

The Single Plan for Student Achievement

School: Golden Valley High School
CDS Code: 24-65789 2430098
District: Merced Union High School District
Principal: Kevin Swartwood
Revision Date: October 30, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Golden Valley High School's Vision and Mission Statements

The vision for Golden Valley High School is to FOCUS on the data, BELIEVE all students can learn, COMMIT to making it happen and ACHIEVE academic success.

The mission is to ensure that every member of the school community reaches a high level of achievement as determined by state and national standards and acquires the skills to succeed at the next level of education.

Golden Valley Cougar P.R.I.D.E. Posture

P Positivity:

Be positive. Assume the best about people and yourself.

R Respect:

Practice good manners. Be kind and accepting of difference.

I Integrity:

Be fair. Be trustworthy. Do the right thing even when no one else is looking.

D Determination:

Do not give up. Instead pick yourself up and try again.

E Excellence:

Be responsible. Do not settle for anything but your best.

PRIDE Posture was a collaborative effort that included input from staff, students, and the community.

School Profile

Golden Valley High School is located in the Central Valley in Merced, California. Golden Valley High school is home to the "cougars" and cougar pride abounds. Merced is a small urban community with a population of about 81,103 within the city. Merced is approximately a one hour drive from the nearest large, urban population in Fresno, California (pop. 500,000). Merced College is a community college located in the city of Merced. In 2005, the University of California, Merced, opened its doors as the 10th campus in the UC system.

Golden Valley High School is one of six comprehensive high schools in the Merced Union High School District. The school was established in 1994 as a comprehensive high school, the second in the city of Merced. In addition to the comprehensive sites, the high school district has one alternative-education campus devoted to four different programs: Adult Education, Community Day School, Independent Studies and Alternative Education. In the fall of 2014, the student population was 1787. There are four feeder school districts; one private, three public. The largest feeder district is Merced City Schools, followed by Weaver Elementary School District, El Nido Elementary School District and Our Lady of Mercy Catholic School.

The Merced Union High School District serves students from the communities of Atwater, Livingston and Merced. It is located in Merced County, California, the heart of the San Joaquin Valley, the world's most productive agricultural area and a region of unusual economic and cultural diversity. Merced County is the seventh most ethnically diverse community in the United States. US Census Bureau data provides the following demographic figures: Non-Hispanic white 52.2%, Hispanic, 49.6% black, 6.3%, Asian/Pacific Islander and 11.8%, other races 5.5% The Hispanic population in the county has shown a continued increase in numbers, thereby

decreasing the percentage of all other groups.

According to the US Census Bureau data, 72.1% of the population of Merced indicated that they had earned a high school diploma while 15.3% earned a Bachelors degree. The same data also indicates that 61.2% of the over 25 year old population reported having no education after high school, and 35.4% indicating that they did not have at least a high school diploma or the equivalent.

Merced County's per capita income for 2012, \$17,260. Ranking the county 55th out of 58 in the state of California. Merced County is subject to persistently high rates of unemployment and seasonal shifts in unemployment. In July of 2011, California registered an unemployment rate of 12.0%. During the same time period, Merced registered an unemployment rate of 19.8%. Nearly one-third of our students live below the federal poverty level, and an average of 80% are eligible for "free or reduced breakfast and lunch."

Golden Valley High School is rich in diversity. The school culture is one of acceptance and tolerance, backgrounds and cultural heritages represented in the student population is a source of strength and learning at the school. As can be inferred from the data, a significant number of the students come from home environments which do not necessarily have the educational background to provide support for their educational needs. However, Golden Valley continues to thrive and improve academic achievement.

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 Healthy Kids Survey is used district wide to guide school sites in fostering school climate and culture and to provide strategies for a safe environment.

Twice a year, teachers are surveyed in regards to the Golden Valley Response to Intervention (RTI) model. The results of this survey guide the continual refinement of the GV RTI system.

Once a year, a needs assessment is sent out to staff, which determines the educational focus of the following school year and the areas needing improvement.

Through collaboration with our feeder schools, incoming freshmen and current freshmen were all surveyed to determine interest in CTE pathways. The results of this survey guide decision making on which pathways will be offered at Golden Valley.

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 members are evaluated on an every other year basis. In addition to these formal classroom observations, each site administrator conducts a minimum of 50 classroom walks per month, providing feedback aligned to the MUHSD Instructional Norms. Teachers also have access to an instructional coach who works with teachers on lesson design and delivery on a voluntary basis. GVHS has also instituted a collaborative effort to read the quarterly benchmarks and improve as instructional

As a result of these observations, it is evident that 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 for the full implementation of the Common Core State Standards. The site acknowledges the need for staff collaboration in the area of lesson design and instructional strategies.

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

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As of the year 2012, Golden Valley High School entered Program Improvement Status. Golden Valley High School is a Year 4 Program Improvement School. All parents received notification letters of this Program Improvement status at the beginning of the 2015-2016 school year, per regulation. Program Improvement year 4 requires the school to do two things:

Use at least 10% of Title 1 school funds for staff professional development Implement & monitor the school plan properly

This law requires districts to adopt grade-level standards, use the most effective instructional strategies for teaching all students, and annually assess each student's progress toward meeting those standards. A school's progress is determined based on how well students do on statewide standardized tests. Title I Schools that did not make Adequate Yearly Progress for two consecutive years, based on the State accountability system, are identified as Program Improvement Schools by the California Department of Education. Golden Valley High School was identified as PI Year 4 due to not meeting the required percentage (77.8%) of students scoring at proficient or advanced in the area of English/Language Arts. The sub-groups that did not meet the proficiency requirement are: African American, Asian, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners. The required proficiency target in math (77.4%) was not met. The sub-groups that did not meet the proficiency requirement are English Learners.

To address the problem of low achievement, the school and district are analyzing all assessment data in order to make informed teaching decisions. Golden Valley High School provides students with extended day learning opportunities and has implemented an RTI (Response to Intervention) model that provides support four days a week within the school day. Our school also offers our English Language learners opportunities to receive sheltered instruction within the course of the school day. This specialized instruction builds vocabulary and language development to aid in the language acquisition process. In addition to these student centered programs, parents can become involved in the Program Improvement process at Golden Valley High School by participating in the School Site Council and/or the English Language Advisory Committee.

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

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics as measured through grade-span Academic Program Survey (APS). The EPCs are designed to meet the needs of all students, including English learners and students with disabilities through State Board of Education (SBE)-adopted standards-based and/or standards-aligned (grades nine through twelve) instructional materials including interventions and English Language Development materials, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers, ongoing instructional support in the use of data obtained from a student achievement monitoring system, teacher collaboration, and fiscal support.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

4. 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.

5. 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.

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

Golden Valley has one instructional coach, an Instructional Leadership Team of early adopter and project-based learning trained teachers, each of which have a open classroom policy, enabling any teacher to visit their classroom at any time, they also have office hours for teachers to have one on one tutelage in common core implementation, technology in the classroom and instructional strategies. The ILT members have also begun providing weekly professional development for all staff. This year the team is developing a second team of teachers and are involving students in the learning/teaching process.

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

Teachers collaborate every Wednesday. Teachers collaborate by departments, by vertical or horizontal teams, or by interdisciplinary teams at least monthly.

Teaching and Learning

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

Teachers are implementing the Common Core State Standards in the classroom and using the district designed lessons and curriculum on the web. These 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. There is a group of teachers that are part of the first cohort of MUHSD Common Core State Standards "early adopters" who have full implementation delivering instruction aligned to the Common Core State Standards in English Language Arts or Math and also includes social science teachers who have implemented the CCSS ELA Literacy standards within their curriculum.

9. 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, students below grade level receive additional support in English Language Arts.

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

The master schedule has been tailored to accommodate intervention with the creation of the RTI model. Students who need additional support have a 5th period four days a week to address areas of need.

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

As evidenced by Golden Valley High School compliance with the textbook requirements of the Williams Act, every GVHS student has access to standards-based instructional materials. The district has provided textbooks on line, in the library and a class set in the rooms.

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

The school/district provides the current* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses.

* Pending State Board of Education (SBE) action and as a result of ABX4 2, the K-8 SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.

Opportunity and Equal Educational Access

13. 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. GVHS has also implemented an intervention schedule consisting of a 30 minute period occurring four days per week where students receive Tier II academic interventions and support. Students are also able to retake exams and study for upcoming assessments.

14. Research-based educational practices to raise student achievement

Teachers have been trained in the use of Explicit Direct Instruction research-based instructional strategies and lesson design components. 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 BTSA providers, an instructional coach, and through administrative feedback.

Parental Involvement

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

GVHS offers several opportunities for parent and community involvement through a School Site Council (SSC), English Learner Advisory Committee (ELAC). Golden Valley also offers Parent Workshops once a month. Additionally, through the ASSETs Grant, Golden Valley houses Computer Science, English as a Second Language, and GED classes. Golden Valley also employs two community liaisons who provide translation and outreach to the Spanish and Hmong speaking populations.

16. 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 programs is the focus at GVHS. The Parent Institute will be held on campus again this year and parenting classes are held two evenings a week with childcare provided. 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.

Funding

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

Teacher professional development, AVID, technology, Career Technical Education.

18. Fiscal support (EPC)

Golden Valley High School receives federal support with Title I and Title III funds. In addition, GVHS is a recipient of State Compensatory Education, Limited English Proficient funds, and funds from the District's After School Education (ASSETs) grant.

Description of Barriers and Related School Goals

The school site currently has four school goals to increase achievement. The school site works closely with the district to implement the common core standards and Next Generation Science Standards and provide the staff necessary trainings to ensure rigorous classroom instruction. Additionally, Golden Valley teachers are working with teachers from other sites and the District Office to adopt curriculum in English, Math, Social Science, Science, and World Language.

Golden Valley High School's administrative team are instructional leaders and demonstrate common core standard knowledge through weekly walk through visits and feedback provided to the staff.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	400	363	90.8	363	2575.7	13	35	35	17
All Grades	400	363	90.8	363		13	35	35	17

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	19	55	26	20	58	22	12	62	26	29	57	13
All Grades	19	55	26	20	58	22	12	62	26	29	57	13

Conclusions based on this data:

- Overall, 48% of those GV students tested in the 2015 CAASPP administration met or exceeded standards in ELA, while 52% did not meet or nearly met those standards. The 2014-15 school year was the third year of the MUHSD adoption plan for the CCSS. Therefore, the students in this first year of testing had between one to three years of exposure to the CCSS. This variance in the exposure to the standards may help to explain why 52% of GV students were not able to meet, or nearly met, those standards.
- Of the four claims, GV students struggled the most with the Listening. Reading and writing also proved difficult. Students had the greatest success with the Research/Inquiry claim. Therefore, greater emphasis needs to be placed on reading, writing, and listening in all content areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	400	362	90.5	362	2552.8	6	18	33	44
All Grades	400	362	90.5	362		6	18	33	44

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	11	39	50	8	59	33	7	61	32
All Grades	11	39	50	8	59	33	7	61	32

Conclusions based on this data:

- Overall, 24% of those GV students tested in the 2015 CAASPP administration met or exceeded the standards, while 77% did not meet or nearly met those standards.
- Students had the most difficulty "Demonstrating ability to support mathematical conclusions," but the greatest success in "Applying mathematical concepts and procedures." These numbers suggest that while students may understand the concepts and procedures, they are unable to communicate that understanding in writing. This highlights the need to increase writing instruction in Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	9	16	24	43	12	21	6	11	5	9	56
10	5	10	23	44	15	29	5	10	4	8	52
11			11	46	10	42	2	8	1	4	24
12	1	5	10	45	8	36	3	14			22
Total	15	10	68	44	45	29	16	10	10	6	154

Conclusions based on this data:

1. GVHS has a high percentage of EL students in each grade level, achieving in the Early Advanced and above levels.
2. Golden Valley has a high percentage of English Learners who continue to achieve at a very high level. They are offered three periods of EL classes to acquire the language rapidly and function at a high level in other academic areas.
3. Golden Valley has signed an MOU with CAL-Soap and Mini Corp for additional tutors to help EL students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	222	164	154
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	222	164	154
Number Met	135	94	101
Percent Met	60.8%	57.3%	65.6%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	35	198	27	146	24	139
Number Met	8	104	--	68	--	69
Percent Met	22.9%	52.5%	--	46.6%	--	49.6%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1. The ELD department continues to improve and achieve as they implement the ELD common core state standards and focus on student engagement.
2. The EL students continue to improve in the area of mathematics and meet the AMAO targets for growth.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	958	822	
Percent with Prior Year Data	99.9	100.0	
Number in Cohort	957	822	
Number Met	587	505	
Percent Met	61.3	61.4	
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	181	828	162	715		
Number Met	37	441	30	372		
Percent Met	20.4	53.3	18.5	52.0		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	Yes	No	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. As the district implements the common core state standards and places emphasis on depth of knowledge, students will thrive and achieve academic success.
2. The district and site level will use site exams and AP exams to determine future growth.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Relevant and Rigorous Instructional
LEA GOAL:
GOAL 1: All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
SCHOOL GOAL #1:
All students will be provided a relevant and rigorous instructional program that provides access to college and career readiness.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: pass rate on AP exams , CAASPP, a-g, CTE enrollment, CELDT, Reclassification rate, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate
Findings from the Analysis of this Data:
Not all students in MUHSD learn or achieve at grade level in the core academic subjects. This indicates that a learning gap exists between certain subgroups of students and their grade level peers. The LCAP will detail actions and services that will be put into place to provide additional layers of support for academically challenged students. Success of these actions, services and additional layers of support will be measured by multiple means to include, but not limited to:
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRICS to be used: Pass rate on AP exams , EAP participation, a-g, CTE enrollment, CELDT, Reclassification rate, CAHSEE, Statewide assessments, Graduation rates, Dropout rates, Chronic absenteeism, National Education Technology Standards (NETS), Articulation exam rate

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. English Learners will acquire the English language rapidly and effectively.					

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2015-June 2016	Jen Euker, Associate Principal	ELD Section Support, 7 sections	1000-1999: Certificated Personnel Salaries	District Funded	
	Matt Thomas, Associate Principal	EL Supplementary Materials and Supplies	4000-4999: Books And Supplies	Title I	3000.00
	Kevin Swartwood, Principal	ELD Para Professional Classroom Support	2000-2999: Classified Personnel Salaries	Title I	50397.00
		Professional Development to assist in the support of English Learners in the classroom including CAFE	5000-5999: Services And Other Operating Expenditures	Title I	5000.00
2. Struggling readers will have access to interventions and reading specialist in order to achieve grade-level literacy and progress towards a high school diploma.					
August 2015-2016	Jen Euker, Associate Principal	RTI Intervention Program/Academic Support Class 1 section	1000-1999: Certificated Personnel Salaries	Title I	13500.00
	Matt Thomas, Associate Principal Kevin Swartwood, Principal	Academic Support -3 sections	1000-1999: Certificated Personnel Salaries	Title I	32000.00
3. Students will develop their college and career readiness through certification and articulation opportunities. The site has a career center that is staffed and provides guidance in college applications, college information, and college scholarship applications.					
August 2015-June 2016	Matt Thomas, Associate Principal Jen Euker, Associate Principal	PSAT Assessment for identifying AP potential	4000-4999: Books And Supplies	Title I	9000.00
4. Examine instructional materials aligned to Common Core State Standards in all four core areas and work toward full implementation of the CCSS.					
August 2015-June 2016	Jen Euker, Associate Principal Matt Thomas, Associate Principal	Shmoop License to provide teachers and students with test prep	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
	Kevin Swartwood, Principal District	Revolution K-12 License to provide teachers and students with supplementary Math resources	5000-5999: Services And Other Operating Expenditures	District Funded	
<p>5. Teachers will have access to professional development opportunities layered with the support of on-site instructional team leaders, technology literacy coaching and instructional coaches. The district provides three instructional coaches who are on GVHS campus several days per week. These coaches also provide staff development in content areas and attend administrative meetings to assist in the implementation of the common core standards.</p>					
August 2015-June 2016	Kevin Swartwood, Principal Matt Thomas, Associate Principal	ILT Instructional Leadership Team, to include on-going technology training for staff and students, open classrooms, instructional coaching, technology support, learning walks	5800: Professional/Consulting Services And Operating Expenditures	Title I	18000.00
		RTI PD	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
		World Language Conference	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
<p>6. Advancement Via Individual Determination (AVID) will be used as a means to achieving college and career readiness.</p>					
August 2015-June 2016	Jen Euker, Associate Principal Matt Thomas, Associate Principal Kevin Swartwood, Principal	AVID Teacher, 9 sections	1000-1999: Certificated Personnel Salaries	Title I	137483.00
		AVID Tutors	2000-2999: Classified Personnel Salaries	District Funded	29572.00
		AVID Field Trips	5000-5999: Services And Other Operating Expenditures	Title I	9000.00
		AVID Counselor	1000-1999: Certificated Personnel Salaries	Title I	4000.00
		AVID Supplies	4000-4999: Books And Supplies	Title I	2000.00

Actions to be Taken to Reach This Goal

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
		AVID Summer Institute	5800: Professional/Consulting Services And Operating Expenditures	Title I	18000.00
7. Maintain existing programs and services to students such as operational expenses; instructional supplies, Adult Education, utility costs, transportation services, custodial services, teachers, administration, clerical support, salaries, statutory and benefits, existing intervention and co/extra-curricular services.					
August 2015- June 2016	District	Continue Fund existing program, evaluate programs, and assist where needed			
8. Create additional Career Technical Education (CTE) opportunities for students that include certification and capstone courses. Led by Principal Swartwood, Associate Principal of guidance and Associate Principal of accountability are working with LHS and AHS to improve and enlarge current CTE opportunities and create capstone courses.					
August 2015-June 2016	Jen Euker, Associate Principal	Implement District lead initiatives and support staff and students in the process			
		CTE Lead Teacher, 1 Section	1000-1999: Certificated Personnel Salaries	District Funded	
		CTE Coordinator Stipend	1000-1999: Certificated Personnel Salaries	District Funded	4000.00
		CTE Teacher Stipend	1000-1999: Certificated Personnel Salaries	District Funded	18000.00
		CTE Industry Trips	5000-5999: Services And Other Operating Expenditures	Title I	14000.00
		CTE Supplies	4000-4999: Books And Supplies	Title I	5000.00
		CTE Incentives	4000-4999: Books And Supplies	Title I	3000.00
9. Provide instructional and operational technology for all students. Maintain and support technology systems to ensure equitable access for students and staff.					
August 2015-June 2016	Kevin Swartwood, Principal	Provide necessary technology support to allow 1:web access to all students.	4000-4999: Books And Supplies	District Funded	
10. Develop and staff child development centers on all campuses as both an additional CTE course offering and child care center for students. GVHS currently provides day care for our evening parenting classes. We will conduct a needs assessment to determine future steps.					

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2015-June 2016	Jen Euker, Associate Principal	Investigate the facilities and begin the discussion of placement/housing.			
	Matt Thomas, Associate Principal Kevin Swartwood, Principal	Begin discussions with the stakeholders to determine feasibility.			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Stakeholder Involvement
LEA GOAL:
GOAL 2: MUHSD will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.
SCHOOL GOAL #2:
Golden Valley High School will involve key stakeholders, where appropriate, in providing information, feedback and input on District issues.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Parent/student surveys, ELAC/DELAC, School Site Council, California Healthy Kids Survey, Attendance, percentage or rates in, programs/events
Findings from the Analysis of this Data:
Parents/guardians need to increase their knowledge of educational offerings and opportunities related to extra and co-curricular activities. The numbers of parents involved in parent education opportunities, parenting skills classes, meetings, etc. will determine whether or not the outreach for these campus sponsored activities was successful.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On-track for graduation, Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Increase parent/guardian knowledge of educational offerings/opportunities. GVHS staff, counselors, and parent liaisons currently utilize the Blackboard connect system to call, email, and text parents and students. The website is also kept up to date and current.					
August 2015-June 2016	Matt Thomas, Associate Principal	Community Liason 2-Spanish Proficient, Hmong Proficient	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	96024.00

Actions to be Taken to Reach This Goal

Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
	Kevin Swartwood, Principal	Translation Service, extra Time	2000-2999: Classified Personnel Salaries	Title I	1000.00
		Parent Workshops (1 per month)	4000-4999: Books And Supplies	Title I	500.00
		Parent Institute (1 Saturday Event)	5000-5999: Services And Other Operating Expenditures	Title I	4675.00
<p>2. Provide parent education opportunities and parenting skills development. During all evening events at GVHS, parent liaisons are present and the library is open for parent instruction.</p>					
August 2015-June 2016	Matt Thomas, Associate Principal	Assets Program-Parenting Classes in English as a Second Language, GED, and Computer Skills. Funded by after school Asset Grant			
<p>3. Ensure that student families have an opportunity to attend at least one extra/co-curricular activity once per year. GVHS administration along with activities director are implementing "parent free" events; where students receive free entry if they bring a parent.</p>					
August 2015-June 2016	Mike Richter, Associate Principal	Invite one family, per event, to attend free of charge			
		Create a "bring your parent to" occasion and receive academic and activity information. Special recognition and seating.			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Safety
LEA GOAL:
GOAL 3: Maintain safe and orderly schools
SCHOOL GOAL #3:
Maintain safe and orderly school
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On track for graduation, Facility Inspection Tool
Findings from the Analysis of this Data:
Students need a safe and engaging academic, social-emotional, and physical school environment. Atwater will develop physically literate students with the knowledge, skills and confidence to experience a lifetime of healthy activities.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: Suspension/expulsion rates, Truancy rates, Dropout rate, Attendance data, Suspension rates, F rates, On-track for graduation, Facility Inspection Tool

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1.		Maintain safe, clean learning environments that promotes respect, fosters learning and supports a collaborative school culture. The Safety plan is on the district website and is referred to on a regular basis. The plan is updated every two years.			

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
August 2015 - June 2016	Abraham Olivares, Associate Principal	Continue to train and inform staff, students, and parents on Urban Essentials	None Specified	None Specified	
	Matt Thomas, Associate Principal	Update School Safety Plan involving stakeholders	None Specified	None Specified	
	Jen Euker, Associate Principal	Administer the Healthy Kids Survey to students, staff and parents	None Specified	None Specified	
		Character Counts Curriculum taught in Freshman Social Studies Classes/ 1 time stipend	1000-1999: Certificated Personnel Salaries	Title I	5000.00
<p>2. Create a transition plan and process for students returning to comprehensive sites from alternative education settings. Currently when students return to GVHS from an alternative site they must meet with an Associate Principal to create a behavior plan and to discuss expectations.</p>					
August 2015 - June 2016	Abraham Olivares, Associate Principal	Continue to run transition meetings with student and parent upon return to site.	None Specified	None Specified	
		Update and implement Transition Plan	None Specified	None Specified	
<p>3. Improve student attendance and behavior on all school campuses. At an assembly the students are given an overview of the expectations of attendance, tardy and behavior. Students also participate in the creation of the school posture that includes attendance and behavior statements.</p>					
August 2015 - June 2016	Abraham Olivares, Associate Principal	Develop Recognition System for students with good behavior	5000-5999: Services And Other Operating Expenditures	Title I	600.00
		Develop Improvement Award for students who have improved attendance and behavior	5000-5999: Services And Other Operating Expenditures	Title I	600.00
		Revisit and update tardy policy			
<p>4. Create a healthy, nutritionally sound school environment that helps all students achieve a healthy and fit lifestyle. GVHS freshman curriculum has a healthy life style component and is presented in curriculum.</p>					
August 2015 - June 2016	Matt Thomas, Associate Principal	Communicate Fitness Gram Test results with parents	None Specified	None Specified	

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
	Mike Richter, Associate Principal	Support Healthy Food Choices in cafeteria working with food services to communicate with families the healthy choices offered	None Specified	None Specified	
5. Increase access to mental health services (addiction and crisis counseling) by hiring the following personnel where needed: behavior specialists and crisis counselors to provide direct services to students and connect with local agencies.					
August 2015 - June 2016	District/Site Psychologist	Develop and implement a plan to have more mental health presents on the school campus	None Specified	District Funded	
	Abraham Olivares, Associate Principal Jen Euker, Associate Principal Matt Thomas, Associate Principal	Site to develop a referral system for staff and students.	None Specified	None Specified	
6. Students will be physically healthy with the knowledge, skills and confidence to enjoy a lifetime of physical activities. Currently physical education teachers provide students with an education that includes exercise and healthy eating habits.					
August 2015 - June 2016	Mike Richter, Associate Principal Matt Thomas, Associate Principal	Promote Assets Physical Fitness Offerings After school, publicize offerings on web and in PE classes	None Specified	Other	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Highly Qualified Staff
LEA GOAL:
GOAL 4: Recruit and retain highly qualified staff.
SCHOOL GOAL #4:
Support District in recruiting and retaining highly qualified staff.
Data Used to Form this Goal:
Data used for this goal was based on California Department of Education (CDE) guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: District Williams, Rate of teacher misassignments, NCLB compliant credentials
Findings from the Analysis of this Data:
Staff who are highly qualified, credentialed and well trained contribute to the overall success and academic outcomes of students.
How the School will Evaluate the Progress of this Goal:
Evaluation of this goal will be based on CDE guidance as required for the Local Control Accountability Plan (LCAP) and Merced Union High School District (MUHSD) priorities and are as follows: METRIC: District Williams, Rate of teacher misassignments, NCLB compliant credentials

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
1. Use multiple resources, including Edjoin, hiring fairs, incentives, etc. to recruit highly qualified and trained staff.					
August 2015 - June 2016	District Kevin Swartwood, Principal	Continue to provide Edjoin Services	None Specified	District Funded	

Actions to be Taken to Reach This Goal					
Timeline	Person(s) Responsible	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
	Jen Euker, Associate Principal Matt Thomas, Associate Principal	Support staff and look for high quality candidates when hiring, involve the current teaching staff in the process.	None Specified	None Specified	
2. Explore and negotiate options to achieve/maintain salary schedule conducive to retaining highly qualified staff.					
August 2015 - June 2016	Kevin Swartwood, Principal	Participate in negotiations.	None Specified	District Funded	
3. Ensure on-going professional development for certificated and classified staff so they may stay current in their field.					
August 2015 - June 2016	Kevin Swartwood, Principal	Depth of Knowledge training to help align curriculum and teaching to CAASPP	5800: Professional/Consulting Services And Operating Expenditures	Title I	6000.00
		Thinking Maps Training	4000-4999: Books And Supplies	Title I	6000.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all courses.
SCHOOL GOAL #1:
Staff will be provided the necessary software program licenses, training and professional development necessary to create CCSS aligned lessons and assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers need current data and the tools to act on that data quickly. Nearly everything a student does within Revolution K-12 provides information on that student's current academic progress. Revolution translates this information in real-time to prescribe targeted intervention, or the evidence required to demonstrate and celebrate student success. Site portion of expense reflected in amount.	September	District	Revolution K-12 Software license	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Software allows teachers to move beyond textbooks, old worksheets, and question databases. Software allows teachers to create questions and to differentiate instruction, improve materials and adapt assignments to individual classes. Site portion of expense reflected in amount.	September	District	Kuta Software licence	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SchoolCity's online benchmark and formative assessment strategies promote student achievement, teacher engagement, and Common Core readiness. Site portion of expense reflected in amount.	August	District	SchoolCity Assessment license	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in college and career readiness.
SCHOOL GOAL #2:
Schools will continue the on-going implementation of the Common Core State Standards, academic and behavior intervention options and remediation opportunities in preparing all students for college and careers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School will establish a minimum of two sections after school for academic remediation for students who have previously failed a course. The credit recovery program will be an online model supervised by a credentialed teacher in that subject area.	August	Guidance Associate Principal	Teacher salaries	1000-1999: Certificated Personnel Salaries	Title I	30,000
			Teacher benefits	3000-3999: Employee Benefits	Title I	6,000
School will provide timely intervention for student behavior by supporting an intervention center with a qualified teacher, technology and materials necessary to increase student understanding of school expectations, graduation requirements and consequences of their choices.	August	Guidance Associate Principal	Teacher salaries	1000-1999: Certificated Personnel Salaries	Title I	40,000
			Teacher benefits	3000-3999: Employee Benefits	Title I	9,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	22,000.00
2000-2999: Classified Personnel Salaries	District Funded	29,572.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	96,024.00
1000-1999: Certificated Personnel Salaries	Title I	191,983.00
2000-2999: Classified Personnel Salaries	Title I	51,397.00
4000-4999: Books And Supplies	Title I	28,500.00
5000-5999: Services And Other Operating	Title I	33,875.00
5800: Professional/Consulting Services And	Title I	54,000.00
	Total:	641,579

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	51,572.00
LCFF - Supplemental	96,024.00
Title I	359,755.00
Total:	641,579

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	213,983.00
2000-2999: Classified Personnel Salaries	176,993.00
4000-4999: Books And Supplies	28,500.00
5000-5999: Services And Other Operating Expenditures	33,875.00
5800: Professional/Consulting Services And Operating	54,000.00
Total:	641,579

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	386,952.00
Goal 2	102,199.00
Goal 3	6,200.00
Goal 4	12,000.00
Total	641,579

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Swartwood, Kevin	X				
Runner, Jennifer		X			
Woodall, Tara		X			
Gouveia, Victoria		X			
Fox, Sue		X			
Powers, Andrew		X			
Cervantes, Alma			X		
Fee, Sharon			X		
Carbajal, Guadalupe				X	
Erickson, Shannon				X	
Martin, Chris				X	
Mosqueda, Luz				X	
Fee, Savanna					X
Christopher, Bodhi					X
Coronado, Brison					X
Dutra, Richard					X
Thomas, Matthew					
Berra, Maria					
Lao, Ya Mai					
Adame, Irma					
Moua, Kong					
Numbers of members of each category:	1	5	2	4	4

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- State Compensatory Education Advisory Committee
- X English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- X Other committees established by the school or district (list):
 - Safety & Discipline Committee
 - Instructional Leadership Team

Signature

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Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 28, 2015.

Attested:

Kevin Swartwood _____ *[Handwritten Signature]* 11/13/15
 Typed Name of School Principal Signature of School Principal Date

Tara Woodall _____ *[Handwritten Signature]* 11/13/15
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date