population college and career readiness

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)

Special populations: foster and homeless youth, English learners, African American, low socio-economic

Strategy/Activity

Engagement, supports, and events/activities for families and students who fall into special populations categories and/or target groups.

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.

Amount(s)	Source(s)
1,000.00	Title I 5000-5999: Services And Other Operating Expenditures

Special populations parent engagement events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Increased engagement and language acquisition for English Learners

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.

Amount(s)

1,000.00

Source(s)

Title I
4000-4999: Books And Supplies
Supports to ensure equitable access for students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Bilingual paraprofessional support in the classrooms to help students with most need

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.

Amount(s)

47,511.72

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Bilingual Para Salaries - 2

46793.14

Title I
3000-3999: Employee Benefits
Benefits

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

GOAL 4: Staff who are highly qualified, credentialed, and well trained contribute to the overall success and academic outcomes and social emotional needs of students.

Goal 4

To retain highly qualified staff and help them grow professionally

Identified Need

Teachers need support in order to continue growing as educators and to provide relevant instruction to students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
On-site Professional Development Attendance	No baseline data	50% participation or higher

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

Various professional development opportunities for staff

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.

Amount(s)	Source(s)
98,769.01	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach Salary
36,357.76	Title I 3000-3999: Employee Benefits Benefits
14,000.00	Title I

	1000-1999: Certificated Personnel Salaries Instructional Leadership Team Stipends
6,000.00	Title I 5000-5999: Services And Other Operating Expenditures Conferences/Travel

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

Amount(s)	Source(s)
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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	\$843,094.01
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$843,094.01

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 (\$)
Title I	\$843,094.01

Subtotal of additional federal funds included for this school: \$843,094.01

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$843,094.01

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
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kevin Swartwood	Principal
Karie Haygood-Floriano	Other School Staff
Marcia Carrillo	Classroom Teacher
Susan Fox	Classroom Teacher
Jennifer Runner	Classroom Teacher
Andrea Vasquez	Other School Staff
Fallon Bristow	Other School Staff
Siena Murillo	Secondary Student
Ivonne Ramirez	Secondary Student
Siya Lakireddy	Secondary Student
Feliza Gray	Parent or Community Member
Nkau Moua	Parent or Community Member
Savina Sanchez	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

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 10/19/2023.

Attested:



Principal, Kevin Swartwood on 10/19/2023



SSC Chairperson, Sue Fox on 10/19/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019