

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
Goleta Valley Junior High School	42-76786-6060032	May 8, 2019	May 21, 2019

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)

Additional Targeted Support and Improvement
Identified for students with disabilities

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.

Our Single Plan for Student Achievement goals are aligned with our district’s LCAP goal one, two and three. The SPSA will address the goals through various strategies designed with targeted interventions for student achievement, attendance, and student and parent engagement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was developed with parents, teachers, other school leaders, secondary students, and classified staff in School Site Council. The SPSA is based on a comprehensive needs assessment of the entire school which takes into account information on the academic achievement of children in relation to the challenging state academic standards. It also contains a description of methods and instructional strategies that strengthen the academic program of our school, increase the amount and quality of learning time, help provide an enriched curriculum, and address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards. Meetings to analyze data and provide input were held with staff, ELAC parents, PTA, and SSC. ELAC advised SSC on SPSA based on meetings that took place on 1/17/19 and 2/7/19. Annual Review of SPSA through SSC meetings on February 13, 2019, March 13, 2019, and May 8, 2019.

Resource Inequities

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

Title I funding for instructional supplies was moved to replace Title I Chromebooks that needed to be replaced.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Goal 1: The percentage of students who are EL, socioeconomically disadvantaged, and Special Education students who achieve an overall GPA of 3.0 or higher will increase by 3% by June 2020.

Goal 2: Provide opportunities for staff and students to build an inclusive and culturally relevant educational environment by June 2020.

Identified Need

The data shows that progress continues to be made with student representation in honors classes. Coordinated efforts will need to continue to be made in terms of equity and access to advanced courses by decreasing the amount of D and Fs in ELA and Math. Data also shows the importance of monitoring students' overall GPA and see what efforts can be made for RFEP, Hispanic, SED, and EL students to increase the percentage of 3.0 GPA threshold. The data also shows the need to monitor and supports students with disabilities by reducing the amount of D/Fs and increasing their overall GPA. There is also a need to continue work around understanding of achievement gaps and to find solutions and strategies to improve academic outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in professional learning around Cultural Proficiency. Student participation in Talking in Class.	Three staff members participated in IEE in 18/19. 30 students participate in Talking in Class in 17/18 school year.	Continue to send staff to IEE trainings held throughout the year. Coordinate a Talking in Class for 19/20 school year.
D/F Grade Analysis	7th grade overall No D/F was 79%. Reclassified students with no D/F was 74%, Hispanic was 64%, SED 60%, SPED 88% and EL 43%. 8th grade overall No D/F was 78%. Reclassified students with no D/F was 74%, Black/African Hispanic was 62%, SED 60%, SPED 88% and EL 43%.	Improve percentage of all students with no D/F grades by 3% with all subgroups.
Overall GPA of 3.0 or Higher	Overall: GPA of 3.0 or higher was 68%. Above: White students 84%	Improve overall percentage by 3% and all the subgroups. Improve SPED and EL by 4%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Below: RFEP 62%, Hispanic 52%, SED 52%, SPED 37%, EL 28%	
% of Students Completing At Least One Advanced Learning Course	<p>Overall 60% of students are enrolled in advanced courses.</p> <p>Above: White 81% Asian 76%</p> <p>Below: RFEP 53% Hispanic 41% SED 39% Homeless 35%</p>	Improve overall percentage and percentage by subgroup of students enrolled in Advanced Learning courses by 3%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Lunch and extended library hours in order to provide tutoring and access to academic resources that students would not have access to at home. (0899:6361.20/benefits 1348.57)

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students: 7th and 8th grade students from diverse backgrounds who represent a cross-section of our school's diversity.

Strategy/Activity

Talking in Class: Provide opportunities for students to be part of conversation and solutions to academic achievement gaps. Students provide their expertise on creating an environment where

we can all enjoy a sense of connectedness, safety and high quality education. Action plans are developed and supported. (Lotto: \$1,500)

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students getting D/F in core academic classes.

Strategy/Activity

Academic Seminar: Academic Seminar provides support for students who are at risk of failing a course(s). Seminar will target organizational skills, self-advocacy, overall academic self - management and work completion. (Lotto: \$5,130.00 Benefits: \$1,087.56)

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students getting a D/F in Math.

Strategy/Activity

Curriculum specialist for Math classes: The curriculum specialist provides targeted Math support to students in both 7th and 8th grade Math.

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)

16,775

Supplemental/Concentration Grant - 0790

5,200.25

Supplemental/Concentration Grant - 0790

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counselors will monitor 7th and 8th grade students earning a grade of D or F in core academic subjects quarterly in order to determine academic interventions. Counselors will also monitor students getting successful academic marks and make recommendations for advanced learning programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We want to empower our staff to have the skills, tools, and resources to make a lasting difference for our students. We want our staff to have an understanding of achievement gaps and to find solutions and strategies to improve academic outcomes for all students. Quarterly conversations through Circle Chats to bring new voices and help enrich the conversation of equity for our students, supported by staff who have attended IEE or similar trainings.

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)

Annual Review

SPSA Year Reviewed: 2018-19

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.

Library hours have allowed students an opportunity to maintain their engagement with their learning. On average there are 15 to 20 students coming in every day. Librarian reports a growth in student visits who spend their time working on HW or reading. This year, there has been the

addition of the Makerspace for students to come in and create. Students have opportunities to grow as creators, designers, innovators, problem-solvers, and collaborators. The maker challenges have boosted student curiosity and confidence. As students learn about design thinking and the maker movement, they think of themselves as creators and collaborators. By supporting an inclusive maker culture at our school, we are better equipped to give all students access to activities that will foster problem-solving skills, growth mindset, and positive attitudes about their own abilities and imaginations. Overall, the library has become a safe and productive space for students and helps with the overall sense of feeling connected with the school. Overall, students are taking advantage of extended library hours in the library.

Academic Seminar provides support for students who are at risk of failing a course(s). Academic Seminar is held after school. Academic Seminar is continuing to support students currently earning D or F grades in English language arts or mathematics. The sessions take place for two weeks and there have been a total of 10 sessions scheduled for the school year consisting of no more than 15 students. Students take a survey rating their experience in Academic Seminar. Student responses in the pre-survey shows 56% of students prioritizing math, 36% English, 54% Science, and 52% Social Studies. On a scale of 1-5 - 90% of students indicate that they will commit a 4-5 level of effort for academic seminar. For the exit survey, 51% of students participating attended most of the classes in the session. 63% worked on SS, 57% on Math, 45% on Science, and 43% on English. On a scale of 1-5, 92% of students rated the seminar to be helpful for their academics. Due to no more openings to schedule Talking in Class this year, it has been scheduled for next year.

Previous year's Talking in Class presentation gathered student feedback making sure the school provides inclusive environments. Overall, the percentage of students meeting or exceeding standard in math over the 3 year period (2016, 2017, 2018) has grown slightly: 43% to 49% to 51%. Consistently, across all subgroups 7th grade students have had a higher percentage of students than 8th grade students who are meeting/exceeding standard. This tends to follow the level of rigor that happens in 8th grade math when students encounter concepts related to Linear Algebra and Geometry that they have not been exposed to before. Several subgroups have shown growth over the 3 years: Hispanic/Latino 23% to 29% to 31%, ED 21% to 25% to 30%, RFEP 32% 42% to 43%, Several subgroups fluctuated with both some growth and slight decline: White 67% to 71%.....then to 70%, SPED 5% to 11%.....then to 8%, EL 6% to 3% to 7%. The curriculum specialist provides targeted math support to students in both 7th and 8th grade. Based off data from individual classes students are showing growth with targeted support and this support is showing positive results and individual student progress.

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

We intended to hold another Talking in Class this year. Talking in Class provides our school an opportunity to gather feedback on what steps we need to take to ensure students maintain a sense of connectedness and allows us to evaluate our path to being more inclusive with our practices. There were no more openings for Talking in Class this school year, so we are taking steps to ensure we have it set up for next year.

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.

We will look at academic seminar and see how we can be more intentional about helping and guiding students. Talking in Class will be scheduled for fall 2019. As a result of the ATSI

designation, GVJH will focus efforts on improving achievement for Students with Disabilities as well as other subgroups where gaps are found.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Goal 1: The percent of overall students who have chronic absenteeism and or suspensions will be reduced by 3% by June of 2020.

Goal 2: Increase parent involvement and opportunities for parent education workshops of parents whose students are EL, SED, SPED, and RFEPd by 5% as measured by parent needs and climate surveys by June 2020.

Goal 3: To increase the sense of safety and connectedness at school by 5% as measured by student surveys.

Identified Need

The data shows an ongoing need to improve rates of Chronic Absenteeism, suspension and student sense of connectedness with school. The data for Parent/guardian engagement shows a need for educational workshops and will play an integral role with school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Connectedness to School	Overall students with high sense of connectedness for 18/19 is 55%. Above: Asian 85%, white 63%, Homeless 67% Below: Hispanic 51%, SED 53%	Overall: Increase by 3% Increase by 3% Asian, white, Homeless, Hispanic, and SED.
% of Students with a High Sense of Safety at School	Overall students that feel safe at school for 18/19 is 62%. Above: Asian 85%, white 63%, Homeless 67% Below: Hispanic 51%, SED 53%	Overall: Increase by 3% Increase by 3% Asian, white, Homeless, Hispanic, and SED.
Chronic Absenteeism Rate	All Students are in the red performance level and have a high level of being chronically absent with a rate of 11.70%. Chronic absenteeism for All Students has increased	Reduce the percentage of all students and subgroups chronically absent by 3% or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>significantly from the prior year by 4.00%.</p> <p>Asian students are in the green performance level and have a low level of being chronically absent with a rate of 3.70%. Chronic absenteeism for Asian students has declined from the prior year by -0.80%.</p> <p>Homeless students are in the yellow performance level and have a high level of being chronically absent with a rate of 12.80%. Chronic absenteeism for homeless students has declined from the prior year by -1.60%.</p> <p>Students with disabilities are in the red performance level and have a very high level of being chronically absent with a rate of 29.30%. Chronic absenteeism for students with disabilities has increased from the prior year by 14.50%.</p> <p>English Learners are in the orange performance level and have a high level of being chronically absent with a rate of 19.70%. Chronic absenteeism for English Learners has increased from the prior year by 6.50%.</p> <p>Socioeconomically Disadvantaged are in the red performance level and have a high level of being chronically absent with a rate of 16.40%. Chronic absenteeism for Socioeconomically Disadvantaged has increased significantly from the prior year by 4.80%.</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Hispanic students are in the red performance level and have a high level of being chronically absent with a rate of 13.20%. Chronic absenteeism for Hispanic students has increased significantly from the prior year by 4.00%.</p> <p>White students are in the red performance level and have a high level of being chronically absent with a rate of 10.70%. Chronic absenteeism for white students has increased significantly from the prior year by 4.40%.</p> <p>Two or More Races have a high level of being chronically absent with a rate of 13.30%. Chronic absenteeism for Two or More Races has maintained from the prior year by 0.30%.</p>	
CA School Dashboard Suspension Indicator	<p>All students are in the orange performance level and have a medium suspension level with a rate of 6.60%. Suspension rate for all students has increased by 0.40%.</p> <p>Two or more races have a very low suspension level with a rate of 0.00%. Suspension rate for two or more races has declined by -8.30%.</p> <p>Students with disabilities are in the orange performance level and have a very high suspension level with a rate of 12.90%. Suspension rate for students with disabilities has declined by -3.60%.</p> <p>White students are in the green performance level and have a</p>	Reduce the suspension rate of all students and subgroups by 3% or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>medium suspension level with a rate of 2.60%. Suspension rate for white students has declined by -1.00%.</p> <p>English Learners are in the red performance level and have a very high suspension level with a rate of 17.10%. Suspension rate for English Learners has increased by 7.90%.</p> <p>Homeless students are in the red performance level and have a very high suspension level with a rate of 15.40%. Suspension rate for homeless students has increased by 6.60%.</p> <p>Socioeconomically disadvantaged students are in the orange performance level and have a high suspension level with a rate of 11.00%. Suspension rate for Socioeconomically disadvantaged has increased by 2.20%.</p> <p>Asian students are in the yellow performance level and have a low suspension level with a rate of 1.90%. Suspension rate for Asian students has increased by 1.90%.</p> <p>Hispanic students are in the orange performance level and have a high suspension level with a rate of 10.90%. Suspension rate for hispanic students has increased by 2.70%.</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Parents Responding to the California School Parent Survey	Overall: 51%	Overall: Maintain the response rate of 51% and aim in to increase the response rate by 3%.
<p>% of Parents that Agree or Strongly Agree that:</p> <p>The school allows input and welcomes parents' contributions</p> <p>The school actively seeks the input of parents before making important decisions</p>	<p>Overall: 84%</p> <p>Above: Asian 95%, Hispanic 95%, EL 100%, Low Income 93%, SPED 89%, Foster Youth 84%.</p> <p>Near: 78%</p> <p>Overall: 60%</p> <p>Above: Asian 86%, Hispanic 76%, Low income 73%, EL 92%, SPED 68%, Foster Youth 60%</p> <p>Near: White 51%</p>	<p>Overall: Increase by 3%</p> <p>Overall: Increase by 3%.</p>
<p>% of Parents that:</p> <p>Attended a general school meeting.</p> <p>Attended a school or class event.</p> <p>Served as a volunteer in the child's classroom or elsewhere in the school.</p>	<p>Overall: 91%</p> <p>Above: Asian 100%, White 95%</p> <p>Near: Hispanic 86%, Low Income 82%, SPED 89% Foster Youth 91%</p> <p>Overall: 65%</p> <p>Above: White 72%, SPED 69%, Foster Youth 65%</p> <p>Near: Asian 53%, Hispanic 63%,</p> <p>Below: Low Income 51%</p> <p>Overall: 24%</p> <p>Above: White 26%, Foster Youth 24%</p> <p>Near: Hispanic 22%, Low income 21%,</p>	<p>Overall: Increase by 3%</p> <p>Overall: Increase by 3%</p> <p>Overall: Increase by 5%</p>
ELAC needs assessment	30% or EL parents responded to the ELAC needs assessment. 63% of EL parents feels their student is academically supported at school. 37% of EL parents somewhat feel their student is academically supported at school. 63% feel their child is	Increase participation rate by 5%. Coordinate parent workshops that focus on academic and social support for students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	socially supported and 23% somewhat socially supported. 3% don't feel their child is socially supported and 10% do not know. When it comes to attending workshops to support students academically, 68% are interested while 32% are not interested.	

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, and parents whose students are academically at risk.

Strategy/Activity

Parent engagement geared towards workshops to support SEL, attendance, academic achievement. (Lotto: Interpretation: 3,000 / Childcare: \$1,479.00 benefits: \$419.15)

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)
1000	Title I - 3010

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, particularly at-risk students

Strategy/Activity

Subs for SSTs : Subs for all day SSTs: SST team meets for full day pull outs during the year to address the needs of specific students demonstrating that they have academic, social and/or attendance struggles. (Lotto: \$1,200.00 benefits: \$254.40)

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)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, chronically absent, suspended.

Strategy/Activity

Restorative Approaches counselor serves as an hourly position to work closely with the administrative team, counselors, and attendance clerk to address student behavioral and social emotional needs. Students who require positive behavior interventions and reintegration back into the school environment will work with the RA counselor so that students feel more connected with school.

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)

20,930.4

Source(s)

Supplemental/Concentration Grant - 0790

4,437.24

Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students. Chronically absent students.

Strategy/Activity

Additional hour for the attendance clerk to address chronic absenteeism, truancy, and the SARB process. Attendance clerk will work closely with the Dean of Students.

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)

3,357

Source(s)

Supplemental/Concentration Grant - 0790

1,040.67

Supplemental/Concentration Grant - 0790

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students, EL Students, At risk students.

Strategy/Activity

Family Liaison: The Family Liaison is an hourly position to assist with parent engagement at various parent meetings ranging from PTA, ELAC, and parent workshops and events that take

place throughout the year. Overall, this position will serve as a liaison between our school and parents in regards to family involvement activities. (Lotto:\$2,217.60 Benefits \$687.46)

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increasing the hours for campus safety to maintain student engagement in the morning by ensuring students get to class on time and are not truant. (0899 - 3641.84 / benefits 1129.39).

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students who are 8th graders

Strategy/Activity

The AHA! Peace Builders meets weekly after school to promote leadership skills and social-emotional learning and build positive, healthy community in the crucial year before high school. Through games, interactive dialogues, and team-building, teens are given tools and resources to make strong friendships on campus, contribute to positive campus culture, and help all students feel more connected to school. (Lotto: \$2,500)

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a handbook to all students which also includes the Parent Involvement Policy and Parent Compact. (Lotto: \$3,500)

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)

Annual Review

SPSA Year Reviewed: 2018-19

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.

Parent engagement classes through Parent Project and Padres Adelante allows parents to develop their leadership skills, increase the quality of their engagement in the decision-making process of our school and equip them to get involved and become advocates for their children and thereby increase student academic achievement. In addition, we have a family liaison to assist with parent engagement to various parent meetings ranging from PTA, ELAC, and the parent workshops and events that take place throughout the year. This has been extremely helpful and fostering relationships with parents who would otherwise not attend evening events. The parent engagement classes also helps parents/guardians to build a strong foundation at home with their children that will create the conditions that will lead to student success at school and thereby increase student academic achievement. The goal for these programs is to educate parents in the most effective means of impacting their children for positive change by building a strong foundation at home and thus help improve school performance, attendance, and begin thinking about college and careers. Parents rated the class very highly across all of the key measures. 100% of the parents surveyed said that the class was valuable to them, that it met the objectives that were explained at the beginning of the class, and that they would recommend the class to other parents. Parents gave the classes an overall average rating of 9 on a scale of 1-10, with 10 being "the best. Parents are also provided with open-ended questions and they give a variety of insights on the impact of the class, how it prepared them to help their children in school, and how the course could be improved. For example, a question from the Parent Project survey asked what was the most important thing they learned in the class parents most often reported that it was learning how to communicate with their children; learning to listen to them as well as how to talk to them were seen as key strategies for having better relationships with them at home. One parent commented, "To be tolerant and behave intelligently when dealing with whatever circumstance with my adolescent children." The parents reported that the class helped them take initiative at home with positive changes that will build healthy relationships. The parents also commented how the class helped them to understand the relationship between what they were learning and the impact on their children at school. One

parent remarked, “To give them confidence and love. To be informed about homework assignments and to ensure that they are not absent from school, and to be inquiring from their classes about their grades and have better communication with my children. We will continue to look for ways to fund these projects as they use the MALDEF curriculum. One option we will explore is how to implement MALDEF Parent School Partnership Institute in our schools through our parent engagement department. Restorative Approaches counselor: Overall GVJH students are at red with chronic absenteeism and orange with suspension rates. With chronic absenteeism, groups in the red include students with disabilities, hispanics, white, and SED. Under suspension, students in the red include English Learners and homeless. Students in orange include SED, students with disabilities and hispanic. This is an area of ongoing need. As we continue to revisit our suspension and truancy data, it will be critical for the Dean of Students to work closely with the RA counselor in order to ensure positive outcomes through formal RA conferences. The Restorative Approaches counselor serves as an hourly position to work closely with the administrative team, counselors, and attendance clerk. A google form is used to track student information, RA meeting structure, type of offense, truancy, grades, and conference notes. The RA counselor held 105 formal RA conferences. 46.2% were 7th and 53.8% were 8th. 98% were general education and 2% were sped. The referrals came from the administrators. There was an even spread of percentages of when the offenses occurred during the school day although there was a higher percentage of 33% coming from 5th period. 74.5% of the RA structure were RA counselor/student, 4.2% were student teacher, 14.2% were student/student, 2.8% proactive circle, and 2.8% reactive circle. The offenses made that resulted in formal RA conference stem from minor disciplinary offenses to Ed code violations. The highest percentage was personal SEL issues with 41.5% of the RA formal conferences. 32.1% were reintegration, 25.5% were due to academic performance, 32.1% were reintegration meetings, 8.5% were from victim of offense, and 5.7 % were truancy, and 6.6% due to use of force, 11.3% due to defiance. The conference notes provide qualitative data that allows administration to disseminate the integration of students and provide next steps to better support student engagement. In discussion with SSC, the data is demonstrating that ten hours a week is not enough time to address the needs of students who are at risk and ensure positive outcomes through formal RA conferences.

Chronic Absenteeism for 2018-19 school year is statistically very similar to 2017-18 with a 0.1% drop as compared at this time of year. Changes among subgroups are not statistically significant, however it is notable that the rates for students in Special Education dropped by 5.5% while the Homeless/Foster Youth subgroup increased by 5%. There were modest increases in SED and White subgroups (1.5% and 0.5%, respectively), a very small decrease in the Hispanic/Latino subgroup of 0.5%, and a 2.8% increase in Asian subgroup. The attendance clerk is paid an additional hour to assist with monitoring chronic attendance, truancy, student attendance recognition, and assist administration with the SARB process. Survey results indicate that both sense of safety and feelings of being connected with our school had significantly lower scores in 2018 than in 2017. Furthermore, 2018 represents the lowest score in the past four years in both categories. The change in outcome was consistent among subgroups in that all subgroups indicate a decline, however, the SED and Hispanic/Latino subgroups reported a relatively steeper decline in both safety and connectedness. These key data points are as follows: Feelings of School Safety for the SED subgroup declined by %16, Feelings of School Safety for the Hispanic/Latino subgroup declined by %19. Sense of School Connectedness for the SED subgroup declined by %15. Sense of School Connectedness for the Hispanic/Latino subgroup declined by %18. Adding an additional hour to campus safety allows for an extra set of eyes throughout the school day for our students. Campus safety is able to supervise students and ensure they are arriving on time to class and prevent 1st period truancy from rising. Consequently, this position also ensures that students are being supervised every morning and maintaining student safety at our school.

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 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.

These parent engagement classes have been successful programs at our school and it will benefit parents currently attending GVJH and soon to be heading to DPHS to continue offering opportunities for them to remain engaged with school. The computer classes will also continue to be offered to increase parent awareness of how to navigate online platforms to better support the education of their students. RA Counselor is an area of ongoing need. As we continue to revisit our suspension and truancy data, it will be critical for the Dean of Students to work closely with the RA counselor in order to ensure positive outcomes through formal RA conferences. We will be exploring how we can increase hours to provide opportunities to have students who otherwise may be sent home for a suspension to remain at school and work with RA counselor to reintegrate back into the classroom and allow students to feel more connected with school. Safety is our number one priority so it is critical to maintain this support at our school as we continue to build effective supervision systems that allow for the social wellbeing of our students. If funding allows it, we would also like to fund Peace Builders for next year as it is another avenue to keep students connected with our school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Goal 1: Close the achievement gap by increasing the percentage of English Learner, RFEPd, SED, and Special Education students who meet or exceed the CAASPP in ELA by 3 points and in Math by 3 points by Spring of 2020.

Goal 2: Increase the percentage of all students who meet or exceed the CAASPP in ELA by 3 points and in Math by 3 points by Spring of 2020.

Identified Need

Assessment results for CAASPP ELA have seen a significant increase overall in ELA and all subgroups have seen an increase. Math has seen an overall increase and EL have decreased and students with disabilities have maintained. In both ELA and Math, students with disabilities are below standard and as a result, Goleta Valley Junior High School has received an ATSI designation for students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>Overall, all students are in the blue performance level with 19.6 points above standard and a significant increase of 20.1 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Above: Asian students are in the blue performance level with 79.2 points above standard and a significant increase of 26 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>White students are in the blue performance level with 66.1 points above standard and an increase of 9.4 points when looking at the difference</p>	All students will increase by 3 points in CAASPP ELA when looking at the current distance from standard status and prior distance from standard status.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>between current distance from standard status and prior distance from standard status.</p> <p>Near: EL students are in the yellow performance level with 69.5 points below standard and an increase of 7.4 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Homeless students are in the yellow performance level with 32 points below standard and a significant increase of 47.1 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>SED students are in the yellow performance level with 31.8 points below standard and a significant increase of 22.8 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Hispanic students are in the yellow performance level with a 27.9 points below standard and significant increase of 20.5 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Below: Students with disabilities are in the orange performance level with 101.8 points below standard and a significant increase 22.2 points when looking at the difference between current distance from</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard status and prior distance from standard status.	
CAASPP Math	<p>Overall All Students are in the green performance level with -4.8 points below standard and increased with 4.8 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Above standard Asian are in the blue performance level with 80.8 points above standard and maintained with 2.3 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>White are in the blue performance level with 49.4 points above standard and maintained with -0.6 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Two or More Races are 77.7 points above standard and increased significantly with 23.8 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Below standard English Learners are in the red performance level with -100.5 points below standard and decreased with -7.8 points when looking at the difference between current distance from</p>	All students will increase by 3 points in CAASPP Math when looking at the current distance from standard status and prior distance from standard status.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>standard status and prior distance from standard status.</p> <p>Homeless are in the yellow performance level with -70.3 points below standard and increased significantly with 17.1 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Socioeconomically Disadvantaged are in the yellow performance level with -67 points below standard and increased with 3.9 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Students with disabilities are in the red performance level with -141.6 points from standard and maintained with -0.4 points when looking at the difference between current distance from standard status and prior distance from standard status.</p> <p>Hispanic are in the orange performance level with -63 points below standard and maintained with 0.4 points when looking at the difference between current distance from standard status and prior distance from standard status.</p>	
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Establish a baseline based on the results of ELPAC 18/19 school year.	Establish a baseline based on the results of ELPAC 18/19 school year.
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: All students: 62%	All students and subgroups will increase by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Above: White students: 85% Asian 73%</p> <p>Below: Black/African American 57% Homeless/foster youth 44% Hispanic/Latino students: 41% SED: 38% Special Education: 23% English Learners: 1% Reclassified Fluent: 52%</p>	
% of Students that Met or Exceeded Science Standards (CAST)	Establish Baseline data for the CAST results from Spring 2019.	Establish Baseline data for the CAST results from Spring 2019.

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

Professional Development: CCSS ELA and Math, NGSS
PLCs will collaborate on our school site implementation plan: Higher Order Thinking Skills: Students gradually released to complete DOK 3 & 4 level tasks that requires: Use of analysis, evaluation, logic, reasoning, problem solving and justifying. PD on Cognitive Strategies and EL Strategies. Site Leadership Team and PLCs will collaborate on identifying evidence of student work as it relates to our Site Instructional Plan. Continue to refine and implement Evidence of Student Learning protocol. Develop a learning round calendar that is aligned with our site implementation plan.

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)
4,305.44	Supplemental/Concentration Grant - 0790
2,000	Supplemental/Concentration Grant - 0790
424	Supplemental/Concentration Grant - 0790
2,134.9	Title I - 3010

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

Building reading comprehension through the use of NewsELA to improve reading proficiency on the STAR ELA. Administer STAR ELA three times throughout the year with ongoing use of NewsELA for ongoing growth on STAR ELA (Restricted Lotto 6300 6,500)

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who are at risk of failing core academic subjects

Strategy/Activity

Pathways after school tutoring: Pathways serves as a tutoring/HW center Monday through Thursday during period 7. Students complete a weekly progress report, which includes projects they are working on, grades according to NEO, and missing assignments for all subjects. Students also have opportunities to request meetings with teachers and tutors for individualized help.

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)

7387.2

Title I - 3010

1556.9

Title I - 3010

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Literacy Specialist will provide intensive reading intervention to identified students with IEPs on a daily basis. Each class period will have 6-8 students with the goal of serving 30-40 students. The instructional model will be a combination of direct instruction using Orton-Gillingham based programs as well as an online program, Mindplay. (SPED Funded)

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide CCSS aligned instructional materials for teachers Library books/textbooks(Restricted Lotto: 6300 - \$8,500)

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL and RFEP

Strategy/Activity

Monitor students who meet reclassification criteria and monitor RFEPd student's overall academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

In English Language Arts the overall performance indicator for CAASPP was in the blue performance category. There was an increase of +20.1 points. In CAASPP Math the overall performance indicator was in the green performance category. There was a increase change of +4.8 points. There exist significant gaps between student groups in achievement on standardized testing in English Language Arts and mathematics, with disproportionality particularly prominent with students with disability, English learners, hispanics and Socioeconomically disadvantaged. Students with disabilities student group was identified with three performance level below the "all student" performance in ELA. EL, homeless, and SED were in the yellow performance level which makes it two performance levels of what all students performed in ELA. In Math, English Learner, students with disabilities, and hispanics were identified with two or more performance levels below the overall achievement. This data supports the ongoing need to continue improving our practice as we look to understand depth and complexity of learning with our students. Professional development opportunities allow teachers opportunities to continue improving their practice to support students outcomes. It is important to continue to provide funding for teachers release days and PD opportunities to support CCSS and NGSS. The educational technology coach has facilitated three staff meetings this year focusing on technology quick tips, understanding Star ELA data, and building teacher capacity for apple classroom, NEO, and NewsELA. In addition, 30 hours have been dedicated towards 1:1 coaching with teachers before school, prep times, and after school. Support has also been given to teachers via electronic means of communication. Technology coach has also led parent technology workshops that have focused on parent capacity to use NEO, mobil devices and understand digital citizenship. Interviews with parents who have attended these workshops have expressed growth in their understanding of digital tools to support their students. Pathways serves as a homework center Monday through Thursday during period 7. Students complete a weekly progress report, which includes projects they are working on, grades according to NEO, and missing assignments for all subjects. Students also have opportunities to request meetings with teachers and tutors for individualized help. The students in pathway include 53% 8th graders and 47% 7th graders. Data is captured from students that provides the teacher with the students week that shows any tests or projects that they have coming up. 37% of total responses indicate math tests coming up which allows the teacher to target student support in math. Other subject areas include Science test 17%, SS 17%, and ELA 12%. The data also provides a summary of student's current grade in their classes and captures upcoming projects. The data shows that students are demonstrating success with their classes so we will continue to provide this support for at risk students who are placed in the Pathways class.

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

We had intended to purchase classroom supplies for at risk students, but fiscal informed us we can no longer make purchases for school supplies using title I funds. This allocation was discussed with SSC and we decided to purchase Chromebooks to replace the older title I Chromebooks.

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.

Pathways will be moved to goal 1 cultural proficiency.
Educational technology coach will be funded through the district as a technology integrator stipends. Our site will have two technology coaches for 19-20 school year. This funding can go towards digital tutoring for at risk students.

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	\$12,079.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,549.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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 (\$)
Supplemental/Concentration Grant - 0790	\$58,470.00
Title I - 3010	\$12,079.00

Subtotal of state or local funds included for this school: \$70,549.00

Total of federal, state, and/or local funds for this school: \$70,549.00

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.

[Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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/guidanceusesinvestment.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 (Stakeholder 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/guidanceusesinvestment.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

Appendix D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Mauricio Ortega	Principal
Amy McMillan	Classroom Teacher
Rachel Hatcher	Other School Staff
Jan Ferrer	Classroom Teacher
Katrina Peeples	Classroom Teacher
Ana Silva	Classroom Teacher
Rhiannon Parisse	Parent or Community Member
Toni Gentry	Parent or Community Member
Karen van Gool	Parent or Community Member
Sarah Dent	Secondary Student
Graciela Fuentes	Secondary Student
Ayslin Basave	Secondary Student

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.

Appendix E: 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 5/8/2019.

Attested:



Principal, Mauricio Ortega on 5/8/19



SSC Chairperson, Rhiannon Parisse on 5/8/19

Appendix G: School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
803	42.2%	13.3%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.






2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	13.3%
Foster Youth	1	0.1%
Homeless	39	4.9%
Socioeconomically Disadvantaged	339	42.2%
Students with Disabilities	107	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9%
American Indian	2	0.2%
Asian	52	6.5%
Filipino	9	1.1%
Hispanic	394	49.1%
Two or More Races	37	4.6%
White	296	36.9%

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Appendix G: School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	2

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 19.6 points above standard Increased 20.1 points 763 students	English Learners  Yellow 69.5 points below standard Increased 7.4 points 213 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  Yellow 32 points below standard Increased 47.1 points 36 students	Socioeconomically Disadvantaged  Yellow 31.8 points below standard Increased 22.8 points 330 students	Students with Disabilities  Orange 101.8 points below standard Increased 22.2 points 106 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 79.2 points above standard Increased 26 points 46 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  Yellow 27.9 points below standard Increased 20.5 points 383 students	Two or More Races  No Performance Color 88.7 points above standard Increased 16.7 points 35 students	Pacific Islander  No Performance Color 0 Students	White  Blue 66.1 points above standard Increased 9.4 points 283 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 121.7 points below standard Increased 29.3 points 63 students	Reclassified English Learners 47.5 points below standard Declined -5.3 points 150 students	English Only 49.5 points above standard Increased 16.3 points 437 students
---	--	--

Appendix G: School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	2	0	2

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 4.8 points below standard Increased 4.8 points 759 students	English Learners  Red 100.5 points below standard Declined -7.8 points 211 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  Yellow 70.3 points below standard Increased 17.1 points 35 students	Socioeconomically Disadvantaged  Yellow 67 points below standard Increased 3.9 points 328 students	Students with Disabilities  Red 141.6 points below standard Maintained -0.4 points 104 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 80.8 points above standard Maintained 2.3 points 46 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic  Orange 63 points below standard Maintained 0.4 points 381 students	Two or More Races  No Performance Color 77.7 points above standard Increased 23.8 points 34 students	Pacific Islander  No Performance Color 0 Students	White  Blue 49.4 points above standard Maintained -0.6 points 282 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 163.3 points below standard Maintained 0.7 points 63 students	Reclassified English Learners 73.8 points below standard Declined -13.3 points 148 students	English Only 27.3 points above standard Maintained 1 points 435 students
---	---	--

Appendix G: School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	112	100	107	15	13	13
Fluent English Proficient (FEP)	252	259	229	33	33	29
Reclassified Fluent English Proficient (RFEP)	30	28	18	21	25	18

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Goleta Valley Junior High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	30 (20.8 %)	28 (25.0 %)	18 (18.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Goleta Valley Junior High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	65	50	62
At Risk of Becoming LTEL (4-5 Years)	0	0	0

Appendix G: School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
80	43.8%	30%	21.3%	5%

Appendix G: School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 11.7% chronically absent Increased 4% 818 students	 Orange 19.7% chronically absent Increased 6.5% 117 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 12.8% chronically absent Declined 1.6% 39 students	 Red 16.4% chronically absent Increased 4.8% 360 students	 Red 29.3% chronically absent Increased 14.5% 116 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  Green 3.7% chronically absent Declined 0.8% 54 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic  Red 13.2% chronically absent Increased 4% 401 students	Two or More Races  No Performance Color 13.3% chronically absent Maintained 0.3% 45 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Red 10.7% chronically absent Increased 4.4% 300 students

Appendix G: School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	1	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 6.6% suspended at least once Increased 0.4% 823 students	 Red 17.1% suspended at least once Increased 7.9% 117 students	 No Performance Color Less than 11 Students - Data Not 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 15.4% suspended at least once Increased 6.6% 39 students	 Orange 11% suspended at least once Increased 2.2% 363 students	 Orange 12.9% suspended at least once Declined -3.6% 116 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7 students	American Indian  No Performance Color Less than 11 Students - Data 2 students	Asian  Yellow 1.9% suspended at least once Increased 1.9% 54 students	Filipino  No Performance Color Less than 11 Students - Data 9 students
Hispanic  Orange 10.9% suspended at least once Increased 2.7% 404 students	Two or More Races  No Performance Color 0% suspended at least once Declined -8.3% 45 students	Pacific Islander  No Performance Color 0 Students	White  Green 2.6% suspended at least once Declined -1% 302 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.3% suspended at least once	6.2% suspended at least once	6.6% suspended at least once